GRAD 515B MECA 7312  
Percussion for the Non-Percussionist – Mallets, Timpani and Accessories  
Fall 2022  
9/19/22-12/9/22  
2 graduate credits 3 MECA 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 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 will focus on the performance and pedagogy of keyboard instruments and timpani as well as accessories. Detailed instruction on performance techniques and how to fit these areas into your percussion curriculum will be covered, helping to create a valuable, well-rounded percussion experience for your students.  

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Outcomes Assessments</th>
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| 1. Effectively demonstrate techniques in the following areas of Mallets, Timpani and Accessories:  
   1. Triangle/Tambourine  
   2. Concert Bass Drum/Cymbals  
   3. Keyboard Percussion  
   4. Timpani | Learning Outcome #1  
Assessment: Playing demonstrations on the various skill areas, via instructional videos |
| 2. Think critically and troubleshoot common problems for beginning percussionists on the instruments of focus. | Learning Outcome #2  
Assessment: Mock teaching session for a standard beginning percussion class. (chat sessions) |
| 3. Identify common pedagogical resources in percussion pedagogy. | Learning outcome #3  
Assessment: Class discussion of current methods books, repertoire being used. |
| 4. Assess beginning Keyboard and Timpani solos, analyze, teach and perform a beginning level solo. | Learning Outcome #4  
Assessment: Final assignment, creating a lesson plan, exercises and performing a beginning Timpani 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

Course Requirements and Assessment

Assignments

Instructions:
1. Watch all videos with Course pack/Drum Pad/Sticks, 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!
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Scheduled Chats</th>
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<tr>
<td>Week 1</td>
<td>Intro</td>
<td>WATCH: Introduction to Percussion Courses</td>
<td>Chat #1 Monday 9/19  7:00pm-8:30pm (central)</td>
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<td>Week 2</td>
<td>Overview</td>
<td>WATCH: Intro to Orchestral Percussion</td>
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<td>Week 3</td>
<td>Concert Bass Drum Cymbals</td>
<td>WATCH: Cymbal/Concert BD Videos RECORD: Cymbal Duet (both parts/pg. 21) RECORD: First Suite (Cym./BD, pg.12)</td>
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<tr>
<td>Week 4</td>
<td>Triangle Tambourine</td>
<td>WATCH: Triangle/Tambourine Videos RECORD: Tri/Tamb.Duet RECORD: First Suite (Triangle/Tambourine)</td>
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<td>Week 6</td>
<td>Keyboard Percussion</td>
<td>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)</td>
<td>Chat #Monday 10/24 7:00pm-8:30pm (central)</td>
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<td>Week 7</td>
<td>Keyboard Percussion</td>
<td>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 (1st 5 lines only)</td>
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<td>Week 8</td>
<td>Keyboard Percussion</td>
<td>WATCH: Practice Xylophone Overview Integrating Percussion into Wind Warm-ups RECORD Exercises 1-5 – pgs. 55-58 -Integrating Percussion (Keyboard parts only)</td>
<td>Chat #4 Monday 11/14 7:00pm-8:30pm (central)</td>
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<td>Week 9</td>
<td>Timpani</td>
<td>WATCH: Timpani Intro Timpani Overview Timpani Grips Timpani Set-up RECORD No assignment</td>
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<td>Week 10</td>
<td>Timpani</td>
<td>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</td>
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<td>Week 11</td>
<td>Timpani</td>
<td>WATCH: Timpani Tuning Overview Timpani Basic Tuning Timpani Performance Tuning RECORD: Tuning Exercises on pg.70 of course pack Perform with the Play-a long audible if possible</td>
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<td>Week 12</td>
<td>Finals Week</td>
<td>WATCH: Timpani Part Preparation RECORD: Pedal Ode to Joy melody (by ear) (see end of &quot;Basic Tuning Video&quot;) Etude #16 pg. 72 Record with metronome audible, if possible Choose your own tempo, (keep the rolls sextuplet based)</td>
<td>Chat #5 Monday 12/5 7:00pm-8:30pm (central)</td>
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Instructional Materials
- Course pack for GRAD 515B MECA 7312- Required
- Access to the following instruments – Required
  o Triangle
  o Tambourine
  o Crash/Hand Cymbals
  o Concert Bass Drum
  o Xylophone or Marimba
  o Set of Timpani
- Metronome - Required

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.”