

ROYSE CITY PERCUSSION

ROYSE CITY HIGH SCHOOL
ROYSE CITY MIDDLE SCHOOL
RUTH CHERRY INTERMEDIATE
HARRY HERNDON INTERMEDIATE

DISTRICT DIRECTOR OF PERCUSSION: BRODY ROSS

PERCUSSION CURRICULUM

In this Manual, you will find:

- Yearly Barrier Guidelines
- A Glossary of Musical Terms
- Percussive Instrument Translation Guide
- Personal Equipment Lists
- Percussive Art Society International Rudiment Sheet
- Daily Drill and Technical Exercises for Snare Drum, Keyboard, and Timpani
- Fundamental Patterns for Two-Mallet and Four-Mallet Keyboard Techniques

Yearly Barrier Guidelines are to help structure the student's overall curriculum as well as help manage the time spent on each instrument or fundamental technique throughout the year. These guidelines are also the rubric that each student will be tested on at the end of each season. Each assessment will allow the students to witness and understand their progress throughout the year, and hopefully help structure a more efficient personal preparation schedule.

The **Personal Percussion Equipment Lists** are to make sure that each student has the recommended materials to be successful at each stage of their development. Sticks, mallets, bags, and personally owned equipment are a must when it comes to being a percussionist. However; these basic necessities can become rather expensive, so it is suggested to purchase the recommended materials slowly, year by year, rather than all at once up front.

The **Daily Drills** that are attached are exactly that, drills to be worked on daily. Simply stated every student should be spending a portion of their personal practice on these daily drills to help ingrain strong technical and fundamental habits. All daily drills are designed to help each student progress through their yearly barrier guideline with greater ease and less frustration.

The **P.A.S. Rudiment Sheet** is the equivalent of scales to a wind player. As a percussionist both scales (for keyboard instruments) and rudiments (for non-melodic instruments) need to be practiced, prepared, and perfected over time to achieve a high standard of knowledge and performance. Each rudiment should be learned, memorized, and rehearsed very slowly to extremely fast tempi while still having control throughout the exercise. Along with rudiments all melodic scales should be learned and prepared the same way. Attached to aide in this process is a **Major Scales Pattern and Practice Sheet** to get things started.

Weekly **Practice Records** will log personal practice and preparation times through each week of the curriculum. These records can be attained and returned to the student's band directors. These records are to ensure that every student is committing sufficient practice time to help the overall progression of the student, ensemble, percussion department, and band program.

Thank you for choosing to be part of the Royse City Bands - Percussion Department.

Enjoy your time, explore each opportunity, and learn from every experience.

Expect to get everything back that you put into this program.

Barrier Guidelines

Barriers are comprehensive examinations over materials covered in class and through personal preparation time. The barrier schedule of progression is longitudinal and must be passed before moving on to the next. For example; barrier number one must be completed before barrier number two, barrier number two before number three, etc.

All demonstrative/performance based components must be played with a metronome. It is best to play at a slower tempo to complete each barrier with the highest amount of achievement. However, for each barrier there will be a minimum tempo marked that must be attained before moving to the next barrier.

- Scales should be played, in the first year, using the Scale Series and within one octave. After the first year, starting hand should work for two octave Scale and Arpeggio patterns while continuing with the standard one octave Green and Thirds patterns.
- Rudiments should hold the same quality of sound no matter if starting with the right hand or left hand. They should be played for 15 seconds at either all closed (fast) or open-closed-open; at instructor's discretion.
- Contest solos (snare, keyboard, timpani, multi-percussion) should be prepared at an achievable tempo every time it is practiced. However; each solo needs to make it to 5-10 beats of the prescribed tempo before it is allowed to be performed publicly or taken to a competitive level.

If there are any questions regarding practice habits, or any part of this manual, please contact your band director or Mr. Ross directly.

