

Robbie Green
Beginner Percussion Road Map

Week 1-3 (We do not touch instruments)

Music Literacy/Procedures/Expectations

Training students to speak intelligently about music and all of its elements.

- Students learn the elements of music through the act of composing daily.
- Students will describe to the class all of the elements of the music in front of them measure by measure.
- Identify ALL percussion instruments in the room and what mallet is appropriate
- Students write a measure(s) of music with the introduction of each new symbol(s) element of music over a 2-3 week period
- Teach the Grand Staff from the start and how the staff is a GPS for the instrument.
- Begin Daily Note Name quiz the first 2min of class (Treble Clef add Bass Clef)
- Development of daily procedures (How we walk in the room, setup, daily procedures)
- What can fit into this note value?
- Every student will memorize the verbiage for the daily warm-up and articulate each syllable clearly while tapping their foot to the pulse.

Week 3-6 (Each day begins with 2-5min Note Identification the entire semester)

Limb Coordination and Stroke Development

- Each day starts with Note Names & Review of the previous section
- Using the memorized daily warm-up we begin to coordinate verbiage to physical sound on the instrument.
- One hand at a time coordination to observe wrist motion and stroke pathway consistency.
- Double Stops to observe mirrored motion
- Add alternating stroke coordination to foot tap
- Add up beat coordination to foot tap
- Introduce Dynamics into the warm-up Sequence - One Dynamic at a time
- Developing confidence in verbiage, pulse control, coordination and hand strength through daily routines.
- Verbiage - Every student must be fluent. How they think and verbally articulate rhythms will be how they play the rhythms.

Week 7 - thru 2nd week of Dec

Synthesis of Coordination and Reading Skills

- Sticking Rules as they pertain to the rhythmic subdivision
- Coordination hands to feet to the new rhythms as they are introduced is imperative
- Introduce real drums into the daily routine. Multiples if possible
- Have one student each day keep time on the concert bass drum

Multi-Surface Playing - When and how to introduce? (Typically late Sept-Early Oct)

- Introduce once students can maintain stroke consistency while reading.
- Read your music on timpani/toms/woodblocks - Right hand one Left hand on the other.
- Add variations - Beat 1-2 High Pitch Beat 3-4 Low Pitch
- You can also introduce auxiliary techniques if desired. Aux instruments play ostinato or pulse

Buzz (Press Stroke) Introduction

- Vibration Chamber (Front 3 fingers remain in contact the back to are close but not touching the stick)
- Flat Stick Motion (in contrast to Arc wrist motion)
- Pressure awareness at middle finger and fulcrum
- Beads stay on the drum head as long as possible
- Underneath every Roll there is a rhythm (What Rhythm is under this roll?)
- Press stroke to wrist stroke exercises (8-4-2-1)

Stroke Type Introduction

- Full Stroke
- Down Stroke
- Up Stroke
- Taps
- Grace Notes

Basic Rudiments

- Single Stroke Roll
- Double Stroke Roll
- Paradiddle
- Flam
- Single Drag

Finger Stroke development

- Place stick between index and middle finger
- Wrist remains still while fingers motivate the motion of the stick
- Back of the hand development

January - 2nd week of February

Keyboard Fundamental Training

- Grand Staff Relation to the keyboard
- Piston Stroke
- 12 Major Scales & Chromatic Jam
- Major Scale construction
- Circle of 4ths and 5ths
- Scale Shapes on the keyboard
- Scales written and logic behind their construction
- Arpeggio and how they relate to the scale (1-3-5)

3rd Week of February - 2nd Week of April

Keyboard Fundamental/Reading Skills Applications

Class time is built in this order:

Manipulate the scales

- 3rds
- Green (With Timpani)
- Roll patterns (up and down scales)
- 8ves
- Rhythmic patterns up and down the scales
- Movement around the keyboard (Infinity Chromatic Scales)
- Daily Reading applying the process (Monitored Goal oriented Independent study)
- How to learn a piece of music for performance
- Building a House analogy
- Building Reading Success
- Week 1 - 2 Measures
- Week 2 - 4 Measures
- Week 3 - 8 Measures

Steps for successful reading keyboard music (We memorize this process)

1. Time Signature
2. Clef
3. Key (What Scale(s) am I using)
4. Range (Highest/Lowest Note) Students must use correct 8ve number
5. Notes outside of key
6. Repeated phrases rhythms (Large Scale View)
7. Identify patterns (3rds, arpeggios, scale patterns, large leaps etc) (Small Scale View)
8. Count rhythms out loud
9. Play rhythms on single note
10. Begin with notes and rhythms and build your piece 2 measures at a time

3 weeks after spring break to the end of the year

Synthesis and Application of All Fundamentals

Arpeggio Project

- Students Select or Teacher Assigns song from Chordify
- Students Write out Arpeggios
- Student makes up arpeggio pattern
- Student performs a portion (or all) of chosen song

Holding 4-Mallets and Stroke Types

- Learning the Grip - Live, Long and Prosper
- Single Independent
- Single Alternating
- Double Vertical
- Double Lateral

6. Duets / Solos - Every day we read something new! It is all about literacy!
7. Percussion Ensemble / Concert Music
 - Aux Perc Techniques / Notation
 - Percussion Ensemble Music
 - Apply all skills

Bonus Round

1. Timpani - 2 Students on Tims 2 on Toms Rest on Keyboard
 - Tuning - Two and 3 Drum Etudes
 - Sticking Rules for moving up and down the drums
2. Intermediate Coordination Skills
 - Move Pulse around to different limbs while rhythms are played by another limb
3. Drum-set Styles and Basic Fills
 - Rock
 - Jazz
 - Pop
 - LatinX
4. Hand Drums
 - Bass Tone
 - Open Tone
 - Slap Tone
 - Muted Tones (Slaps and Presses)
 - Connect Tones to Drum-set Sounds