Course Description
The purpose of this course is to provide music educators with basic information concerning teaching methods and performance techniques for musical instruments common to the percussion family. Students will follow a course of study that will enable them to teach beginning students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing percussion techniques and skills.

This course of study is designed to acquaint students with the history of each major instrument found in the percussion family, their acoustical properties and methods of sound production, and the idiosyncrasies of percussion music notation. It will provide future band and orchestra directors with a rudimentary technique on many of the instruments labeled percussion, concentrating on those that are most common to today’s elementary and high school band and orchestra literature.

Text and Materials
- Cook, Gary D. *Teaching Percussion*. Schirmer: 3rd edition
- One Pair of Vic Firth SD1 (or equivalent)
- Reel-Feel 6” Practice Pad (Checked out from instructor)

It is expected you will bring these items to every class meeting. Failure to do so will result in a lowering of your participation grade.

Reading Assignments
Keeping up with the reading assignments in this syllabus is an absolute requirement. In addition to the material in the text, supplemental information will be given during class periods that build upon the information in the reading assignments. Without the knowledge of the reading assignment, the supplemental material presented in class will be difficult to understand thus to learn. *Reading assignments are marked in italics.*

Concert Attendance
Each student is required to attend the SFA Percussion Ensemble Concert on November 4th, 2017 @ 4 PM. A double spaced, two-page review of the concert, detailing the pieces performed, the instruments used, and the applicable pedagogical/performance techniques utilized is required. Additionally, briefly discuss a challenge that each particular piece may pose to percussion students (rhythmic, technical, conceptual, endurance, etc.) and how you might address it when teaching. **Please attach the program to the paper.**
**Percussion Ensemble Project**

Arrange a common tune/song for a medium-large percussion ensemble. Christmas carols, patriotic tunes and/or pop tunes work very well – check with the instructor if you’re not sure about a piece. Your arrangement should be for 9-12 players and include the following instruments: bells and/or vibes, xylophone and/or marimba, snare drum, bass drum, and at least 2 other non-pitched percussion instruments. You are welcome to have player use more than one instrument (ie: marimba and claves), use the same instruments on separate parts (ie: marimba I, marimba II, marimba III) or use other instruments we discussed in class (ie: chimes, timpani). However, please do not write for marching percussion or drumset.

The turned in project should be done on music notation software (ie: Finale, Sibelius, or other) and include a full score and printed parts (music software is available in the MIDI lab). If possible we will read all arrangements. Shoot for elementary/jr. high for difficulty level and make sure all notation, instruments, and/or specific stick choices are clearly defined.

**Final Exam**

The final exam will consist of a cumulative take home written portion and a playing portion. **The written portion is due Thursday, Dec. 14th by 5:00 pm.** In the playing portion, a percussion ensemble piece will be provided in which each student will play all of the parts.

**Grading Policy**

Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Exam (take home)</td>
<td>100 Pts</td>
</tr>
<tr>
<td>Final Exam (cumulative)</td>
<td>200 Pts</td>
</tr>
<tr>
<td>Concert Attendance/Write up</td>
<td>50 Pts</td>
</tr>
<tr>
<td>Three Playing Quizzes (50 Pts Each)</td>
<td>150 Pts</td>
</tr>
<tr>
<td>Class Participation/Preparation</td>
<td>50 Pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>550 Pts</strong></td>
</tr>
</tbody>
</table>

**Attendance**

Due to the practical nature of this course and the amount of information covered per class, attendance at every class meeting is expected. **TWO unexcused absences are allowed.** Any unexcused absence past two will result in a reduction of one letter grade per absence. Tardiness to class is considered an unexcused absence.