Beginner Barrier:

Demonstrate proficiency in the following areas:

1. Knowledge of Parts of a Snare Drum, Parts of a Snare Sticks, Matched Grip, Drum Height, and Snare Drum Stroke. Warm-Up #1 (Quarter Note = 80-180).
2. Knowledge of Mallet Instruments, Care of Keyboard Instruments, Playing Position, Two-Mallet Grip, and Mallet Stroke.
3. Knowledge of All Natural note names, All Accidental note names, and All Enharmonic Spellings.
4. Understanding of Whole Steps and Half Steps, and All Twelve Major Tetra-Chords.
5. Knowledge of Staff, Bar Lines, Measure, Double Bar, Time Signature, both Treble and Bass Clefs, and All Note Names.
6. Knowledge of Rudiments, Order of Sharps and Flats, Circle of Fourths and Fifths, and Key Signatures.
7. Ability to Sight-read whole, half, quarter, eighth and sixteenth note rhythms with a metronome, counting aloud. Demonstrates understanding of Musical Dynamics.
8. Demonstrate understanding of all three types of rolls.
Single Stroke, Double Stroke, Multiple Bounce Stroke
9. Demonstrate understanding of Timpani –
 - a. French Grip, Stroke, Hand Position, Tuning, Muffling
10. Demonstrate understanding of:
 - a. Concert Instruments:
 - i. Concert Toms, Cymbals, Bass Drum, Triangle, Wood blocks, Tambourine
 - b. Latin Percussion Instruments:
 - i. Bongos, Cowbell, Shaker, Maracas, Conga, Claves, Guiro, Timbales, Castanets
 - c. Auxiliary Percussion Instruments:
 - i. Gong, Sleigh Bells, Ratchet
11. Demonstrate understanding of all twelve (12) Major Scales, Performed in the Scale Series
12. Perform a solo.
13. Perform with Grade-level Ensemble at Percussion Concert

2nd Year Barrier:

Demonstrate proficiency in the following areas:

1. Demonstrate proficiency of 1st year barrier material.
2. Play all fourteen (14) Daily Warm-Up Exercises and twelve (12) Major Scales (Quarter = 60-160)
3. Ability to perform #1-19 of the PAS Top 40 Rudiments.
4. Demonstrate understanding of musical terms found in Glossary.
5. Demonstrate understanding of Musical Theory of Intervals, Chord Quality, and Advanced Rhythms.
6. Ability to perform all Fall Band Warm-ups and Music on all Fall Percussion Instruments (Snare, Tenors, Bass Drum, Crash Cymbals)
7. Prepare All-Region Music with the potential of Auditioning for All-Region Band
8. Demonstrate clear understanding of all Auxiliary Percussion techniques and achieve a consistency of technical control for proper quality of sound.
9. Demonstrate proper Concert Band set up and positioning for Military, Auxiliary, and Melodic Percussion Instruments
10. Demonstrate proper grip, stroke action, and sound quality on Timpani. Ability to tune timpani to G, B, D, F, and B^b without the use of tuning gauges or digital tuners.
11. Play twelve (12) Natural Minor Scales (Quarter = 60-160).
12. Ability to perform #20-40 of the PAS Top 40 Rudiments (Quarter = 60-160).
13. Demonstrate understanding of Double Vertical, Single Alternating, and Single Independent Four-Mallet techniques.
14. Prepare and perform a medium to medium-advanced (Grade 3 or 2) solo for Solo and Ensemble Competition. [Snare Drum, Two-Mallet, Four-Mallet, Timpani, or Multi-percussion]
15. Perform in an Ensemble for Solo and Ensemble Competition.

