



# 百灵果音乐学校

## Bylinghua Music

### Percussion Curriculum

#### Beginner Equipment List

##### Text

“A Fresh Approach to Snare Drum” by Mark Wessels “A Fresh Approach to Mallet Percussion” by Mark Wessels

##### Required Equipment

**Pearl PK910C Educational Bell Kit** – Beginner Percussion Kit. Includes practice pad with snare sound, 2.5 octave bells set, heavy duty stand, and carry bag with rolling wheels. The bell kit is not marked with note names.

1 Pair SD 1 General Sticks  
1 Pair Malletech OR34B xylophone/bell mallets  
1 pair Malletech Medium Marimba Mallets

1 Mallet/Stick Bag  
1 Sekio DM21 Metronome – or metronome phone app

Percussion Kit cost listed around \$199.99

Optional (Better quality and better experience for the student)

**Yamaha YX-230** – 3 octave xylophone.

Quality percussion brands of beginner kits: Ludwig, Yamaha, Pearl, Innovative Percussion, CB percussion, Vic Firth, On Stage

Cheaper brands: (I have no experience with these and do not know if they are good quality). **TMS, Gearlux, Sound Percussion Labs, Mallets Pro Percussion, Ammoon, Giantex, Mendini, PanelTech, Ridgeward**

##### Beginner Percussion Curriculum

Purpose

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Introduce beginning percussion students to the basic techniques for snare drum and keyboard percussion (marimba/xylophone/bells). Prepare students to be able to work individually and in a team setting (Band) and acquire the skills and confidence for band and solo performances.

## Methodology

Introduction of new methods/concepts  
Individual and group monitoring  
Re-teaching and refinement

Use of methods to access and integrate the three major learning types: verbal; aural; kinesthetic.  
(Writing-Counting-Playing)

## Assessment

### Lessons

#### Participation

- Visual and aural assessment of techniques

General Goals- Over the course of one year of lessons:

- Students will have worked through lesson 15 in the snare book, and lesson 15 in the mallet book.
- Students will demonstrate basic knowledge and understanding of percussion equipment care.
- Students will be ready to on a recital or at a festival one unaccompanied solo on snare or keyboard.
- Students will play 4 major scales, F, Bb, Eb & Ab. In both scale rhythm, and Hannon pattern #1.
- Students will demonstrate 5 basic snare stroke types:
  - Rebound/(Natural) stroke
  - Down stroke (accent)
  - Up stroke (accent prep)
  - Diddle
  - Buzz (multiple bounce)
- Students will play the following 10 rudiments:

5 Stroke Roll

9 Stroke Roll

13 Stroke Roll

Paradiddle

Flam

Flam Tap

Double Paradiddle

Flam Paradiddle

Flam A Cue

Ruff/Drag

## **Intermediate Percussion**

### Purpose

To refine basic strokes and techniques on snare and keyboards. To introduce basic techniques on timpani and auxiliary percussion instruments as needed.

Students will probably need to be enrolled in the band program at their school such that they have access to the various instruments (Timpani, Vibraphone, Marimba, etc.) in order to be able to practice on a regular basis.

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## Books

Stick Control – by George Stone

School for Modern Xylophone, Marimba, and Vibraphone – by Morris Goldberg

Modern Method for Timpani – Saul Goodman

## New techniques

- Timpani - tuning & stroke
- Triangle – Stroke
- Tambourine - Grip, Stroke, Roll
- Shaker(s) – Grip, Stroke
- Cymbals – Crash & Suspended
- Literature specific requirements
- Balance with the band

## Assessment

Lessons ○

Participation

○ Visual and aural assessment of techniques ○

Performances ○ Region Band Auditions/School

Band auditions ○ Solo & Ensemble Preparation &

Performance

## General Goals

- Students will complete lessons 16 through 20 in the snare book, and lessons 16-20 in the mallet book.
- Students will demonstrate intermediate knowledge and understanding of percussion equipment care.
- Students will perform 1 unaccompanied solo (UIL Class 3) on snare or keyboard.
- Students will perform 1 percussion ensemble (UIL Class 3) or an unaccompanied solo (UIL Class 3) on a different instrument.
- Students will play 8 major scales (Adding Db, C, G, and D) in rhythm pattern and Hannon Pattern #1.
- Students will play 16 rudiments adding:

7 Stroke Roll

Single Drag

Single Stroke 4

Single Stroke 7

Flam Accent

Ratamacue

## **Advanced Percussion Curriculum**

### Purpose

To refine snare, keyboard, timpani and auxiliary techniques. Encourage growth in solo literature and region band auditions. Introduce intermediate techniques on auxiliary instruments.

Introduction of advanced techniques on snare, timpani, keyboard, or auxiliary depending on what track the student has excelled at.

Students will probably need to be enrolled in the band program at their school such that they have access to the various instruments (Timpani, Vibraphone, Marimba, etc.) in order to be able to practice on a regular basis.

