

Name: _____

GPS

(Grade Performance Steps)

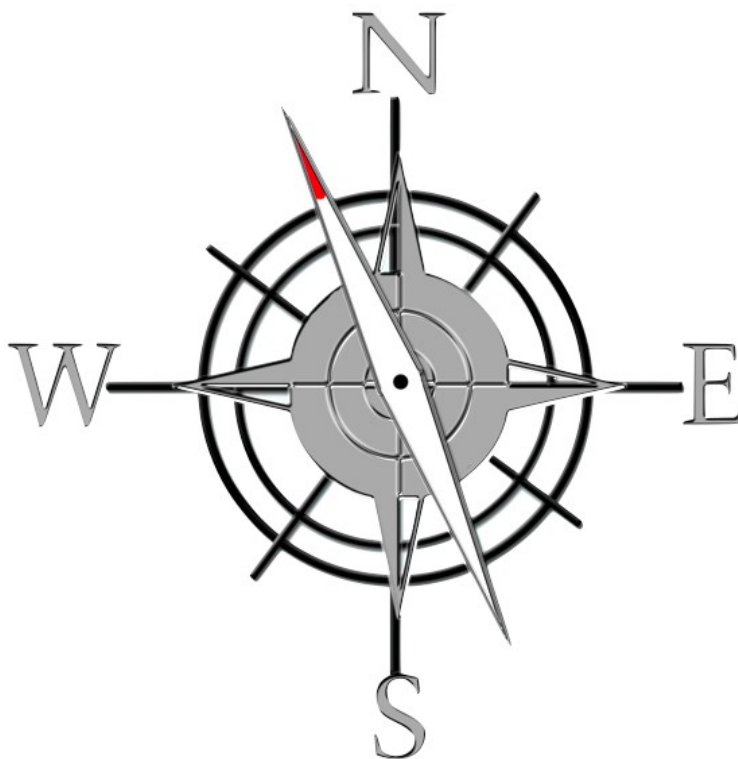
The Road to Musical Success!

Band Performance Tasks

YEAR 1

Percussion

Snare Drum, Bass Drum, Kit, Bells



Ontario Music Educators' Association

www.omea.on.ca

In order to be successful this year, you will need to plan out how many tasks you think you can complete, and the mark you want to receive for performing on your instrument! Below is a summary of the number of tasks per term, and the mark you will receive for the tasks you complete:

TERM 1 (September – January)

# of Tasks Completed	Grade	
	%	Letter
1	55%	D
2	65%	C
3	68%	C+
4	72%	B-
5	75%	B
6	78%	B+
7	82%	A-
8	85%	A
9	88%	A
10	92%	A+
11	95%	A+
12	98%	A+
13	100%	A+
14		
15		
16		
17		
18		
19		
20		

TERM 2 (February – June)

# of Tasks Completed	Grade	
	%	Letter
1	38%	R
2	42%	R
3	45%	R
4	48%	R
5	52%	D-
6	55%	D
7	58%	D+
8	62%	C-
9	65%	C
10	68%	C+
11	72%	B-
12	75%	B
13	78%	B+
14	82%	A-
15	85%	A
16	88%	A
17	92%	A+
18	95%	A+
19	98%	A+
20	100%	A+

Performance is just one part of your Music evaluation this year. Your teacher will let you know what the other aspects of your program are on your two summative report cards.

Remember that with the GPS tasks:

- we will be learning concepts introduced as a class.
- you will have time in class to practice and receive feedback from your teacher and classmates.
- you will have multiple opportunities to demonstrate these tasks.
- you need to demonstrate at least a Level 3 performance (your teacher will talk with you about what a Level 3 demonstration would sound like).
- in order to be successful, you will need to work independently in class, and outside of class time (nutrition breaks and practice at home).

BELLS

LEARNING GOAL: In quarter notes, you will play the first 5 notes of the B \flat Major Scale on the bells ("B \flat ", "C", "D", "E \flat " and "F").

MINDS ON! Are you striking each bar with the same amount of power? Close your eyes and play the same note over and over, alternating hands. Is every sound of the same dynamic level? Most people have a dominant hand; however as a percussionist you should leave your audience guessing as to whether you are left or right handed.