3rd Year Barrier:

Demonstrate proficiency in the following areas:

1. Demonstrate Proficiency of 1st year barrier material.
2. Demonstrate Proficiency of 2nd year barrier material.
3. Ability to perform twelve (12) Melodic Minor Scales (Quarter = 60-160), and Double Lateral four-mallet technique.
4. Audition for All-Region Band Contest.
5. Perform an Advance Solo (Grade 2 or 1) for Solo and Ensemble Contest.
6. Perform in an Ensemble at Solo and Ensemble Contest.
7. Demonstrate understanding of Three Levels of Listening.
8. Demonstrate differences between Musser/Stevens, Traditional/Cross, and Burton Four-Mallet grips and techniques.
9. Ability to Compose short Melodies and Harmonies with Rhythmic and Melodic interest.
10. Ability to Compose a short Drum line Warm-up or Cadence with knowledge of proper voicing and arranging technique.
11. Demonstrate High Quality Rolls on Concert Snare Drum
(Single Stroke, Double Stroke, and Multiple Bounce Stroke)
12. Demonstrate High Quality Timpani Technique
13. Demonstrate High Quality Four-Mallet Technique
14. Audition of High School Percussion Ensemble.

4th Year Barrier:

Demonstrate proficiency in the following areas:

1. Demonstrate Proficiency of 1st year barrier material.
2. Demonstrate Proficiency of 2nd year barrier material.
3. Demonstrate Proficiency of 3rd year barrier material.
4. Demonstrate understanding of all PAS Top 40 Rudiments, 12 Major Scales, and 36 Minor Scales.
5. Demonstrate understanding of all Four-Mallet techniques and fundamentals.
6. Demonstrate understanding of Visual Marching Fundamentals.
7. Demonstrate understanding of Rudimental/Front Ensemble technique and fundamentals.
8. Memorized Competitive Marching Show.
9. Demonstrate understanding of tuning, changing, and blending drum heads.
10. Demonstrate understanding of Ensemble Awareness within Competitive Marching Music.
11. Audition for TMEA All-Region Contest. (minimum: Freshman Region Audition)
12. Perform a Class I or II Solo from Prescribed Music List (ask Band Director or Private Lessons Instructor for clarification) at UIL Solo and Ensemble Competition
13. Demonstrate understanding and recognition of simple groupings and patterns in melodic and rhythmic sight-reading.
14. Demonstrate understanding and comprehension of Basic Swing, Basic Rock, and Basic Latin patterns on Drum Set.
15. Ability to Sight-read in advanced time signatures and all key signatures.
16. Demonstrate knowledge and performance of popular orchestral percussion excerpts.
17. Demonstrate knowledge of Popular Percussive Performers.
18. Demonstrate High Quality Technical Abilities on Auxiliary Percussion Equipment (Triangle, Tambourine, Wood Blocks, Suspended Cymbal)

5th Year Barrier:

Demonstrate proficiency in the following areas:

1. Demonstrate Proficiency of 1st year barrier material.
2. Demonstrate Proficiency of 2nd year barrier material.
3. Demonstrate Proficiency of 3rd year barrier material.
4. Demonstrate Proficiency of 4th year barrier material.
5. Prepare and Audition for full High School All-Region.
6. Perform a Grade 1 Solo at Solo and Ensemble Contest.
7. Perform in an Ensemble at Solo and Ensemble Contest.
8. Ability to perform Double-Lateral and Triple-Lateral four-mallet fundamental strokes.
9. Demonstrate understanding of Timpanic Tuning Changes through prepared performance.
10. Demonstrate understanding and comprehension of Medium Swing, Medium Syncopated Rock, and Independence Patterns on Drum Set.
11. Identify and Recognize differences in pitch from one Timpano tension rod to another, and adjust accordingly.
12. Compose one Field Ensemble Warm-Up, one Front Ensemble Warm-Up, and one Batterie only Cadence.
13. Ability to Change Heads, Tune, and Blend sections with outdoor Field Ensemble instruments.

6th Year Barrier:

Demonstrate proficiency in the following areas:

1. Demonstrate Proficiency of 1st year barrier material.
2. Demonstrate Proficiency of 2nd year barrier material.
3. Demonstrate Proficiency of 3rd year barrier material.
4. Demonstrate Proficiency of 4th year barrier material.
5. Demonstrate Proficiency of 5th year barrier material.
6. Lead and direct organization of equipment truck, loading and unloading for all events.
7. Organize monthly equipment and area cleanings.
8. Direct and aid in Middle School Band Night.
9. Help plan and organize Spring Percussion Show.
10. Help teach and perform for All-level Evening Percussion Jam.
11. Help teach and prepare incoming Freshmen for High School Auditions.

