

## **Percussion Methods - MUSI 1188**

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### **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.

### **Specific Learning Goals for the Course:**

Though this course the student will:

1. Demonstrate on each of the percussion instruments, either by written or performance tests, an accurate knowledge in the following areas of pedagogy:
  - Instrument assembly and care
  - Grips and hand positions
  - Varieties of sticks and mallets
  - Acoustical characteristics of each percussion instrument as they affect tone production, tone quality, etc.
2. Identify practical and acoustical ranges of the instruments.
3. Participate in a class instructional process designed to identify, diagnose, and prescribe common solutions to performance problems encountered by students.
4. Be able to choose graded materials and literature that will account for a systematic growth in the musical and technical development of the school percussion student.
5. Become familiar with the various brands of percussion instruments to adequately advise students and parents in the selection of instruments that will fit their budget.
6. Understand and possess methods to successfully meet the challenges of percussion education in the public school music curriculum.

## **Required Materials**

Please have all books, sticks, mallets, and a practice by the beginning of the second week of class.

### **Textbook (~\$40)**

Thomas Siwe, *Percussion: A Course of Study for the Future Band and Orchestra Director*, 2<sup>nd</sup> Edition.

<https://www.steveweissmusic.com/product/1129583/pedagogical-books>

Other reading and material will be in pdf form.

### **Sticks and Mallets**

At a minimum each student is required to have:

- one pair of concert snare drumsticks (IP-LD, SD1)
- one pair of drum set sticks (5A or equivalent),
- one pair of marimba mallets (set of 4 preferred, medium rubber or yarn)
- one pair of timpani mallets
- a mallet bag
- practice pad
- metronome (phone app is fine)

Good percussion stores:

<https://www.steveweissmusic.com/>

<https://www.lonestarpercussion.com/>

<https://www.percussionsource.com/>

<https://www.columbuspercussion.com/store/>

<https://www.sweetwater.com/>

<https://www.amazon.com/>

## **Grading**

|                                       |                             |
|---------------------------------------|-----------------------------|
| Two Written Exams (Mid Term & Final): | 100 points each (200 total) |
| Four Performance Exams:               | 50 points each (200 total)  |
| Three Research Projects:              | 33 points each (100 total)  |
| Two Percussion Concert Reviews:       | 100 points each (200 total) |
| Portfolio:                            | 200 points                  |
| Class Participation:                  | 100 points                  |

### **1000 points total**

900-1000 points = A

800-900 points = B

700-800 points = C

600-700 points = D

<600 = F

## **Attendance**

1. Attendance and punctuality is expected and no credit is issued for such a basic necessity. However, grades are reduced for lack of punctuality or attendance.
2. In order for an absence (excluding serious illness or family emergency) to be excused, a written request must be submitted with the appropriate documentation. Each unexcused absence will lower your final grade by five percent.
3. Three tardies equal an absence. Not only does tardiness reduce your education, but it interrupts the attention and learning of your colleagues. Further, it is not indicative of a dedicated and disciplined aspiring educator. If you have a legitimate reason for being late please speak to the instructor immediately following that class period. They will notify you if it is excused or not.

## **Portfolio**

The portfolio will be a documentation of your work in this class. Besides the textbook, the portfolio is the most important artifact that you can take from this class as it will be an invaluable reference when you begin to teach young percussionists. Your portfolio should include everything from the entire semester including, but not limited to, typed notes, handouts, relevant articles, graded tests, comment sheets from performance exams, concert reviews, and other pertinent information regarding percussion pedagogy. The portfolio will be graded on the following:

1. Neatness, clarity, and comprehensiveness of typed class notes and class assignments (50 points).
2. Neatness, organization, and comprehensiveness of class handouts and class texts (50 points)
3. 5 current articles relating to percussion education including a 3 sentence explanation of why each is relevant to your career as a music teacher (50 points)
4. Overall organization, future usefulness, and completeness of the entire portfolio (50 points)

The portfolio may be submitted as a hard or digital copy by the time of the final exam. Hard copies must be in a 3-ring binder with tabs designating some sort of logical organizational structure. Digital copies must be ONE .pdf file and include a table of contents with page numbers.

## **Percussion Concert/Recital Reviews**

Watching high level performances on any instrument that you are attempting to learn is essential for a complete pedagogical understanding. For this class you are required to review at least 2 ASU performances in which percussion is present and submit a formal review of what you observed/learned from the performance. Concerts that are permitted are ASU solo percussion recitals, ASU Percussion Ensemble, ASU Wind Ensemble, and ASU Orchestra concerts. Any other concert that you would like to review must be approved by the instructor.

This review will consist largely of a detailed commentary on percussion techniques used during the concert. Within this commentary, one might discuss why particular techniques were good or bad, the types of sticks/mallets used and whether they were appropriate, or new general or technical performance aspects learned by attending the concert. Include the physical set-up used in each piece (if applicable) and reasons why that might have been chosen. Briefly discuss a challenge that each particular piece may pose to percussion students (rhythmic, technical, conceptual, independence, endurance, etc.) and how you might address it when teaching. In the interest of getting the best information possible, you may want to contact the performers to answer any further questions.

### **Performance review specifics:**

- Around two pages of length.
- Every review is due by the first class meeting after the concert attendance. (ex: Monday night concert reviews are due the following Wednesday. Thursday night concert reviews are due by the following morning on Friday).
- Reviews turned in after the end of the required class meeting will not be accepted.
- Students are responsible for handing in a printed copy of the review, regardless of what happens in the computer lab prior to the class meeting (“save early and often”). You must include a copy of the program with your review.
- You will be graded on the thoroughness and clarity of your observations.
- Each review is worth 50 points for a total of 100.

### **Format of review:**

- 12 point font using only Times New Roman.
- No more than a 1” border around the entire document.
- Double spaced body of document using the following model; Name and Date on top line (right margin justified) double space MUSI 1118 Review: name of performing group or individual (centered) double space Body of review (double spaced and left margin justified).
- Review should be free of spelling and grammatical errors.
- Failure to adhere to these guidelines will result in either a lowered grade or a non-acceptance of your review.

## Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting:

[Ms. Dallas A. Swafford](#) Director of Student Disability Services

325-942-2047

[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)

Houston Harte University Center

## Title IX Statement

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU's Title IX Coordinator:

[Michelle Nicole Boone, J.D.](#) Director of Title IX Compliance

[Michelle.boone@angelo.edu](mailto:Michelle.boone@angelo.edu)

325-486-6357

Mayer Administration Building 204

## Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

## Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

## Student Conduct Policies

### [Academic Integrity](#)

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

### [Academic Integrity](#)

### [Plagiarism](#)

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

### [Copyright Policy](#)

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

### General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog