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.

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 reviews, students will demonstrate their ability to recognize and understand how percussion integrates with various other instruments in various performance venues.
3. Through website reviews, students will become familiar with how to use the internet to reference and research various percussion topics including manufacturers, distributors, artists, and performance organizations.
4. Through compiling a comprehensive notebook, students will be familiar with all of their course information and have an at-hand resource throughout their career to quickly answer future percussion questions.
5. 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.
TEXT AND MATERIALS:
-Cook, Gary D. Teaching Percussion. Schirmer: 3rd enhanced edition (Available at steveweissmusic.com or Amazon)
-One Pair of Innovative Percussion Lalo Davila Concert Snare Sticks (or equivalent)
-Reel-Feel 6” Practice Pad (Checked out from instructor)
-Three-ring binder with dividers for final project

It is expected you will bring these items to every class meeting. Student is responsible for ordering and obtaining materials in a timely manner. Failure to do so will result in a lowering of your participation grade.

GRADING POLICY
Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Tests/Quizzes/HW</td>
<td>450</td>
</tr>
<tr>
<td>-Test 1 (Snare Drum)</td>
<td>75</td>
</tr>
<tr>
<td>-Test 2 (Keyboards)</td>
<td>75</td>
</tr>
<tr>
<td>-Test 3 (Drumset/Timpani)</td>
<td>75</td>
</tr>
<tr>
<td>-Final Exam (written and playing)</td>
<td>125</td>
</tr>
<tr>
<td>-Accessories Quiz</td>
<td>50</td>
</tr>
<tr>
<td>-Stickings HW</td>
<td>25</td>
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<tr>
<td>Rudiment Identification HW</td>
<td>25</td>
</tr>
<tr>
<td>Concert Attendance/Write up</td>
<td>50</td>
</tr>
<tr>
<td>Website Reviews</td>
<td>50 (25 each)</td>
</tr>
<tr>
<td>Methods Binder</td>
<td>100</td>
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<tr>
<td>Arranging Project</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>750</strong></td>
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Final Exam
The final exam will consist of a cumulative take home written portion and a playing portion. The written portion is due on the last day of class. In the playing portion, a percussion ensemble piece will be provided in which each student will play all parts.

Website Reviews
Throughout the semester you will review a number of different percussion related websites that you will put into your final notebook. You will review 10 websites of your choosing, 5 due on each due date.

Make sure these reviews will be of use to you in the future. Use the “Website Review Handout” as a model for what you hand in to your instructor. Recreate the handout on your own (in some word processing program) and fill in the information for each company. A working knowledge of what each company will be useful if you ever need to order directly from the company. DUE MARCH 3RD AND APRIL 4TH
Company List (use any search engine):

<table>
<thead>
<tr>
<th>Company</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promark</td>
<td>Zildjian</td>
</tr>
<tr>
<td>Vic Firth</td>
<td>Sabian</td>
</tr>
<tr>
<td>Pearl/Adams</td>
<td>Grover</td>
</tr>
<tr>
<td>Yamaha</td>
<td>Black Swamp</td>
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<tr>
<td>Remo</td>
<td>Innovative Percussion</td>
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<tr>
<td>Evans</td>
<td>Mike Balter Mallets</td>
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<tr>
<td></td>
<td>Malletech</td>
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<td></td>
<td>LP (Latin Percussion)</td>
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<td></td>
<td>Drop6 Media</td>
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<td></td>
<td>Row-Loff Productions</td>
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<tr>
<td></td>
<td>Tap Space Percussion</td>
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<td></td>
<td>Honeyrock</td>
</tr>
</tbody>
</table>

Concert Attendance

Each student is required to attend the SFA Percussion Ensemble Concert on **APRIL 15TH @ 7:30 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. THESE WILL BE TURNED IN WITH YOUR FINAL NOTEBOOK ON THE LAST DAY OF CLASS.

