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Graduate Course Number: 7082

Course Title: World Percussion Methods and Techniques _____

Days/Times of Class Meetings: On-Campus 7/25-7/29

Number of Credits for the course: 2

Instructor with phone number, email address, and office hours: Zachary Himelhoch-(810)275-2317-By appointment

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement: Students are expected to be in person daily and participate in all class activities. Students are expected to complete assignments in a timely fashion as assigned by the instructor.

Course Description: World percussion is quickly becoming an integral part of any well-rounded music education program. Whether you're utilizing authentic instruments, Remo tubano drums or bucket drums, this course arms you with a practical toolkit for incorporating world rhythms into your classroom. Essential rhythms from West Africa, Cuba, Brazil and the Caribbean will be introduced alongside drum circle facilitation methods and proper hand drumming techniques. Exercises for developing the skills necessary for successful world percussion performance will also be covered, including playing syncopated rhythms, listening while playing, and having a group play multiple rhythms simultaneously. The drum circle facilitation unit will provide teachers with fun rhythm games and activities to help foster student-led performance experiences. Over the course of the semester, students will write a short world percussion arrangement, develop lesson plans and assessments on the topics presented, and participate in weekly discussions on topics pertinent to world percussion pedagogy. This course is perfect for anyone from the beginner just delving into world percussion to the advanced instructor looking to expand their technical and rhythmic palette.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<ul style="list-style-type: none"> -Students will have a strong understanding of several multi-part rhythmic styles throughout the world and how to adapt them to meet the needs of students across all ability levels. -Students will be able to create a world percussion arrangement at an appropriate level for their students. -Students will be able to identify percussion and sounds from several different styled of music from around the world. -Students will be able to analyze and apply the musical elements used to create specific percussion activities for their classrooms. -Students will be able to arrange music for their students utilizing rhythms from around the world. 	<ul style="list-style-type: none"> -Students will be assessed in-person through performance of specific instruments and rhythms learned in the instructional units. -Students will create a mock lesson plan demonstrating a sequential use of the materials presented for a drum circle in the classroom. -Students will develop a performance arrangement that they will be able to use in their own classrooms. -Students will submit an arrangement utilizing a world percussion style. -Students will participate in an in-person performance on the last day of class showcasing the music learned throughout the course.

Program-Level Outcomes Addressed: Professionalism in Teaching - Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth. Students will demonstrate the ability to: Research best educational practices; Discern new uses for information from a variety of course work; Reflectively discuss their teaching and ways to enhance it, Excellence in Music- Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time. Students will demonstrate the ability to: Recognize style traits of various composers, genres, and periods; Identify major and

transitional composers in a variety of styles, genres, and periods; Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture, Strength in Character- Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research. Students will demonstrate the ability to: Discuss a variety of educational approaches; Describe why particular educational approaches are chosen for use; Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment: -Performance Assessments: 1. Afro-Cuban Rhythms, 2. Afro-Brazilian Rhythms, 3. West-African Rhythms

-Written Assessments: Lesson Plan, Percussion-Centered Literacy Percussion Activity

-Exit Assessments: World Percussion Arrangement, World Percussion Unit Plan

Grading Breakdown: Participation-50%

Performance Assessments-20%

Written Assessments-10%

Exit Assessment-20%

Instructional Materials: World Percussion Methods and Techniques Course book (available through VanderCook or from instructor directly)-includes transcriptions of all rhythms used throughout the course.

-"Priscilla Plays Percussion" by Zach Himelhoch and Dan Formidoni- available at in paperback form at Priscillaplayspercussion.com or as an interactive ebook at Fflatbooks.com

Course Bibliography: "World Percussion Methods and Techniques"-Zachary Himelhoch, "Priscilla Plays Percussion"-Zach Himelhoch and Dan Formidoni

Course Calendar or Schedule: 7/25-Intro to World Percussion/ Afro-Cuban Percussion Pt. 1

7/26 -Drumcircle Facilitation Techniques/Afro-Cuban Percussion Pt. 2

7/27- Brazilian Percussion/Percussion-Centered Literacy

7/28-West-African Percussion

7/29-Arrangement Play-Throughs and Teaching Demonstrations/Class Performance

Attendance Policy: Students are expected to attend class everyday. If students have a scheduling conflict they should notify the instructor ahead of time.

Candidate Conduct

"An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the

Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”

- Cell Phone/Computer Policy: Computers and cell phones should be used only when appropriate for classroom activities.

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”