Excused Absences:

1. Serious Illness (must present a doctor’s excuse)
2. Illness or death of a family member
3. University-related trips
4. Major religious holidays
5. “Reasonable cause for non-attendance” as determined by the instructor
**Student Learning Outcomes**

1. Through study, practice and class participation, students will be able to demonstrate the fundamental performance techniques for common instruments in the concert band percussion section.
2. Through concert review, students will demonstrate their ability to recognize and understand how percussion integrates with other instruments in various performance venues.
3. Through class discussion, students will be familiar with the common pedagogical and philosophical approaches to percussion teaching and how to apply them within their own future teaching environment.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
Office Hours
Office hours are by appointment. To schedule and individual meeting, please contact the instructor via email

MUS-305-001 PERCUSSION METHODS
FALL 2017 CLASS SCHEDULE

August

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>29</td>
<td>Introduction/Syllabus Review, Percussion Classifications, General Considerations</td>
</tr>
<tr>
<td>31</td>
<td>Snare Drum: Drumsticks, Grips, Snare Drum, Playing areas, Stroke: Singles, Doubles, Paradiddles, Rudiments p. 378 <em>read Ch. 2 pp. 22-44</em></td>
</tr>
</tbody>
</table>

September

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>5</td>
<td>Paradiddles, rolls, Style: Rolls, Notation (67-68), Flams/Drags (62-63), Sticking policies, Other drums, Rudimental vs. Concert <em>read Ch. 2 pp. 44-61</em></td>
</tr>
<tr>
<td>7</td>
<td>Head Change, Special effects, Multiple Percussion, Discuss Playing Test</td>
</tr>
<tr>
<td>12</td>
<td>Review for playing and written test</td>
</tr>
<tr>
<td>14</td>
<td><strong>Snare Drum Playing Test</strong></td>
</tr>
</tbody>
</table>
| 19   | Accessories: BD/Cymbals  
*Read Ch. 6 pp. 215-231* |
| 21   | Accessories: Triangle/Tambourine  
*Read Ch. 6 pp. 231-237* |
| 26   | Accessory Lab, Band Placements  
*Read Ch. 6 pp. 237-251* |
| 28   | Keyboard percussion: introduction to instruments and mallets  
*Read ch. 4 pp. 93-107* |

October
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Strokes, playing areas, scales, rolls, general reading &lt;br&gt; <em>Read ch. 4 pp. 107-127</em></td>
</tr>
<tr>
<td>5</td>
<td>Keyboard Percussion playing &lt;br&gt; <em>Read ch. 4 pp. 127-156</em></td>
</tr>
<tr>
<td>10</td>
<td>Four mallet techniques</td>
</tr>
<tr>
<td>12</td>
<td><strong>Keyboard Playing Exam</strong></td>
</tr>
<tr>
<td>17</td>
<td>Timpani Overview <em>Read Ch. 5 pp. 157-172</em></td>
</tr>
<tr>
<td>19</td>
<td>Timpani <em>Read Ch. 5 pp. 196-213 Midterm Passed Out</em></td>
</tr>
<tr>
<td>24</td>
<td>Drumset <em>Read Ch. 8 pp. 294-308 Midterm Due</em></td>
</tr>
<tr>
<td>26</td>
<td>Drumset Read Ch. 8 pp. 308-328</td>
</tr>
<tr>
<td>31</td>
<td>World Percussion, Review for Timpani/Drumset Test</td>
</tr>
</tbody>
</table>

**November**

| 4    | SFA Percussion Ensemble Concert @ 4 PM, Cole Hall |
| 7    | Timpani/Drum Set Test |
| 9    | **PASIC (NO CLASS)** |
| 14   | Marching Percussion *Read Ch. 9 pp 362-377* |
| 16   | Marching Percussion, march in band hall day *Read Ch. 9 pp. 393-424 Percussion Ensemble Session Sign Up/Arrangement Due* |
| 21   | **THANKSGIVING BREAK (NO CLASS)** |
| 23   | **THANKSGIVING BREAK (NO CLASS)** |
| 28   | Read Percussion Ensemble Projects |
| 30   | Read Percussion Ensemble Projects |
December

4  Percussion in the Pines Concert @ 7:30 PM, Cole Hall

5  Read Percussion Ensemble Projects

7  Playing Review

**Final Exam** Thursday Dec. 14th 8-10 AM **Written Exam due by 5:00 pm**

*This syllabus may be modified at the discretion of the instructor. Changes will be discussed in class or via email.*