

GRADUATE SYLLABUS

Graduate Course Number: MECA: 7763 GRAD: 515HD*

* 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.

Course Title: Exploration of Hand Drums for the Music Classroom

Number of Credits: 3

Synchronous or asynchronous: Asynchronous with three required chat sessions on the following dates:

Monday, September 18th 6-7pm cst

Monday, October 16th, 6-7pm cst

Monday, November 13th, 6-7pm cst

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Office Hours: Throughout the week, as requested by students.

Student Engagement Statement:

Each hour of credit implies a 50-minute period of course work, including deliverable assignments, recordings, and notation. Additional time may be required in pre-course preparation, such as acquiring instruments and related devices and technology needed to fulfill course requirements, as well as time spent recording, editing, and uploading media assignments, such as audio and video for review.

Course Description (from the current catalog):

This course is designed to help all music educators learn the techniques and rhythms associated with several of the primary hand drums utilized in the music classroom. We will explore conga (Cuba), bongo (Cuba), djembe (West Africa) and timbau (Brazil). We will also discuss the Remo tubano drum and how it can be utilized as a versatile hand drum to represent many of these traditional instruments. Students will leave this course with an understanding of strong overall understanding of the tenets of hand drumming technique as well as the specific techniques necessary to achieve the characteristic sounds out of the the conga, bongo, djembe, timbau and tubao. Students will also explore traditional, non-traditional and modern rhythmic applications for these instruments.

Student Learning Outcomes	Outcomes Assessments
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<p>Students will be able to play a variety of hand drum techniques utilized in various instruments from around the world.</p> <p>Students will be able to play common rhythms regularly performed on a variety of hand drums.</p> <p>Students will understand the traditional cultural context each instrument is used in.</p> <p>Students will be able to adapt techniques and rhythms for a variety of hand drums to fit into styles of music not common to the instrument.</p> <p>Students will be able to read, notate and arrange music written for hand drums.</p> <p>Students will design a multi-week hand drumming curriculum that aligns with the National Standards for music education.</p>	<p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p> <p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p> <p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p> <p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p> <p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p> <p><i>Students will perform, record and submit examples to illustrate the attainment of skills as related to this outcome.</i></p>
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Program-Level Outcomes Addressed:

Professionalism in Teaching

Students will demonstrate the ability to reflectively discuss and share teaching strategies and best-practices.

Excellence in Music

Students will demonstrate the ability to apply newly acquired techniques and perform a variety of music in different genres and styles.

Strength and Character

Students will discuss a variety of teaching methods and educational approaches, taking into account varying needs and abilities of their students.

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.

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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

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:

1. Recognize style traits of various composers, genres, and periods
2. Identify major and transitional composers in a variety of styles, genres, and periods
3. 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:

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment

- Course elements include multiple-choice tests, recorded performance examples, asking to and responding to topics and questions, and submitting written works, including notation, charts, and curriculum.
- Grades are determined by a combination of video assignments (40%), written assignments (20%), discussion participation (15%) and exit assessment (25%).

Instructional Materials

- Recommended: Access to at least one hand drum. Access to several hand drums and percussion accessories is a bonus.

Course Bibliography:

Recommended but not required: Michael Spiro "The Conga Drummers Guidebook", Tam Tam Mandingue Djembe Academy "Curriculum for Traditional Djembe and Dunun, Book 1"

Course Calendar or Schedule (Required):

Introduction: 9/18-9/24

Unit 1 Stick Technique and Hand Percussion Accessories: 9/25-10/1

Unit 2 Conga Technique: 10/2-10/8

Unit 3 Tumbao: 10/9-10/15

Unit 4 Afro-Brazilian Rhythms on Congas: 10/16-10/22

Unit 5 Afro-Cuban Folkloric Rhythms on Congas: 10/23-10/29

Unit 6: Bongo Technique and the Martillo: 10/30-11/5

Unit 7 Djembe Technique and Common Rhythms: 11/6-11/12

Unit 8 Samba Hand Drum Rhythms (Brazil): 11/13-11/19

Unit 9 Cajon: 11/20-11/26

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Unit 10 Other Considerations: 11/27-12/3
Exit Assessment Due: 12/8

All due dates and times are clearly listed in the Schoology system.

The course is divided into units based on week. Each unit will either introduce a new concept/instrument, or build on the previous one. Each unit has assessments tied directly to the content being presented. Each unit presents a concept or rhythm that could lead to a much more in depth study, this content is simply the tip of the iceberg when it comes to hand drums.

Attendance Policy

This is an online course and does not have required attendance.

- Students are expected to meet course deadlines and submit work on or before the listed due dates. In some instances, with instructor approval, students may turn in work after the due date without penalty. Work that is submitted late, is subject to a 50% deduction in points. Students must attend all three chat sessions.

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.*

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- *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.