Snare Track	Keyboard Track	Timpani Track	Drum Set	General Track
Traditional Grip	4 Mallet Grip	French Grip		Multiple percussion Techniques
Advanced Snare Literature (Grade 3-5)	Advanced Mallet Literature (Grade 3-5)	Advanced Timpani Literature (Grade 3 – 5)	Advanced Drum set literature ( <i>Advanced Funk Studies, The Art of Bop Drumming, etc.</i> )	Multiple Percussion Literature (Grade 2-4)
Improve Technique on KB, TP, AUX	Improve Technique on SD, TP, AUX	Improve Technique on SD, KB, AUX		Improve technique on SD, KB, TP, AUX

#### Assessment

#### General Goals

- Students will have prepared the region audition music & performed it at the auditions or in class (if in band/orchestra at school).
- Students will perform 1 unaccompanied solo (UIL Class 2) on snare or keyboard.
- Students will play 12 major scales (Adding E, A, B, and F#) in rhythm pattern and Hannon Pattern #1.
- Students will demonstrate a working ability at the major technique advancement in their track. (ie. Snare drum – traditional grip; keyboard – 4 mallet grip; timpani – French grip; general – multiple percussion switching.)

### **High School Percussion Curriculum**

#### Purpose

Prepare students to work in the high school marching band and concert bands. Develop ensemble technique to suit the needs of the band program throughout the year. Refine techniques in all areas of percussion, with student-specific focus on their main track.

#### New Techniques

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Pit Ensemble Playing  
Drumline Ensemble Playing  
Visual Performance  
Marching Technique  
Drill Coordinates  
Body Positioning and movement

Assessment

Rehearsal Attendance

Class Participation

Performances ○ 10-14 Football Games ○ Pre

UIL marching Festival/contest(s)

○ 1 UIL Marching contest ○

1 Christmas concert

○ 1 Solo ○ 1 ensemble

○ 1 Pre UIL concert

festival/contest ○ 1 UIL

concert & Sight reading

contest ○ 1 Spring concert ○

1 Graduation ceremonies ○

Other

○ Parades

○ Pep Rallies

General goals

- Students will work out of the “percussion handbook”
- Students will learn and memorize marching show (music & drill).
- Students will have prepared the region audition music & performed it either at the audition or in class.
- Students will perform 1 unaccompanied solo (UIL class 1) on their main track.
- Students will perform 1 ensemble (UIL class 2 or 1) or an additional solo on a different instrument (UIL class 2)
- Students will play the 12 major scales in advanced Hannon Patterns.
- Students will demonstrate an advancing ability at the major technique on their main track. (i.e. traditional grip, 4 mallet grip, French and duff grip, or multiple switching.)

### **Drum set**

Drum set requires a foundation with techniques acquired from learning to play the snare drum, keyboards (marimba), and being able to read music. Drum set requires four-way coordination with hands and feet. I have found that most students who start immediately on drum set without first learning the snare drum though immediately excited, can quickly get frustrated as it is not as easy as it looks. This can lead them to giving up. The foundations laid through training with snare drum and keyboard transfer to the drum set both with reading, movement, and control of the hands. Perhaps

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treating the drum set as a reward for reaching a new stage of learning will encourage the student to develop regular and positive practice habits before moving to the drum set.

I have found that students are much more capable and confident with drum set if they have completed lessons 10 in both the mallet and snare drum books. They have achieved the ability to read music, maintain a steady tempo, understand the different stroke types. etc. and are able to more quickly gain control over the coordination of their hands and feet.

I start drum set students in these books: (We start in one of these books depending on the student's areas of interest (ie. what kind of music they like.)

Groove Essentials – by Tommy Igoe  
Essential Styles Book 1 – Houston & Warrington  
Essential Styles Book 2 – Warrington & Houghton  
The Art of Bop Drumming – by John Riley

### Recommended Drum sets

Drum sets come from as many manufactures and models as do automobiles. It is relatively true that “you get what you pay for.” Extremely inexpensive models generally do not hold up for a long time to regular practice or movement, and don't sound authentic. Different models offer different materials for construction, different thicknesses of shells. Differences in electronic kits are with the number and kind of pads, as well as the quality of hardware, and the quality of sounds from the computer.

### Acoustic Kits

Pearl Export EXX New Fusion 5-Piece Drum Set with Hardware – Drum set should contain: Snare drum, bass drum, 2 toms, 1 floor tom, and the following “Hardware” for: Crash Cymbal, Ride Cymbal, and Hi-hat. Cymbals – 14” Hi Hat, 16” Crash, 21” Ride cymbal. Cymbals are normally sold separately from the drumset, but sometimes deals will include cymbal packages as well.

Trusted Drum Brands: Ludwig, CB, Yamaha, Pearl, Tama, Mapex, Premier, Sonor Trusted

Cymbal Brands: Sabian, Zildjian, Meinl,

### Electronic Kits

Alesis Surge, features mesh heads (feels like real drums), Roland TD17KVX, Yamaha DTX400K,