

Graduate Course Number: 7493

Course Title: Drumset Methods for the Music Educator

Course Structure: This course is mostly asynchronous.

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

Days/Times of Class Meetings: The bulk of the course is Asynchronous (see Asynchronous Courses and Student Engagement Statement).

In addition, two Zoom meetings are held throughout the course schedule. Live participation in one (1) is mandatory.

Schedule for Zoom meetings:

Zoom #1 - June 13th 7:00-8:15 CST

Zoom #2 - July 13th 7:00-8:15 CST

Number of Credits for the course: 3 graduate semester hours of credit

Instructor phone number, email address, and office hours:

Instructor: Darren Scorza

Phone: 773-682-0603

Email: dscorza@vandercook.edu

Office hours: via Zoom Tuesdays 6:00-8:00pm CST

“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 spend 3 hours per week on each of the following: reading, viewing videos, listening to examples plus 2 hours preparing assignments, taking part in assignment discussions, and recording lesson videos. Assignments are typically due on Mondays one week following lesson release. Any assignments uploaded after 9 days of lesson posting will be lowered one letter grade per day.

Course Description: Elementary and secondary general music teachers and ensemble directors interested in basic drumset skills will attain teachable methods in this course and encounter drum set parts in a variety of settings. Whether it be a concert band “movie medley,” a pops orchestra piece, or jazz band, introducing the young drumset player to these new pieces can prove challenging, and it’s a topic not often covered in other methods classes. This course will cover everything from drumset set-up, equipment choices, tuning to performance of basic beats, and discussion of the different types of notation the drummer will encounter. Yes, you will definitely be able to “rock” a little bit of drum set by the end of the course! No previous drumset

experience is needed, but rhythmic reading ability and knowledge of basic drum rudiments are recommended.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
Students will be able to... 1. Display comprehension of stick grip, drum setup, tuning & mechanics. 2. Attain the ability to perform basic drumset rhythms in various styles. 3. Gain familiarity with forms of drumset sheet music, e.g., lead sheets, charts, fully notated pieces. 4. Gain knowledge of equipment choices appropriate for the grade school or high school band. 5. The ability to impart basic drumset methods to young students.	Outcomes 1, 2 and 3 will be assessed by proficiency displayed in video lesson submissions. Outcomes 4 and 5 will be assessed through discussions and Zoom meeting evaluations. A final project is designed to display proficiency in all 5 outcomes and will serve as a final exam.

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.

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: Students will return video recordings of their performances of the given assignment/beat/etude/ exercise. Students should participate in each discussion for the week. Lesson 11 includes an etude titled “A Simple Drum Song”. This will serve as an exam. Lesson 12 concludes with the introduction of “The Mother of All Drum Charts”. A performance recording is to be turned in for evaluation. This piece will serve both as the Final Exam as well as the Exit Assessment

Grading Breakdown: Assignments or projects = 60%; Participation in discussions & Zoom meetings = 10%; Exams = 30%

Instructional Materials: Drumset Fundamentals will be provided by the instructor in PDF format.

Course Bibliography: *The Ultimate Drumset Reading Anthology: For the Working Drummer* by Steve Houghton is recommended but not required

Course Calendar or Schedule:

6/5 - Setup, notation, grip & the Basic Rock Beats.

6/12 - Drum set history, Pedal technique - more Rock Beats.

6/19- Equipment needs for the music educator. Introduction to Jazz.

6/26 - Sheet music and drum charts. More jazz beats. Tuning & drum fills.

7/3 - Jazz Band Charts, 12/8 meter, Lead-sheets and brushes. Deadline for this lesson will be extended one extra day for 4th of July.

7/10 - "Soundtrack" pieces. Introduction of Latin beats.

7/17 - Blues and the Shuffle. Learning a "drum song". Hitting figures in jazz.

7/24 - Swing Rhythm Fills & "Mother of All Band Charts"

Final Project 7/30 - End of Course

Attendance Policy: This course is mostly asynchronous (see statement above) however, three Zoom meetings are held throughout the course of which two are mandatory. Attendance will be monitored via discussion postings and uploading performance videos and worksheets.

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."

Professional online conduct is expected when participating in discussions or chats. Please be mindful of any images, music and video shared during Zoom meetings. Any inclusion of insensitive, inappropriate or mature audience material will NOT be tolerated. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean.

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.”