

Graduate Course Number: MECA: 7523 GRAD: 515B\*

\* This course is offered at two course levels. Students enrolled in the MMEd program at VanderCook are eligible to enroll for the 500 course number. Students not enrolled in the MMEd program who wish to earn graduate credit as a MECA Continuing Education student should register for the four digit course number. The difference in credits earned and tuition cost is attributed to the difference in tuition rates for the MMEd and MECA Continuing Education programs. If you are unsure which section is best for you, please contact us directly at [meca@vandercook.edu](mailto:meca@vandercook.edu).

Course Title: Percussion for the Non-Percussionist: Mallets, Timpani, and Accessories

Course Structure: Asynchronous/ 4-5 Online Chat sessions offered (not required)

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.

Term/Days/Times of Class Meetings:

Fall 2023

9/18/23 - 12/8/23

Chats\* (all 7:00pm-8:30pm central time, via Zoom)

Monday 9/18/23

Monday 10/16/23

Monday 11/6/23

Monday 11/20/23

Monday 12/4/23

\*Chat sessions are strongly recommended. but not required

Number of Credits for the course: 3

Instructor with office phone number, email address, and office hours: <<Instructor with office phone number, email address, and office hours—at least 2 per week for students:>>

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

3 credit hours implies regular practice and progress of the skill(s) presented. Video recorded assignments should be uploaded in a timely manner and reflect a regular practice schedule. Attendance at the chat sessions are not required, but highly recommended.

This course offers in-depth methods of teaching accessories/mallets/timpani from day one, with a focus on transferable skills that can organically create a foundation for well-rounded percussionists. A detailed sequence will be provided to give you the skills you need to start your percussionists on accessories/mallets/timpani, creating habits that will benefit them in all areas of percussion.

<u>Student Learning Outcome</u>	<u>Outcomes Assessments</u>
<p>1. Effectively demonstrate techniques in the following areas of Percussion Performance:</p> <ol style="list-style-type: none"> <li>1. Concert Bass Drum</li> <li>2. Cymbals</li> <li>3. Triangle</li> <li>4. Tambourine</li> <li>5. Percussion Keyboards</li> <li>6. Timpani</li> </ol> <p>2. Think critically and troubleshoot common problems for beginning percussionists in the areas above</p>	<p>Learning Outcome #1 <i>Assessment:</i> Playing demonstrations on the various skill areas</p> <p>Learning Outcome #2 <i>Assessment:</i> Mock teaching session for a standard beginning snare drum class.</p>

Program-Level Outcomes Addressed:

Professionalism in Teaching

Candidates will participate in group and character-building activities by working alone and with other to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth.

Students will demonstrate the ability to:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

Course Requirements and Assessment: See course schedule for specific assignments

Assessment consists of a series of graded playing test video submissions. The instructor is able to grant flexibility with dues dates. However, if the student gets more than 2 weeks behind in video submissions, the student will be expected to drop the class or receive an F for the course grade (depending on the week). The instructor also will not be required to give detailed feedback on late assignments, however, if they are submitted within the 2 week grace period the student will receive a grade.

Grading Breakdown:

Eight (8) Playing test submissions, evenly weighted.

Instructional Materials: All materials available on Schoology (digitally available, free of charge)

Course Bibliography: N/A

Course Calendar or Schedule: (See next page)

Attendance Policy: Online/Asynchronous

		<b>Assignment</b>	<b>Scheduled Chats</b>
Week 1 - 9/18	Intro	WATCH: Week 1 videos in Panopto	Chat #1 Monday,, 9/18 7:00pm
Week 2 - 9/26	Overview	WATCH: Week 2 videos in Panopto	
Week 3 - 10/2	Concert Bass Drum Cymbals	WATCH: Cymbal/Concert BD Videos RECORD: Cymbal Duet (both parts/pg. 21) RECORD: First Suite (Cym./BD, pg.12)	
Week 4 - 10/9	Triangle Tambourine	WATCH: Triangle/Tambourine Videos RECORD: Tri/Tamb.Duet RECORD: First Suite (Triangle/Tambourine)	
Week 5 - 10/16	Keyboard Percussion	WATCH: Keyboard Percussion – Intro Keyboard Percussion - Implements Keyboard Percussion – Overview pt.1 Keyboard Percussion - Overview pt.2 Keyboard Percussion – Grips  RECORD: No Assignment	Chat #2 Monday, 10/16 7:00pm
Week 6 - 10/24	Keyboard Percussion	WATCH: Keyboard Percussion – Scales and Triads More Ex. Arp./3rds/Mod. Sticking  RECORD: Exercise - #1 pg. 38 (keys Db, B) Exercise - #2 pg. 38 (keys Ab, E) Exercise - #1pg. 40 (keys Bb, D) Exercise - #1 pg. 41 (keys F, G) Sticking Etude pg. 52 All with Metronome (student chooses tempo)	

Week 7 – 10/30	Keyboard Percussion	WATCH: Keyboard Percussion – Rolls Sight Reading pt.1 Sight Reading pt.2  RECORD: Roll development Exercise #1 pg. 43 (watch video) Roll Etude pg. 44 (1 <sup>st</sup> 5 lines only) Sight Reading Progression pg. 49 (Etude #15) Improvisation and Etude (watch video)	
Week 8 – 11/6	Keyboard Percussion	WATCH: Practice Xylophone Overview Integrating Percussion into Wind Warm-ups RECORD Exercises 1-5 – pgs. 55-58 -Integrating Percussion (Keyboard parts only)	Chat #3 Monday, 11/6 7:00pm
Week 9 - 11/13	Timpani	WATCH: Timpani Intro Timpani Overview Timpani Grips Timpani Set-up RECORD No assignment	
Week 10 - 11/20	Timpani	WATCH: Timpani Tone Timpani Articulation Timpani Rolls Timpani Dampening and Sticking  RECORD: Articulation Etude pg.63 (playing spots visible if possible) Roll and Dampening Etude pg.66	Chat #4 Monday, 11/20 7:00pm

Week 11 - 11/27	Timpani	<p>WATCH: Timpani Tuning Overview Timpani Basic Tuning Timpani Performance Tuning</p> <p>RECORD: Tuning Exercises on pg.70 of course pack Perform with the Play-a long audible if possible</p>	
Week 12 – 12/4	Finals Week	<p>WATCH: Timpani Part Preparation</p> <p>RECORD: Pedal Ode to Joy melody (by ear) (see end of "Basic Tuning Video") Etude #16 pg. 72 Record with metronome audible, if possible Choose your own tempo, (keep the rolls sextuplet based</p>	Chat #5 Monday, 12/4 7:00pm

## Assignments

### Instructions:

1. Watch all videos with Course pack, following along, taking notes.
2. Upload videos to Panapto (located in Schoology) in your folder as ONE SINGLE video.
  - a. Label = last name-assignment. (example: Yakas-A1)
3. Make sure the metronome is audible as well as your drum pad.
4. Make sure your hands/instrument/posture are visible on the recording.
5. Feedback will be given on the *DISCUSSION* tab of your Panapto video.
6. Helpful hint: Talking through your successes/challenges and process, helps me with my assessment of your progress, feel free to talk to yourself a lot on the video!
7. All submissions due @11:59 on Sunday before the next Week # (date) (Weeks are defined as Mon-Sun.)

### 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: <<Candidate Conduct Continued: Cell phone/computer policy:>>

### 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.”