

**Handbells**

2018-2019

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**Topic 1: Musicianship**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4AB: Develop a strategy to lead sectional and rehearsal work. | 3A: Prepares for rehearsal.  3B: Collaborates with section and contributes to the ensemble. | 2A.1: Revises work in between rehearsals.  2A.2: Organizes materials.  2B.1: Demonstrates attention to the primary focus of the rehearsal.  2B.2: Records score markings.  2B.3: Actively engages in rehearsal |

**Topic 2: Performance**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4AB: Models at a level above learning goal. | 3A: Formally performs using technical knowledge and skills.    3B: Formally performs with artistic intent to achieve sustained communication with the audience. | 2AB.1: Demonstrates formal concert etiquette as a performer.  2AB.2: Demonstrates formal concert etiquette as an audience member.  2AB.3: Demonstrates concert preparation. |

*\*2AB.3 could include concert attire, memorization of repertoire, pre-concert warmup, etc.*

*\*In addition to performing, it is expected that students have experience reflecting and evaluating others’ and own performances.*

**Topic 4: Literacy**

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|  | 4-Exceeding | 3-Meeting | 2-Developing |
|  | 4ABC: Models at a level above learning goal. | 3A: Navigates an octavo.  3B: Analyzes combinations of rhythms in order to count and perform music.  3C: Discriminates pitches in order to sing music. | 2A: Identifies and defines applicable score markings  2B: Identifies and defines applicable notation.  2C: Identifies pitches. |

*\*2A could include tempo markings, dynamics, staves, repeats, etc.*

*\*2B could include duration symbols, counting systems, etc.*

**Topic 3: Articulation**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4AB: Models at a level above learning goal. | 3A: Differentiate and demonstrates a variety of techniques\* as they apply to appropriate literature | 2A: Identifies a variety of appropriate techniques |

TECHNIQUE GUIDE

# LEVEL I – BEGINNING

* Correct ringing technique for bells and chimes
* Mallet-handbells on table
* Martellato and Lift
* Shake
* Echo
* Let Vibrate
* Damp bells
* Pluck
* Thumb Damp
* Mallet lift
* Swing

# LEVEL II – INTERMEDIATE

* Gyro
* Mallet on Suspended Handbell
* Mallet roll with Handbell on table
* Mallet roll on suspended Handbell
* Ring-touch
* Rim Brush
* Brush Damp
* Trill
* Vibrato

# LEVEL III – ADVANCED

* Hand Martellato
* Muted Martellato
* Rolled Chord
* Singing Bowl
* Table Land Damp
* Couting and playing any rhythm
* Navigating frequent changes in meter – simple and compound
* Navigating frequent accidentals
* Ringing 4-in-hand

**Topic 4: Literacy**

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|  | 4-Exceeding | 3-Meeting | 2-Developing |
|  | 4ABC: Models at a level above learning goal. | 3A: Navigates an octavo.  3B: Analyzes combinations of rhythms in order to count and perform music.  3C: Discriminates pitches in order to sing music. | 2A: Identifies and defines applicable score markings  2B: Identifies and defines applicable notation.  2C: Identifies pitches. |

*\*2A could include tempo markings, dynamics, staves, repeats, etc.*

*\*2B could include duration symbols, counting systems, etc.*