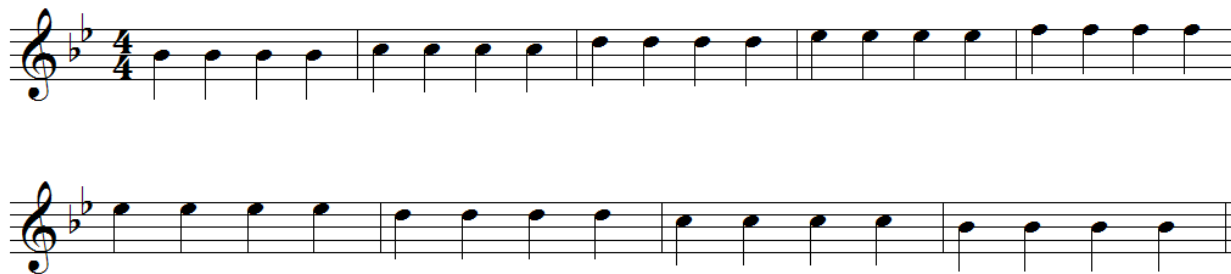
ACTION! In order to be successful with this task, you will need to:

- Balance/hold the mallets with proper technique.
- Demonstrate proper posture.
- Alternate hands on repeated notes.
- Strike the bar in the appropriate place.

CONSOLIDATION! In order to move on to the next task, you will perform the following pattern on the mallets, for your teacher, playing 4 quarter notes per measure, alternating hands.

Up and Down

Task 1



SNARE DRUM

LEARNING GOAL: Apply your knowledge of beat, quarter notes and eighth notes to perform the below pattern.

MINDS ON! Why is it important to feel the beat while playing your instrument? Does the beat change in music or is it the tempo?

ACTION! In order to be successful with this task, you will need to:

- Practice the coordination of playing the snare drum while moving just your toe – NOT your entire foot.
- Be aware of the steady beat and subdividing the quarter notes into eighth notes.
- Alternate between your left and right hand on every strike of the snare by the drum stick.
- Perform this task at the tempo set by your teacher.

CONSOLIDATION: In order to move to the next task, you will need to play the following pattern for your teacher while moving your toe inside your shoe and alternating hands on each strike.

Quarter Note Metronome

Task 2



SNARE DRUM

LEARNING GOAL: In this task you will demonstrate your understanding of more quarter-note and eighth-note rhythms on the snare drum.

MINDS ON! When encountering a new song, why is it important to first scan the entire piece before playing? Don't forget to maintain good posture and breathing while moving on to more difficult music.

ACTION! In order to be successful with this task, you will need to:

- Scan the music for upcoming rhythms and notes, which may need extra practice.
- Scan the music for patterns.
- Demonstrate good posture and breathing.
- Alternate hands on each strike of the snare (change for each note head).

CONSOLIDATION: In order to move to the next task, you must perform "Hot Cross Buns" for your teacher.

Hot Cross Buns

Task 3



BELLS

LEARNING GOAL: This task will introduce you to the basics of composition: how to set up your staves using all the necessary symbols and musical components.

MINDS ON! Where does the *clef* sit on the staff? Where does the *time signature* go? Do you need to insert any *flats* (♭) or *sharps* (♯) so that your composition will be in the *key* of B♭ Major?

ACTION! Before you begin this task you need to:

- Look at other samples of music and determine what symbols are needed to set up a piece of music.
- Practice drawing your appropriate *clef* on the *staff*.
- USE A PENCIL – you may need to move things around when you enter the notes.

In order to move to the next task you need to place the following items on the staves below:

- A *treble* or *bass clef* (the one that is appropriate for your instrument) on both staves.
- The appropriate *key signature* for your instrument (B♭ Major) on both staves.
 - 2 flats: 1st on the "B" line, 2nd on the "E" space
- A 4/4 *time signature* on the first staff only.
- Create 8 empty *bars* of music – 4 on the top and 4 on the bottom.
- A *double bar line* at the end of the piece.
- **OPTIONAL:** Compose a song on the staves below for *your* instrument using any or all of the notes you've learned so far.

CONSOLIDATION: Show this task for your teacher to receive feedback.

BELLS

LEARNING GOAL: To this point many of your notes have been in *steps*. This task will focus on *skips* between familiar notes.

MINDS ON! Being prepared will be your best asset when completing this task. Always look ahead in your music so that you know what notes, rhythms and challenges are coming up. Why is it more difficult to play notes that are *skips* then notes that are in a *step*-like pattern?

ACTION! In order to be successful with this task, you will need to:

- Remember to alternate hands on each strike of the bell.
- Have a balance of sound on repeated notes – don't let the notes be different *dynamic* levels.
- Demonstrate good posture, good breathing and proper technique.

