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| *This template is intended as a guide for artists in the development of their YA program, and in meeting the new criteria for YA core services to be child centered, outcome driven and measurably affective. Each program will be firmly grounded in the four essential elements – experiencing the arts, understanding in the arts, creating in the arts, and connecting the arts across the curriculum and to everyday life.* | | | | |
| Core Service: ☐Workshop ☒Residency(# of days 5-15\_\_\_) ☐Performance Demo/Assembly ☐Teacher Training | | | | |
| Program Title: **The Language of Percussion** | | Artist (s): **Josh Robinson** | | |
| Big Idea: **Percussion is a part of ourselves and our experience of the world** | | Art Form: **Percussion/Music** | | |
| Enduring Understanding: **Music is used for communication and expression.** | | Date: | | Version: **1** |
| Essential Question: **How can you use percussion to express yourself?** | | Grade Levels: **3-12** | | |
| Performance / Curriculum Standard(s): Visual and Performing Arts – 1.1, 1.2, 1,3, 1.4  World languages - 7.1 (Culture, which dictates that, all students will be able to demonstrate an understanding of the perspectives of a culture through experiences with its products and practices; Culturally authentic materials) | | | | |
| Program Summary:  **Students will gain the hands-on experience playing, composing, conducting, and performing traditional and student-composed percussion music using congas, bells, shakers, guiros, found objects, and various sound elements or “toys”. Students will learn and develop communication skills that are vital to playing music with others such as eye contact and focused listening. Focus is on the teamwork and awareness required to play in a class-sized ensemble with a student conductor leading the way. Finally, students will compose short “rhythm poems” individually and in small trios or quartets.** | | | | |
| Objective(s): **Students will be introduced to traditional and non-traditional instruments.  Students will create their own rhythms.**  **Students will perform for their peers**. | | | | |
| **21st CENTURY LEARNING AND INNOVATION SKILLS**  *Place a**☒ next to all skill levels students will learn, explore and/or experience during the program. Refer to accompanying checklist for details.* | | | | |
| **Creativity**  ☐ Fluency x☐ Flexibility  ☐ Originality ☐ Elaboration | **Critical Thinking**  ☐ Resourcefulness ☐ Reciprocity  x☐ Reflectiveness ☐ Resilience | | **Communication**  ☐ Articulate  x☐ Collaborate | |

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| ***Experiencing***  *A Signature Service will include an experience with an art form delivered by professional artists and will give participants the opportunity to interact with the work(s) or art itself. Experiences will inspire, engage and encourage interest and exploration in the arts and learning* |
| **PROGRAM CONTENT**  What will children experience (see, hear, touch) during your program (list the five most important elements). |
| 1. **Students will see a variety of percussion instruments and sound effects.** |
| 2. **Students will hear a wide variety of sounds from percussion.** |
| 3. **Students will see found/everyday objects used as percussion instruments.** |
| 4. **Students will explore and play a variety of percussion instruments.** |
| 5. |

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| ***Understanding***  *A signature service will illuminate the art form through its cultural context, creative processes, and/or the role of the artist and artistic expression.* |
| **PROGRAM CONTENT**  List the key ideas, concepts and terms about the art form, artist and/or artistic process that the children will understand, learn and retain. |
| 1. **Students will learn the way sound is generated by percussion instruments (shake-scrape-strike)** |
| 2. **Students will understand rhythm and tempo.** |
| 3. **Students will understand that everyday rhythm has a tempo.** |
| 4. **Students will understand that different instruments have different origins and rhythms that they play.** |
| 5. |

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| ***Creating***  *A signature service will engage participants in the process of creating and empower them to make artistic choices.* |
| **PROGRAM CONTENT**  List the five most important ways students will actively participate and/or create during this program. |
| 1. **Students will choose instruments to play in group setting.** |
| 2. **Students will design a rhythm poem/sequence** |
| 3. **Students will teach classmate rhythms and lead them** |
| 4. **Students will make creative choices of her their instrument fits in rhythm poem.** |
| 5. **Students will choose a movement to repeat during a tempo exercise (i.e. shoot dribble).** |

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| ***Connecting***  *A signature program will enable and encourage participants to link program content to personal experiences,*  *other academic learning, and/or life skill development.* |
| **PROGRAM CONTENT**  List three specific links in your program that will help children connect the program to their personal experiences, other academic learning beyond the arts, and/or life skill development. |
| 1. **Students will use words and language to make rhythms.** |
| 2. **Students will discover how everyday objects can make music.** |
| 3. S**tudents will understand how percussion is used in movies/tv/songs.** |
| List three specific links in your program that will help the teacher continue the discussion after the program. |
| 1. **Percussion across the world.** |
| 2. **Recycling/ Reusing** |
| 3. **How can drums talk? Study how sound works.** |
| List three open ended questions that the artist will ask children during or after the presentation that will reinforce material learned, and prompt further discussion or exploration. |
| 1. **How do drummers know what to play?** |
| 2. **What is special or different about playing percussion?** |
| 3. **If you wanted to play a percussion instrument, which one would it be? Why?** |