

**GERSTIN/DALLUGE PROGRAMS AND VERMONT STANDARDS:  
MIDDLE SCHOOL (A7-8), HIGH SCHOOL PROFICIENCY (APHS),  
AND HIGH SCHOOL ADVANCED (AAHS)**

Each of our programs is listed below, together with descriptions of how it meets Vermont standards.

**PERCUSSION AND SONG ENSEMBLES**

***Brazilian percussion ensemble***

***Afrocuban percussion and song ensemble***

***Ghanaian percussion and song ensemble***

*Skill Development: Creating (A7-8:4, APHS:4; AAHS:4)*

Learning to combine rhythms polyrhythmically.

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and percussion instruments.

Learning basic technique on percussion instruments.

Increasing the breadth of rhythms participants can perform.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Understanding how rhythm organizes melodies in jazz and world music, including Caribbean, African, and Balkan styles.

Recognizing and analyzing rhythms in various styles of music, including jazz, Caribbean, African, and Balkan styles.

*Reflection & Critique: Description/Vocabulary (A7-8:13, APHS:13, AAHS:13)*

Understanding how rhythm works, developing and using a rhythmic vocabulary.

Learning culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

*Reflection & Critique: Analyze/Interpret (A7-8:14, APHS:14, AAHS:14)*

Understanding and interpreting culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

*Making Connections: Art and Culture (A7-8:18, APHS:18, AAHS:18)*

Understanding aesthetic and cultural themes, and social history, in jazz, Caribbean, African and Balkan styles.

*Approach to Work: Creative Thinking (A7-8:19, APHS:19, AAHS:19)*

Building on previous knowledge of music and culture.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Working effectively in a group; understanding the relation of individual effort to group outcome.

Using a variety of learning approaches; integrating mind and body (e.g., rhythmic concepts combined with instrumental technique).

*Approach to Work: Interactions (A7-8:21, APHS:21, AAHS:21)*

Working effectively in a group; understanding the relation of individual effort to group outcome.

Learning culturally appropriate interactions in jazz, Caribbean, African and Balkan styles of music.

## **WORKSHOPS**

### ***Concepts of Rhythm: Suspension and Shape in World Music***

### ***Concepts of Rhythm: Polyrhythm in World Music***

*Skill Development: Creating (A7-8:4, APHS:4; AAHS:4)*

Learning to combine rhythms polyrhythmically.

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and the participant's own instruments.

Increasing the breadth of rhythms participants can perform.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Understanding how rhythm organizes melodies in jazz and world music, including Caribbean, African, and Balkan styles.

Recognizing and analyzing rhythms in various styles of music, including jazz, Caribbean, African, and Balkan styles.

*Reflection & Critique: Description/Vocabulary (A7-8:13, APHS:13, AAHS:13)*

Understanding how rhythm works, developing and using a rhythmic vocabulary.

Learning culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

*Reflection & Critique: Analyze/Interpret (A7-8:14, APHS:14, AAHS:14)*

Understanding and interpreting culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

Comparing pieces in jazz, Caribbean, African and Balkan styles using culturally based aesthetic concepts and vocabulary.

*Making Connections: Between the Arts (A7-8:16, APHS:16, AAHS:16)*

Comparing and contrasting pieces in jazz, Caribbean, African and Balkan styles.

*Approach to Work: Creative Thinking (A7-8:19, APHS:19, AAHS:19)*

Building on previous knowledge of music and culture.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Applying rhythmic concepts to melodic practice, e.g., scales and modes.

### ***Rhythmic Improvisation in Melody***

*Skill Development: Creating (A7-8:4, APHS:4; AAHS:4)*

Learning techniques of rhythmic variation, as a springboard to improvisation.

Learning to combine rhythms polyrhythmically.

Basing melodic improvisation on rhythmic concepts.

Becoming familiar with concepts for rhythmic improvisation.

Basing musical composition on rhythmic concepts.

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and the participant's own instruments.

Increasing the breadth of rhythms participants can perform.

Applying rhythmic concepts to melodic practice, e.g., scales and modes.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Reading rhythms easily and accurately.

Understanding how rhythm organizes melodies in jazz and world music, including Caribbean, African, and Balkan styles.

*Reflection & Critique: Description/Vocabulary (A7-8:13, APHS:13, AAHS:13)*

Understanding how rhythm works, developing and using a rhythmic vocabulary.

*Reflection & Critique: Analyze/Interpret (A7-8:14, APHS:14, AAHS:14)*

Understanding and interpreting culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

*Making Connections: Between the Arts (A7-8:15, APHS:16, AAHS 16)*

Comparing and contrasting pieces in jazz, Caribbean, African and Balkan styles.

*Approach to Work: Creative Thinking (A7-8:19, APHS:19, AAHS:19)*

Building on previous knowledge of music and culture.

Improvising on the basis of information in the program.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Using a variety of learning approaches; integrating mind and body (e.g., rhythmic concepts combined with instrumental technique).