CONSOLIDATION: In order to move onto the next tasks, you must perform Rain, Rain Go Away for your teacher.

Rain, Rain, Go Away

Task 5



*CONGRATULATIONS! YOU HAVE REACHED YOUR
1st GPS MARKER:*

NORTH!

YOU HAVE EARNED YOUR

BRONZE GPS CERTIFICATE!

SNARE DRUM / BASS DRUM / KIT

LEARNING GOAL: This task will have you demonstrate your understanding of putting together the snare drum and bass drum on the drum kit. Should you not have a drum set, independently perform the snare drum and bass drum line for your teacher.

MINDS ON! Why might you want to clap out the rhythm to yourself before playing through this piece? Make sure that you continue moving your toe inside your shoe while practicing the snare drum line of this song.

ACTION! In order to be successful with this task, you will need to:

- Demonstrate controlled sticking with accurate placement of the stick(s)/mallet.
- Demonstrate your knowledge of a variety of rhythms.
- Be able to play the snare drum and bass drum (a.k.a. the kit) at the same time.

CONSOLIDATION: In order to complete this task you must perform the following song for your teacher **AND** complete the following self-reflection.

The First 5 Notes

Task 6

SELF-REFLECTION:

What I found challenging about this task was...

LEARNING GOAL: This task will teach you how to perform a *12-bar blues* progression in the key of B \flat Major.

MINDS ON! Why are we learning the 12-bar blues progression? Why are the blues important to the evolution of music? All things have history – think about how the blues fits into the history of music.

ACTION! In order to be successful with this task, you will need to:

- Scan the music below.
- Understand that the following series of notes creates a 12-bar blues progression.
- Be able to demonstrate an understanding of the notes and the rhythms within the progression.

CONSOLIDATION: In order to complete this task, you must perform the 12-bar blues progression for your teacher with accurate rhythm and pitch.

12-Bar Blues Progression

Task 7

The musical notation shows a 12-bar blues progression in B \flat major, 4/4 time. It is divided into three systems of four bars each. The notes and chord symbols for each bar are as follows:

- System 1 (Bars 1-4): B \flat , B \flat , B \flat , B \flat (I, I, I, I)
- System 2 (Bars 5-8): D \flat , D \flat , B \flat , B \flat (IV, IV, I, I)
- System 3 (Bars 9-12): F, D \flat , B \flat , B \flat (V, IV, I, I)



TASK 8: THE SLUR AND THE ROLL!
SNARE DRUM

FOCUS: EXPRESSIVE CONTROLS

LEARNING GOAL: The purpose of this task is to demonstrate your understanding of how to play a *roll* on the snare drum.

MINDS ON! How do you play a roll? What do your wrists and forearms do? What do your sticks do? What creates the “multiple bounce” of the roll – the sticks or your body? Is the strength of your right and left hands even?

ACTION! In order to be successful with this task, you will need to:

- Demonstrate an understanding of how to perform a roll on the snare drum.
- Show relaxed arms/wrists and controlled sticks.
- Hear an evenness in strength between your right and left hand.
- Stay in one area on the snare drum!

CONSOLIDATION: In order to complete this task, you must perform the following song for your teacher, demonstrating your understanding of the roll.

Lightly Row

Task 8

S.D.

5

The musical notation consists of two staves. The first staff is labeled 'S.D.' and contains four measures of music. The first two measures feature eighth notes, and the last two measures feature a roll indicated by a slur and multiple vertical lines. The second staff is labeled '5' and contains four measures of music, mirroring the structure of the first staff with eighth notes and rolls.

BELLS

LEARNING GOAL: The purpose of this task is to demonstrate an understanding of how a *tie* functions within a piece of music.

MINDS ON! If a tie adds the rhythm of notes together, why would you not just merge the notes together to be one? Sometimes we add symbols into music for a reason – why do you think the tie needs to exist?

ACTION! In order to be successful with this task, you will need to:

- Understand what is the function of a tie is and how it affects the music you are performing.
- Demonstrate good posture, accurate pitch and rhythms throughout the piece of music below.

CONSOLIDATION: In order to complete this task, for your teacher you must perform the following song demonstrating an understanding of how the tie is performed within a piece of music.

"Tie"ing it Together

Task 9



SNARE DRUM

LEARNING GOAL: The purpose of this task is to demonstrate an understanding of the *flam* – using alternating L (left) and R (right) hands.