7th Year Barrier:

Demonstrate proficiency in the following areas:

1. Demonstrate Proficiency of 1st year barrier material.
2. Demonstrate Proficiency of 2nd year barrier material.
3. Demonstrate Proficiency of 3rd year barrier material.
4. Demonstrate Proficiency of 4th year barrier material.
5. Demonstrate Proficiency of 5th year barrier material.
6. Demonstrate Proficiency of 6th year barrier material.
7. Help with Pre-season drum camps.
8. Help with Care and Maintenance of Percussion Equipment.
9. Mentor underclassman.
10. Prepare Comprehensive Repertoire List.
11. Audition for University Scholarship (*student's choice of school*).

Glossary of Terms

<i>A Tempo</i> – original tempo	<i>Legato</i> – smoothly, no pauses between the notes
<i>Accelerando</i> – getting faster	<i>Lento</i> – slow, between adagio and largo
<i>Ad Libitum</i> – at player’s liberty	<i>Listesso Tempo</i> – same tempo
<i>Adagio</i> – slow pace, faster than lento	<i>Maestoso</i> – majestically
<i>Al Fine</i> – to the end	<i>Marcato</i> – marked
<i>Allargando</i> – slowing down, becoming broader and sometimes longer	<i>Meno Mosso</i> – slower, less motion
<i>Allegretto</i> – moderately fast, slower than allegro	<i>Moderato</i> – at a moderate tempo
<i>Allegro</i> – fast, lively tempo	<i>Molto</i> – much
<i>Andante</i> – walking tempo	<i>Piu Mosso</i> – more motion
<i>Andantino</i> – faster than andante	<i>Poco a poco</i> – little by little
<i>Animato</i> – animated, lively	<i>Presto</i> – very quickly
<i>Cantabile</i> – in a singing style	<i>Rallentando</i> – gradually get slower
<i>Con Moto</i> – with motion	<i>Ritardando</i> – gradually get slower
<i>Con Sordino</i> – with mute	<i>Ritenuto</i> – immediately slower
<i>Crescendo</i> – gradually get louder	<i>Rubato</i> – flexible tempo
<i>Da Capo (D.C.)</i> – go back to the beginning	<i>Sforzando</i> – with strong accent
<i>Dal Segno (D.S.)</i> – go back to the sign	<i>Slur</i> – played smoothly
<i>Diminuendo</i> – Gradually get softer	<i>Staccato</i> – detached, disconnected
<i>Dolce</i> – sweetly	<i>Stringendo</i> – quickening, hurrying
<i>Fine</i> – the end	<i>Subito</i> – suddenly
<i>Largo</i> – extremely slow tempo	<i>Tenuto</i> – held; notes held full value
	<i>Vivace</i> – lively, faster than allegro