Percussion Ensemble Arrangement

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 8-12 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 players use more than one instrument (ie: marimba and claves), use the same instrument 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 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.

Methods Binder

This is an organized notebook including all class notes, handouts, website reviews, tests, and other materials. The notebook should be turned in on the **last day of class (May 9th)**. All notes should be separated in your notebook as follows: Snare Drum, Keyboard, Timpani, Accessories, Drumset, Marching Percussion, Concert/Website Reviews/Tests. The goal of this notebook is to have a reference you can refer to over the next 5-10 years of teaching. Notebooks will be available for pick-up after the final exam. **Due at performance date during the last three class periods**
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. Two tardies 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

PROJECTED TIME COMMITMENT
MUP305 245 “Percussion Methods: (2 credits) typically meets twice a week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have weekly reading assignments, are expected to take regular exams/quizzes and a final examination, are required to attend percussion events to learn about the world of percussion, are required to do two surveys of 5 percussion websites each to familiarize them with the percussion industry, are required to complete a percussion ensemble arrangement project, and are required to complete a methods binder to be used when they enter the field. These activities average at a minimum 1 hour of work each day to prepare outside of classroom hours. Additionally, there will be assignments on playing percussion instruments. The student should expect to spend fifteen minutes a day for four days a week for a total of one additional hour per week.

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/.

MUS-305-001,002 PERCUSSION METHODS
SPRING 2018 CLASS SCHEDULE

**Wk1**
-Introduction/Syllabus Review, Percussion Classifications, General Considerations
-Snare Drum: Drumsticks, Grips, Snare Drum, Playing areas, Stroke: Singles, Doubles, Paradiddles, Rudiments p. 378 Read Ch. 2 pp. 22-44

**Wk2**
-Paradiddles, rolls, Style: Rolls, Notation (67-68), Flams/Drags (62-63), Sticking policies, Other drums, Rudimental vs. Concert read Ch. 2 pp. 44-61

**Wk3**
-Head Change, Special effects, Multiple Percussion, Discuss Playing Test

**Wk4**
-Snare Drum Written and Playing test
-NO CLASS 2/14 (TMEA)

**Wk5**
-Accessories: BD/Cymbals pp. 215-231
-Accessories: Triangle/Tambourines pp. 231-237

**Wk6**
-NO CLASS 2/26 (Dr. Tomlinson out of town)
-Accessory Lab, Band Placements pp. 237-251

**Wk7**
-Key Keyboard percussion: introduction to instruments and mallets Read Ch. 4 pp. 93-107
-Accessory Quiz
-Strokes, playing areas, scales, rolls, general reading Read Ch. 4 pp. 107-127

**Wk8**
-Key Keyboard Percussion playing day Read ch. 4 pp. 127-156
WEBSITE REVIEWS #1 DUE (3/12)
-Four mallet techniques (sign up for keyboard playing test time)
Wk9  SPRING BREAK

Wk10 -Keyboard Written and Playing Test
   -Timpani Overview (Drums, Ear training) Read Ch. 5 pp. 157-172

Wk11 -Timpani Performance, solos, books, notation, etudes Read Ch. 5 pp. 196-213
   -Drumset History, instruments, set up Read Ch. 8 pp. 294-308

Wk12 -Drumset Basic styles, reading, method books, videos, Read Ch. 8 pp. 308-328
   -World Percussion
   WEBSITE REVIEWS #2 DUE (4/9)

Wk13 -Timpani/Drumset Written Test
   -Marching Percussion Read Ch. 9 pp. 362-377

Wk14 -Marching Percussion Read Ch. 9 pp. 393-424
   -Percussion Ensemble Performance

Wk15 -Percussion Ensemble Performance
   -Review for Final Exam
   Methods Binder Due 5/9 (Last Day of Class)

FINAL EXAM: 001: Tuesday, May 14th 8-10 AM Written Exam due
               002: Thursday, May 16th 8-10 AM Written Exam due

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