MINDS ON! Technique is crucial to the success of a percussionist. The more we play, the more we forget to check in on our technique. Sometimes “bad habits” are created without awareness. Are you holding your sticks correctly? How’s your posture? Why would these two checks be important to your execution of a flam?

ACTION! In order to be successful with this task, you will need to:

- Place your sticks at two different heights above the snare drum.
- Drop your sticks onto the snare drum at the same time, one stick will make contact with the snare drum first, followed by the stick, which was originally at the higher height – This is the basic idea of a flam.
- Continue practicing the flam until you can get the 2 sounds as close together as possible, without happening at the same time.
- Be able to play a series of flams in a row, at a steady beat, with proper technique.

CONSOLIDATION: In order to move on to the next task, you will perform the flam pattern below on the snare drum for your teacher.

Flam Jam

Task 10



**CONGRATULATIONS! YOU HAVE REACHED YOUR
2nd GPS MARKER:**

EAST!

**YOU HAVE EARNED YOUR
SILVER GPS CERTIFICATE!**



SNARE DRUM

LEARNING GOAL: The purpose of this task is to recognize and perform an entire piece of music with attention to *how* you are striking the snare drumhead.

MINDS ON! *Articulation markings* in music communicate how to “say” a note. How should notes sound different when marked different?

ACTION! In order to be successful with this task, you will need to:

- Listen to yourself playing each note.
- Think about what your hands doing and the force with which you hit and bounce off of the drumhead?

CONSOLIDATION: In order to complete this task, you must perform this song with strong and consistently even sticking for your teacher and receive feedback.

Lion’s March I

Task 11

The image shows two staves of musical notation for a snare drum. The first staff is labeled 'S.D.' and has a 4/4 time signature. It contains four measures of music: the first measure has a quarter note, the second has two eighth notes, the third has four eighth notes, and the fourth has a quarter note. The second staff starts with a measure number '5' and contains four measures: the first has a quarter note, the second has two eighth notes, the third has a quarter rest followed by a quarter note, and the fourth has a quarter note followed by a quarter rest.

BELLS

LEARNING GOAL: The purpose of this task is to create 8 bars of a playable rhythm in 4/4 time. Use rhythms with which you are comfortable performing on your instrument.

MINDS ON! Why is it important that you are able to play the rhythm that you are writing? Although you may be aware of how to write more difficult rhythm patterns, it is important that you think out the execution of these rhythms.

ACTION! In order to be successful with this task, you will need to:

- Decide upon a variety of rhythms that you are able to play on your instrument.
- Create 8 bars of rhythm with a 4/4 time signature and write it in the space provided.
- Make sure you use a pencil.
- You do not need to add pitch to these rhythms (yet).

CONSOLIDATION: In order to move on to the next task, you will need to complete 8 bars of rhythm in 4/4 time that you or any of your classmates could play. Once written, give this task to your teacher and receive feedback.

8-Bar Rhythm Exemplar:

My 8-Bar Rhythm Composition

Task 12

BELLS

LEARNING GOAL: The purpose of this task is to demonstrate your understanding of how to perform a *staccato* note in a familiar passage.

MINDS ON! How does your mallet strike change to control the articulation on the bells? What can you do to make a staccato articulation on the bells? The *dead-stroke* is used to stop a bell from vibrating (making sound) by not letting the mallet rebound off the bell that was struck. The vibrating tone of a bell can also stop by placing a finger on it – this is especially for notes that shouldn't be cut off right away, but which have a rest that follows.

ACTION! In order to be successful with this task, you will need to:

- Practice performing the difference between staccato notes and unmarked notes.
- Make sure that you are demonstrating good sticking strength and posture.
- Use the dead-stroke on staccato notes.
- When a rest appears in the music, mute the bell that was just played with a finger.
- Listen to yourself.

CONSOLIDATION: In order to move on to the next task, you will need to demonstrate your ability to perform the difference between staccato and unmarked notes, as well as muting at the appropriate times in the music.