Translated Percussion Instrumentation

English	French	German	Italian
anvil	l'enclume	der Amboss der Metallblock	l'incudine
bass drum (big drum)	la grosse caisse	die grosse Trommel	la gran cassa la catuba
bell tree	le chapeau chinois	des Schellenbaum	l'albero di sonagli
bells	les cloches	die Glocken	le campane
bongos	les bongos	die Bongos	i bonghi
castanets – metal	les castagnettes de der	die Metallkastagnetten	le castagnette di ferro
(bell) chimes	le carillon	das Turmglockenspiel	il gariglione
conga (drum)	la conga	die Conga-Trommel	la conga
cowbell	le bloc de metal	die Almglocke	il campanaccio di metallo
crotales	les crotales	die Krotalen	i crotali
cymbals – pair (hand crash)	les cymbals (à 2)	die Becken (paarweise)	i cinelli
cymbal – suspended	la cymbals (suspendue)	das Becken (freihängend)	il piatto (soapeso)
field drum	la caisse roulante (avec cordes)	die Ruhrtrommel (hoch)	il tamburo rullante con corde
glockenspiel	le glockenspiel le jeu de timbres	das Glockenspiel das Stabglockenspiel	i campanetli
hammer	le marteau	der Hammer	il Martello
hi-hat (foot cymbal)	la hi-hat	die Charleston Beckenmaschine	il hi-hat
kettledrums	les timables	die Pauken	i timpani
maracas	les maracas	die Maracas die Rumbakugeln	i maracas l'arenaiuolo
marimba	le marimbaphone	das Marimbaphon	la marimba il marimbafono
military (snare) drum	le tambour militaire	die Militärtrommel	il tamburo militare
ratchet	la crécelle	die Ratsche	la raganella
shaker	la tubo	daas Tubo	il tubo
slapstick (whip)	le fouet	die Peitsche	la frusta
sleigh bells	les grelots	die Rollschellen	le sonaglieri
tambourine	le tambour de Basque	die Schellentrommel	il tamburello basco
temple block	le temple –block	der Tempelblock	la campana di legno
tenor drum	la caisse roulante le tambour roulant	die Wirebeltrommel die Rolltrommel	il tambura rullante senza corde
timpani	les timbales	die Pauken	i timpani
triangle	le triangle	dar Triangel	il triangolo
vibraharp/vibraphone	le vibraphone	das Vibraphon	il vibrafono
wind chimes (glass)	les baguettes de verre suspendues	die hängenden Glasstäbe	le bachellette di vetro sospeso
wind chimes (wood)	le bamboo suspend	die hängenden Bambusrohre	il bambu sospeso
woodblock	le bloc en bois	der Holzbock	la cassetina di legno
xylophone	le xylophone	das Xylophon	lo xilofono

Personal Percussion Equipment List

1st Year:

- “Simple Steps to Successful Beginning Percussion” by Kennan Wylie
- Metronome
- General purpose Snare Drum sticks
 - Innovative Lalo Davila (IP-LD)
- General purpose Xylophone Mallets
 - Fundamental Series (F9)
- General purpose Timpani Mallets
 - Innovative Timpani (GT3)
- Quality Stick Bag
 - Innovative (SB1) Stick Bag
- Beginner Keyboard/ Practice Pad Instrumental Kit
 - Innovative Percussion Beginner Kit (Pad/Bells/Stand/Case/Stcks&Mal)

2nd Year:

- **Must have all 1st year Equipment**
- General purpose Plastic Mallets
 - James Ross (IP902)
- Set of four (4) matching yarn marimba mallets
 - Fundamental Series, Birch
 - (F1), (F1.5), (F2)
- One Pair (2) vibraphone chord mallets
 - Fundamental Series, Rattan
 - (F5), (F5.5), (F6)
- Three Ring Binder with Sheet Protectors
- Pencil Bag with extra pencils
- Ear Plugs

3rd Year:

- **Must have All Equipment from Previous Years**
- Evans 12” Practice Pad
- Concert Timpani Mallets (CT4)
- Concert Snare Drum sticks (IP-JC)

4th Year:

- **Must have All Equipment from Previous Years**
- Soloist Set (4) marimba mallets
 - (IP240) - Medium
 - (IP300) - Hard
- Large Mallet Bad
 - Innovative Percussion (MB1)
- Ear Plugs

5th Year:

- **Must have All Equipment from Previous Years**
- Concert Timpani Mallets
 - (CT5) or (CT6)
- Concert Xylo/Bell Mallets
 - James Ross (IP901)
 - James Ross (IP905)

6th Year:

- **Must have All Equipment from Previous Years**
- High tension tuning key
- Set of four (4) Artist Series Marimba Mallets
 - L. Albert, J. Potter, N. Zivkovic

7th Year:

- **Must have All Equipment from Previous Years**
- Multi-percussion mallets
 - (JC2M) or (JC1M)
- Weiss Brand 10” Tambourine
- Fundamental Concert Bass Mallet
- Complete “Vita” and Working Repertoire List” for collegiate auditions