Applying rhythmic concepts to melodic practice, e.g., scales and modes.

## **MASTER CLASSES**

***Brazilian samba percussion***

***Afrocuban percussion***

***Ghanaian percussion***

***Salsa percussion***

***Jazz, Latin, or rock drumset***

*Skill Development: Creating (A7-8:4, APHS:4; AAHS:4)*

Learning to combine rhythms polyrhythmically.

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and the participant's own instruments.

Increasing the breadth of rhythms participants can perform.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Reading rhythms easily and accurately.

Recognizing and analyzing rhythms in various styles of music, including jazz, Caribbean, African, and Balkan styles.

*Reflection & Critique: Description/Vocabulary (A7-8:13, APHS:13, AAHS:13)*

Understanding how rhythm works, developing and using a rhythmic vocabulary.

Learning culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

*Reflection & Critique: Analyze/Interpret (A7-8:14, APHS:14, AAHS:14)*

Understanding and interpreting culturally based aesthetics in styles of music including jazz, Caribbean, African and Balkan.

Comparing pieces in jazz, Caribbean, African and Balkan styles using culturally based aesthetic concepts and vocabulary.

*Making Connections: Between the Arts (A7-8:16, APHS:16, AAHS 16)*

Comparing and contrasting pieces in jazz, Caribbean, African and Balkan styles.

*Making Connections: Art and Culture (A7-8:18, APHS:18, AAHS:18)*

Understanding aesthetic and cultural themes, and social history, in jazz, Caribbean, African and Balkan styles.

*Approach to Work: Creative Thinking (A7-8:19, APHS:19, AAHS:19)*

Building on previous knowledge of music and culture.

Improvising on the basis of information in the program.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Using a variety of learning approaches; integrating mind and body (e.g., rhythmic concepts combined with instrumental technique).

### ***Jazz Improvisation and Accompaniment***

*Skill Development: Creating (A7-8:4, APHS:4; AAHS:4)*

Learning techniques of rhythmic variation, as a springboard to improvisation.

Learning to combine rhythms polyrhythmically.

Basing melodic improvisation on rhythmic concepts.

Becoming familiar with concepts for rhythmic improvisation.

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and the participant's own instruments.

Increasing the breadth of rhythms participants can perform.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Reading rhythms easily and accurately.

Understanding how rhythm organizes melodies in jazz.

*Reflection & Critique: Description/Vocabulary (A7-8:13, APHS:13, AAHS:13)*

Understanding how rhythm works, developing and using a rhythmic vocabulary.

Learning culturally based aesthetics in jazz.

*Reflection & Critique: Analyze/Interpret (A7-8:14, APHS:14, AAHS:14)*

Understanding and interpreting culturally based aesthetics in jazz.

*Making Connections: Between the Arts (A7-8:16, APHS:16, AAHS:16)*

Comparing and contrasting jazz pieces to other styles.

*Approach to Work: Creative Thinking (A7-8:19, APHS:19, AAHS:19)*

Building on previous knowledge of music and culture.

Improvising on the basis of information in the program.

*Approach to Work: Work Habits (A7-8:20, APHS:20, AAHS:20)*

Working effectively in a group; understanding the relation of individual effort to group outcome.

Using a variety of learning approaches; integrating mind and body (e.g., rhythmic concepts combined with instrumental technique).

Applying rhythmic concepts to melodic practice, e.g., scales and modes.

*Approach to Work: Interactions (A7-8:21, APHS:21, AAHS:21)*

Working effectively in a group; understanding the relation of individual effort to group outcome.

Learning culturally and musically appropriate interactions in jazz.

### **ASSEMBLY**

*Skill Development: Perform/Communicate (A7-8:5, APHS:5, AAHS:5)*

Performing rhythms accurately with voice, body percussion, and percussion instruments.

*Skill Development: Concepts/Vocabulary (A7-8:6, APHS:6, AAHS:6)*

Understanding how rhythm works, developing a rhythmic vocabulary.

Understanding how rhythm organizes melodies in jazz and world music, including Caribbean and African styles.

*Reflection & Critique: Description/Vocabulary (A7-8:13, APHS:13, AAHS:13)*

Learning culturally based aesthetics in styles of music including jazz, Caribbean and African styles.

*Reflection & Critique: Analyze/Interpret (A7-8:14, APHS:14, AAHS:14)*

Understanding and interpreting culturally based aesthetics in styles of music including jazz, Caribbean and African styles.

Comparing pieces in jazz, Caribbean and African styles using culturally based aesthetic concepts and vocabulary.

*Making Connections: Between the Arts (A7-8:16, APHS:16, AAHS 16)*

Comparing and contrasting pieces in jazz, Caribbean and African styles.

*Making Connections: Art and Culture (A7-8:18, APHS:18, AAHS:18)*

Understanding aesthetic and cultural themes, and social history, in jazz, Caribbean and African styles.

Relating aesthetic and cultural themes, and social history, in jazz, Caribbean and African styles to similar themes in other cultures.