Lion's March II

Task 13

The musical notation consists of two staves in 4/4 time with a key signature of one flat (Bb). The first staff contains four measures: the first measure has a quarter note G4, a quarter note A4, a quarter note Bb4, and a quarter note C5; the second measure has a quarter note G4, a quarter rest, and a whole rest; the third measure has a dotted quarter note G4, a dotted quarter note A4, a dotted quarter note Bb4, a dotted quarter note C5, a dotted quarter note Bb4, a dotted quarter note A4, and a dotted quarter note G4; the fourth measure has a quarter note G4, a quarter rest, a quarter rest, and a quarter note G4. The second staff starts with a measure number '5' above the first measure, which has a dotted quarter note G4, a dotted quarter note A4, a dotted quarter note Bb4, a dotted quarter note C5, a dotted quarter note Bb4, a dotted quarter note A4, and a dotted quarter note G4. The second measure has a dotted quarter note G4, a dotted quarter note A4, a dotted quarter note Bb4, a dotted quarter note C5, and a quarter rest. The third measure has a quarter note G4, a quarter note A4, a quarter note Bb4, and a quarter note C5. The fourth measure has a quarter note G4, a quarter note A4, a quarter note Bb4, and a quarter note C5. The piece ends with a double bar line.

SNARE DRUM / BASS DRUM / KIT

LEARNING GOAL: The purpose of this task is to demonstrate your ability to control the volume level of your instrument.

MINDS ON! How does your support and force relate to your ability to control the *dynamics* on the drums or bells? How does the dynamic level of your voice help you to communicate your different thoughts? Are you able to communicate a variety of thoughts through dynamics on your instrument?

ACTION! In order to be successful with this task, you will need to:

- Practice performing a short passage at two different dynamic levels (*forte* and *piano*).
- Make sure that you demonstrate good sticking strength and posture.
- Listen to yourself.

CONSOLIDATION: In order to move on to the next task, you will need to demonstrate your ability to perform the dynamics as indicated in the following piece of music.

Loud vs. Soft

Task 14

The musical notation for Task 14 is as follows:

- System 1:**
 - Measures 1-4:** Snare Drum (S.D.) plays a rhythmic pattern of quarter notes. Bass Drum (B.D.) plays a pattern of quarter notes. The dynamic starts at *f* (forte) and changes to *p* (piano) at the end of the passage.
- System 2:**
 - Measure 5:** Starts with a *f* (forte) dynamic.
 - Measures 6-7:** The dynamic changes to *p* (piano).
 - Measure 8:** The dynamic changes back to *f* (forte).

LEARNING GOAL: The purpose of this task is to take a familiar song and demonstrate the difference between an *accented* note, a *staccato* note and an unmarked note.

MINDS ON! How do you articulate the difference between an *accent*, a *staccato* and an unmarked note? What does it sound like? What does it feel like?

ACTION! In order to be successful with this task, you will need to:

- DRAW in an accent at the start of every beat 1 and 3 in the below piece.
- Accurately perform the piece with the accents and unmarked notes.

CONSOLIDATION: In order to move on to the next task, you will need to perform the following piece while demonstrating accurate articulation.

Lion's March III

Task 15

The musical notation is for a Snare Drum (S.D.) in 4/4 time. It consists of two staves. The first staff contains four measures of music. The second staff contains four measures, starting with a measure number '5' above the first note. Accents (>) are placed under the first and third notes of every measure in both staves.

*CONGRATULATIONS! YOU HAVE REACHED YOUR
3rd GPS MARKER:*

SOUTH!

YOU HAVE EARNED YOUR
GOLD GPS CERTIFICATE!

LEARNING GOAL: The purpose of this task is to perform both the snare drum and bass drum part together on the kit, concentrating on the counting and accurate placement of *eighth notes*.

MINDS ON! Thinking through a song before you perform it can be a very important skill – why? Why is picking a *tempo* at which you can best perform eighth notes so important? What is a good way to count when playing eighth notes?

ACTION! In order to be successful with this task, you will need to:

- Identify the different articulation markings and practice how they each should sound.
- Pick a tempo in which you can consistently perform the following rhythm.
- Practice the following pattern, demonstrating your understanding of eighth notes and articulations.
- Practice the snare drum and bass drum parts separately, and then practice putting them together on the kit.

CONSOLIDATION: In order to move on to the next task, you will need to demonstrate your understanding of eighth notes and a variety of articulations while performing, “Hey Diddle Diddle” for your teacher.

Hey Diddle Diddle

Task 16

The musical notation is presented in two systems. Each system has two staves: the top staff is labeled 'S.D.' (Snare Drum) and the bottom staff is labeled 'B.D.' (Bass Drum). The time signature is 4/4. The first system contains measures 1 through 4. The second system, starting with a measure number '5' above the first staff, contains measures 5 through 8. The snare drum part (S.D.) consists of eighth notes and quarter notes. The bass drum part (B.D.) consists of eighth notes and quarter notes. The notation ends with a double bar line and repeat dots.

