Graduate Course Number: 7751 Course Title: Percussion for the Non-Percussionist: World Percussion

Days/Times of Class Meetings: We will meet twice throughout the semester, times will be determined by a poll.

Number of Credits for the course: 3 graduate Credits

Instructor: Zachary Himelhoch

- email: Zhimelhoch@vandercook.edu
- phone: (810) 275-2317
- office hours (virtual): Tuesday 12-2pm or by appointment

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 will engage in pre-recorded instructional videos and readings to prepare for various assessments including videos demonstrating fluency in the activities presented. Students will complete eight units of study over the course of the class. Each unit will address a different musical and educational concepts or style of music. When completing activities that require you to arrange and or compose, I recommend writing for YOUR students and YOUR teaching situation. This will allow you to take the activities completed in this class directly to your students.

Course Description:
World percussion is quickly becoming an integral part of any well-rounded music education program. Whether you’re utilizing authentic instruments, Remo tubano drums or bucket drums, this course arms you with a practical toolkit for incorporating world rhythms into your classroom. Essential rhythms from West Africa, Cuba, Brazil and the Caribbean will be introduced alongside drum circle facilitation methods and proper hand drumming techniques. Exercises for developing the skills necessary for successful world percussion performance will also be covered, including playing syncopated rhythms, listening while playing, and having a group play multiple rhythms simultaneously. The drum circle facilitation unit will provide teachers with fun rhythm games and activities to help foster student-led performance experiences. Over the course of the semester, students will write a short world percussion arrangement, develop lesson plans and assessments on the topics presented, and participate in weekly discussions on topics pertinent to world percussion pedagogy. This course is perfect for anyone from the beginner just delving into world percussion to the advanced instructor looking to expand their technical and rhythmic palette.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Outcomes Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will have a strong understanding of several multi-part rhythmic styles throughout the world and how to adapt them to meet the needs of students across all ability levels.</td>
<td>- Students will be assessed by video through performance of specific instruments and rhythms learned in the instructional units.</td>
</tr>
</tbody>
</table>
- Students will be able to create a world percussion arrangement at an appropriate level for their students.
- Students will plan ways to implement musical styles from around the world in their individual classroom teaching situation.
- Students will create a mock lesson plan demonstrating a sequential use of the materials presented for a drum circle in the classroom.
- Students will develop a performance arrangement that they will be able to use in their own classrooms.

<table>
<thead>
<tr>
<th>Course-Level Outcomes</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will be able to identify percussion and sounds from several different styled of music from around the world.</td>
<td>- Students will submit mock lesson and will create videos demonstrating knowledge.</td>
</tr>
<tr>
<td>- Students will be able to analyze and apply the musical elements used to create specific percussion activities for their classrooms.</td>
<td>- Students will submit video evidence of their understanding of the rhythmic patterns and techniques.</td>
</tr>
<tr>
<td>- Students will be able to arrange music for their students utilizing rhythms from around the world.</td>
<td>- Students will submit an arrangement utilizing a world percussion style.</td>
</tr>
</tbody>
</table>

Program-Level Outcomes Addressed:

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. Create percussion assignments for their specific teaching situation.
2. Complete assignments created by instructor designed to strengthen students knowledge of general music percussion pedagogy and performance.
3. Arrange a percussion ensemble piece for specific teaching situation.

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

- Assignments = 65%
- Participation/Discussion Posts = 15%
• Exit Assessment = 20%

Assignments:

• Discussion Post/Participation: Introductions (Due: 2/20)-20 pts.
• Discussion Post/Participation: Classroom Management (Due: 2/20)-20 pts.
• Discussion Post/Participation: Teaching Technique (Due: 2/20)-20 pts.
• Assignment: Technique Practice Videos (Due: 2/27)-30 pts.
• Assignment: Teleco-teco video (Due 3/6)-25 pts.
• Assignment: Multi-Part Video: Afro-Bloc Rhythms (3/13)-75 pts.
• Assignment: Conga and Bongo Videos (Due: 3/20)-50 pts.
• Assignment: Mock Lesson Plan: Cha-Cha-Cha (Due: 3/27)-50 pts.
• Assignment: Multi-Part Video: Gahu Rhythms (Due: 4/3) 75 pts.
• Discussion Post/Participation: Teaching 6/8 (Due: 4/10)-20 pts.
• Assignment: Multi-Part video: Afro 6/8 rhythms (Bembe or Aluja) (Due: 4/10)-75 pts.
• Assignment: Bucket Arrangement (Due: 4/17)-50 pts.
• Assignment: Mock Lesson Plan (Due: 7/4/17)-50 pts.
• Assignment: Drum Circle Facilitation Plan (Due: 4/24)-25 pts.
• Assignment: Drum Circle Facilitation video: (Due: 4/24)-50 pts
• Assignment: Priscilla Plays Percussion Literacy Resource Development (5/1)-50 pts
• Assignment: Priscilla Plays Percussion Activity (5/1)-50 pts
• Exit-Assessment/Final Arrangement (Due: 5/8)-250 pts.

