

MECA 7533/515A

Percussion for the Non-Percussionist – Snare Drum

Spring 2023

**2/13/23 – 5/5/23**

3 Credits

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Office hours – Please contact instructor

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>
. Effectively demonstrate techniques in the following areas of snare drum performance: <ol style="list-style-type: none"> <li>1. Monotone Strokes</li> <li>2. Accent to Tap</li> <li>3. Finger Development</li> <li>4. Lengthening a note</li> <li>5. Rolls</li> </ol>	Learning Outcome #1 <i>Assessment:</i> Playing demonstrations on the various skill areas
2. Think critically and troubleshoot common problems for beginning snare drummers.	Learning Outcome #2 <i>Assessment:</i> Mock teaching session for a standard beginning snare drum class.
3. Identify common pedagogical resources in snare drum pedagogy.	Learning outcome #3 <i>Assessment:</i> Class discussion of current methods books, repertoire being used.
4. Assess beginning snare drum solos, analyze, teach and perform a beginning level snare drum solo	Learning Outcome #4 <i>Assessment:</i> Final assignment, creating a lesson plan, exercises and performing a beginning snare drum solo.

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

## ***PFTNP – Snare Drum Edition***

### ***Course Schedule – SP23***

\* Weeks are Monday- Sunday (assignments are due Sunday nights)

	*	Video	Recorded Assignments	DUE	Scheduled Chats
Week 1	2/13	Introduction (2 videos)			<b>Chat #1</b> – Mon. 2/13 - 7pm
Week 2	2/20	Monotone pt.1	A1 - Monotone	Sun. 2/26	
Week 3	2/27	Monotone pt.2	A2 - Monotone	Sun. 3/5	
Week 4	3/6	Monotone pt.3	A3 - Monotone	Sun. 3/12	<b>Chat #2</b> – Mon. 3/6 - 7pm
Week 5	3/13	Accent to Tap pt.1	A4 – Accent to Tap	Sun. 3/19	
Week 6	3/20	Accent to Tap pt.2	A5 – Accent to Tap	Sun. 3/26	
Week 7	3/27	Lengthening a note pt.1	A6 – Lengthening	Sun. 4/2	<b>Chat #3</b> – Mon. 3/27 - 7pm
Week 8	4/3	Lengthening a note pt.2	A7 – Lengthening	Sun. 4/9	
Week 9	4/10	Rolls pt.1	A8 - Rolls	Sun. 4/16	<b>Chat #4</b> - Mon. 4/10 - 7pm
Week 10	4/17	Rolls pt.2	A9 – Rolls	Sun. 4/23	
Week 11	4/24	Rudiments	A10 – Rudiments	Sun. 4/30	
Week 12	5/1		A11 - Solo	Sun. 5/7	<b>Chat #5</b> - Mon. 5/1 - 7pm

### **Assignment One (A1)**

1. Watch *Monotone Strokes* Videos
2. Record a video consisting of:
  - a. Setting up your drum pad and talking through the abbreviated checklist on pg. 11 of the course pack.
  - b. Demonstrating the three "positions"
  - c. Describing the 4 stroke systems (H/H, L/L, H/L, L/H) according to the 3 positions. (pg.10)
3. Upload as one video to your Panopto assignment folder (label last name-assignment) (Yakas-A1)

### **Assignment Two (A2)**

1. Record a video consisting of:
  - a. Exercise 1A-1D (D should have paradiddle transition/dynamic variation)

- i. Play to a song/loop/track 80bpm
- b. Stick Control lines 5-8 (as prescribed on the video (16 x each line/dynamic variation/vocalize repetitions)
  - i. Play with metronome
- c. Monotone Ex. #2 and #3
  - i. Play with Metronome

### Assignment Three (A3)

1. Record a video consisting of:
  - a. Ex. #6 from Monotone Strokes (approx. 80 bpm)  
Play with Metronome (one min.) (2x through RH/2xLH...repeat)
  - b. Ex. #7 from Monotone Strokes (approx. 60-80 bpm)  
Play with Metronome (repeat each measure 4 times)  
Progress through exercise on RH (all measures)  
Progress through exercise on LH (all measures)

### Assignment Four (A4)

1. Record a video consisting of:
  - a. Ex. #1 Accent to Tap (Play/Speak as you would in class/talking through any relevant teaching tools from the previous page) ~ q=92
  - b. Ex.#2 q=80 – Stay on each bar for multiple repeats (at least 4) (RH/LH)
  - c. Ex.#3 q=80 – Play straight through 4x (RH/LH)
  - d. Ex. #4a – 4x RH, paradiddle transition, 4x LH.

### Assignment Five (A5)

1. Record a video consisting of:
  - a. Ex#5 – Pre-Grid 2x RH lead/2X LH lead
  - b. Ex#6 – Sixteenth Accent Grid (4X's total)
    - i. Independent Version (Rim/Drum) 1x
    - ii. Accent to Tap version 1x
    - iii. Independent Version (Rim/Drum) 1x
    - iv. Accent to Tap version 1x
  - c. Ex #7 - Triplet Accent Grid (4X's total)
    - i. Independent Version (Rim/Drum) 1x
    - ii. Accent to Tap version 1x
    - iii. Independent Version (Rim/Drum) 1x
    - iv. Accent to Tap version 1x

### Assignment Six (A6)

1. Record a video consisting of:
  - a. Ex. 1 - Air Drum – Primary Note – Flam (demonstrated on video) – Air drum a little then play Ex.1. - 4x
  - b. Ex. 2 – RH Flams (as written) LH Flams (bottom sticking) (4x each – 8x total)
  - c. Ex. 3 – Move the Flam – 4x
  - d. Ex. 4 – Flams down and up – 4x

### Assignment Seven (A7)

1. Record a video consisting of:
  - a. Ex. 5 Note-Flam-Drag, q=90 (4 times)
  - b. Ex. 7 Flam-Drag Combo, q=70 (4 times)
  - c. Pg. 42 (Stick Control/Flam Beats)
  - d. Line 1-9
    - i. All flams are accented
    - ii. 4 times each line (count the reps!)
    - iii. F=RH Flam (Circled) F = LH Flam
    - iv. q= 60 – 70ish? (you choose)

### Assignment Eight (A8)

1. Record a video consisting of:
  - a. Ex. 1 Buzz Isolation q=80 (pg. 30)
    - A. Repeat Each 2 measures 4 times RH (16 bars total)
    - B. Repeat each 2 measures 4 times LH (16 bars total)
  - b. Ex. 2 Metric Buzz q=92 (pg. 30)
    - A. Forte dynamic 4 times through
  - c. Ex. 3 Multi-Muscle Groups (pg. 30)
    - A. Demonstrate air drumming the first two measures focusing on Wrist/Arm
    - B. Play the exercise q=80 4 times through

### Assignment Nine (A9)

1. Record a video consisting of:
  - a. Ex. 4 Doubles Shuffle (pg. 30) (try to get it close to q=120's?)
    - i. Repeat exercise 4 times
    - ii. Here's a cheesy track to play to! GO ahead and put it on your video!
    - iii. <https://www.youtube.com/watch?v=1eWlelchkGE>
  - b. Ex. 5 Doubles Rhythm Check – q=70-80 (pg. 31)
    - i. Repeat 4x (RH/LH/RH/LH)
  - c. Ex. 6 Hand Speed + Doubles – q=80ish? (pg. 31)
    - i. Repeat 4x
  - d. Roll Etude pg. 43 (80-90)
    - i. Sixteenth roll base
    - ii. Closed/buzz rolls

### Assignment 10 (A10)

1. Record a video consisting of:
  - a. Roll Base (Step-by Step) (pg. 33)
    - i. Include 5, 7, 9, 13 strokes rolls
  - b. Paradiddle Builder (pg. 34)
  - c. Flam Accent (pg. 34)

## Assignment 11 (A11)

1. Record a video consisting of:
  - a. Your assigned solo on an actual snare drum.
  - b. Make sure your hands are in the video
  - c. Please record with SNARES OFF, it will be easier to hear on the recording.
  - d. You may choose to play with or without a metronome

### Attendance Policy

Attendance at the chat sessions are not required, but highly recommended.

### 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.”***

### 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.

If applicable, include what you do specifically in your class to address health and safety by typing over this text. Include such things as the Institute of Health and Human Performance WOW exercise program, the Alexander technique, Feldenkrais, etc.

### 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”