LEARNING GOAL: The purpose of this task is to understand and perform a song which begins with a *pickup note* and contains changes in *dynamics*, from quiet to loud, and loud to quiet.

MINDS ON! When a piece of music is in 4/4 time, do some beats get a stronger pulse than others? If so, then how does a pickup note affect the "feel" of a piece? When you begin playing a note, how do you make that note get gradually louder or quieter?

ACTION! In order to be successful with this task, you will need to:

- Figure out on which beat the pickup note lies.
- Demonstrate an understanding of how the pickup note is performed considering breathing and the different stresses of each beat.
- Perform the appropriate *dynamics* in the piece, including the *crescendo* and *decrescendo*.
- Practice each drum part separately and then put them together on the kit.

CONSOLIDATION: Perform the following task on the kit for your teacher to receive feedback.

Regal Anthem

Task 17

The musical notation is presented in two systems. The first system shows the Snare Drum (S.D.) and Bass Drum (B.D.) parts in 4/4 time. The S.D. part consists of eighth notes, and the B.D. part consists of quarter notes. A pickup note is present at the beginning of the first measure. The dynamic marking *mf* is placed below the first measure. A decrescendo marking is shown at the end of the first system. The second system starts with a measure number '5' above the first measure. The S.D. part continues with eighth notes, and the B.D. part continues with quarter notes. A crescendo marking is shown at the beginning of the second system, and a decrescendo marking is shown at the end of the second system, with the dynamic marking *mf* placed below the final measure.

BELLS

LEARNING GOAL: The purpose of this task is to add *itches* and the finishing touches (*dynamics, articulation, key signature*) to your rhythmic composition created in **Task 12**.

MINDS ON! What are the common things you see when looking at printed music? What do you notice about the *stem* directions, the *bar lines*, the beginning and the end of the song, etc.? Have you included all of these elements in your composition?

ACTION! In order to be successful with this task, you will need to:

- Use a PENCIL.
- The following items must be placed on your staves:
the appropriate clef and key signature on each staff, a 4/4 time signature, 4 bars on the top staff and 4 bars on the bottom staff, bar lines after each measure, and a double bar line at the end.
- Go to **Task 12** and decide on letter names underneath each note.
CAUTION: Remember to use notes that you can play and a pattern that sounds like a melody. Don't just put in random notes.
HINT: Start and end on the first note of the scale to nicely frame the piece.
- Place the rhythm that you created in **Task 12** onto the staves below, with the noteheads on the proper lines or spaces (depending on the letters you chose).
- Make sure that you can play what you have written; it's not about difficulty, it's about accuracy. **REMEMBER:** You can change the notes if you don't like how it sounds.
- Add finishing touches (dynamic markings and/or articulation markings) to give your composition more character.
- Give your composition a title.

_____ Title

Task 18 continues on the next page...

BELLS

CONSOLIDATION: In order to move on to the next task, you must add the pitches and finishing touches to complete your composition. Once complete, have a classmate peer edit your composition with you. When the peer edit is complete, have your classmate sign the statement below:

Peer Editing Verification:

I _____ have peer edited my classmate's composition and to the best of
(classmate's name)
my ability, explained and corrected, **with my classmate**, their composition.

(classmate's signature)



BELLS

LEARNING GOAL: The purpose of this task is to perform your composition for your teacher.

MINDS ON! Think of the 3 musical "P's" when preparing for your performance: POSTURE, PHRASING and PRACTICE!

ACTION! In order to be successful with this task, you will need to:

- Practice and prepare your composition to perform for your teacher.
- Don't forget to apply all of your knowledge of the elements of music and performance while preparing for completion of this task.

CONSOLIDATION: Perform your composition for your teacher and receive feedback. Make any appropriate changes before performing it again in **Task 20**.



BELLS

LEARNING GOAL: The purpose of this task is to perform your composition for a small group or class as organized and supervised by your teacher.

MINDS ON! How are you going to apply the skills that you have developed up to this point? How will your confidence level, preparation and body posture affect your final performance?

ACTION! In order to be successful with this task, you will need to:

- Consider the feedback that you received in **Task 19** and **Task 20** – apply this feedback to your performance.
- With your teacher, organize the time and group for which you will be performing.
- Practice all aspects of your performance: the introduction of your piece, your name, how you will sit or stand and the music.

CONSOLIDATION: Perform your composition for the assigned group or class while supervised by your teacher.