Instructional Materials:

• Students are required to have access to percussion instruments. Typical classroom percussion instruments will
sucé (i.e. Remo Tubano Drums, Conga Drums, Snare Drums, Maracas, Shakas, Guiros, etc...). Student’s don’t need
to have access to all of the instruments listed above, but at least one small percussion instrument and one hand
are necessary. If you don’t have access please contact the instructor.
  o Note: Due to the circumstances surrounding COVID-19 I recognize that many of us are unable to access
our classroom instruments. Do your best to find creative solutions around your house that will allow you to
practice the techniques and rhythms presented. Your grade will not be affected for lack of instrument access.

Course Bibliography:

• Copy of “Priscilla Plays Percussion”
  o Print available at Priscillaplayspercussion.com
  o Interactive ebook available at fflatbooks.com

Course Calendar:

• All Assignments due on their assigned due date. No assignment will be accepted for credit after May 1st, 2022
• All discussion board posts MUST be completed the week they are assigned
• All Exit Assessments due no later than May 8th, 2022

Week 1

UNIT 1: Introductions and Classroom Management

• Reading: Multicultural Music: Broadening Students Horizons
• Discussion Post: Introductions
• Classroom Management

Week 2

UNIT 2: Building Technique

• Videos: Hand Drumming Technique, Stick Technique, Auxiliary Percussion Techniques
• Discussion Post: Teaching Technique
• Assignment: Technique Practice Videos

Week 3/4

UNIT 3: Brazilian Percussion

• Videos: Brazilian Samba Timeline Rhythms, Afro-Brazilian Rhythms Part 1-Samba Reggae, Afro-Brazilian Rhythms Part 2- Afro Bloc
• Assignment: Teleco-teco video
• Assignment: Multi-Part Video: Afro-Bloc Rhythms

Week 5/6

UNIT 4: Afro-Cuban Percussion

• Video: Intro to Clave
• Video: Afro-Cuban Timeline Rhythms
• Video: Tumbao and Bongo Martillo
• Assignment: Conga and Bongo Videos
• Assignment: Mock Lesson Plan: Cha-Cha-Cha

Week 7

UNIT 5: West African Percussion

• Video: West African Percussion Part 1: Common Djembe rhythms
• Video: West African Percussion Part 2: Ewe Rhythms
• Assignment: Multi-Part Video: Gahu Rhythms

Week 8
UNIT 6: 6/8 Rhythms

- Video: Afro 6/8 Rhythms Part 1: Bembe (Cuba)
- Video: Afro 6/8 Rhythms Part 2: Aluja (Brazil)
- Discussion Post: Teaching 6/8
- Assignment: Multi-part video: Afro 6/8 rhythms (Bembe or Aluja)

Week 9/10

UNIT 7: Bucket Drumming & Drum Circle Facilitation

- Video: Bucket Drumming
- Video: Drum Circle Facilitation and Rhythm Games
- Assignment: Bucket Arrangement
- Assignment: Mock Lesson Plan

Week 11

UNIT 8: Percussion-Centered Literacy

- Book: Drum Dream Girl
- Video: Drum Dream Girl Teaching Ideas
- Assignment: Student Resource Creation
- Assignment: Percussion Activity Design

Week 12

Exit-Assessment

- Assignment: Virtual Percussion Unit (Due: 4/4)

Attendance Policy

- All required coursework is to be completed on your own through use of the videos and resources provided.
- There will be two in-person course session that is recommended but not required

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.

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.