

UNIT 2 – DRUM NOTATION

<p>Established Goals: Students will learn how to read drum notation from the staff and transfer that information to LMMS. Students will be able to play simple drum patterns from notation on the drum set.</p> <p>Standard(s): <u>Music:</u> 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.4, 1.4.8.A.7, 1.4.8.B.1 <u>Technology:</u> 8.1.8.A.5, 8.1.8.D.2, 8.2.8.A.1</p>	Transfer	
	<p><i>Students will be able to:</i> Students will learn how to read drum notation from the staff and transfer that information to LMMS. Students will be able to play simple drum patterns from notation on the drum set.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<p>The staff is used to represent the timing of sounds. Things stacked on top of each other happen at the same time in music notation.</p>	<p>How do you use quarter, eighth and other musical values in conjunction with the staff? How does the staff help us to read and perform a drum pattern?</p>
	Acquisition	
	KNOWLEDGE	SKILLS
	<i>Students will be able to</i>	<i>Students will be skilled at...</i>

	<p><i>Read drum notation.</i> <i>Perform a simple drum pattern on the drum set.</i></p>	<p>Understanding the relationship of musical values and their usage (i.e quarter, eighth). Performing a simple drum pattern</p>
--	---	---

Vocabulary		Instruction and Pacing (suggested order to teach)	
		1. Students learn the difference between a note and a rest	
Drum Clef	Eighth	2. Students learn how to diagram a beat for subdivision purposes	
Bass Drum	Sixteenth	3. Students learn how to sub divide an entire measure	
Hi Hat	Note	4. Students learn how to read drum notation	
Snare Drum	Rest	5. Students learn to play simple drum patterns	
Pitch		6. Students are introduced to basic functions of LMMS	
Whole		7. Students learn to transfer drum patterns to LMMS	
Half		8. Students are tested	
Quarter			

Resources

21st Century Skills

Creativity

Innovation

Differentiation and Accommodations

Each objective is accomplished for the special education student just as for the general education student. As required, the material will be modified to conform to each student's IEP.

Each objective is accomplished for the bilingual education student just as for the general education student. As required, for the bilingual education student, the material must be presented in the language/learning style which the student understands. As the bilingual student masters the English language, a transition in teaching occurs via several strategies; the teacher instructs using more English in accordance with the ability of the student to comprehend and the student is mainstreamed for those classes in English where he/she is able to succeed.

Performance Task

The teacher will observe the student performance on the drum set, providing feedback and instruction

ASSESSMENTS

Subdividing a measure Test

Drum Notation Test

Introduction to LMMS project

Drum Pattern Project

