MUS 319 - Percussion Techniques
MW 9:10-10:05, MRH 103

Instructor: Dr. Scott Harris
Office Hours: By Appointment
Office: FAC 351
Phone: 745-3751

Objective: To introduce the music education major to the percussion family and the basic techniques used in their performance. The goal is not to become a great performer, but to become thoroughly skilled and educated in this field, and its resources, to be a great teacher. The course will include fundamentals, snare drum, keyboard, timpani, drum set, marching percussion, ethnic percussion and discussions regarding pedagogy and philosophies of teaching.

Attendance: Is considered mandatory! Assuming you will eventually teach in a public school instrumental department, you will be required to deal with these instruments and their performance techniques on a daily basis for the rest of your career. What you will learn here is invaluable! A textbook can never replace the hands-on experience of participating in class. However, you may miss two classes, unexcused, without penalty but that is not encouraged and all work missed is your responsibility. Every unexcused day after two will result in a drop of half a letter grade.

For certain reasons the university and this instructor allow for excused absences - these might include: health reasons (with a doctor’s note), family emergencies, and/or student participation in university-sponsored events. The instructor must be notified ahead of time regarding any possible excused absences (except in emergency situations) and all missed work is your responsibility.

Materials:
- Percussion Methods, by Stephen Primatic
- Snare Drum Sticks - general, concert models (ie: Vic Firth SD1 Generals)
- Practice Pad – optional
- ***All available at Royal Music (Fairview Avenue)
- Teaching Percussion 3rd edition, by Gary Cook – optional great long-term resource

Grading:
- Quizzes/tests and Daily Assignments 55% (550pts)
- Final Exam 25% (250pts)
- Concert reports/web site reviews 10% (100pts)
- Project 10% (100pts)

University Grading Scale:
- A = 900-1000pts
- B = 800-899pts
- C = 700-799pts
- D = 600-699pts
- F = 599pts and below

Final Exam: Monday, December 4th, 8-10am, MRH 103
(open book, please bring all materials with you)
**Concert Reports:** You are required to attend at least 2 (two) percussion oriented recitals and write a short, one-page (typed) review of the event. A percussion ensemble concert is required as one of these concerts. Band, orchestra, or jazz events are also acceptable.

**Website Reviews:** Throughout the semester you will review a number of different percussion oriented web sites for class discussion and your notebook.

Website List:

- Promark
- Grover
- Percussive Arts Society
- Vic Firth
- Black Swamp
- Row-Loff Productions
- Pearl/Adams
- Innovative Percussion
- Drop6 Media
- Yamaha
- Mike Balter Mallets
- Tap Space Publications
- Remo
- Malletech
- Steve Weiss Music
- Evans
- LP (Latin Percussion)
- Percussion Specialist
- Zildjian
- Drum Corps International
- Percussion Source
- Sabian
- DrummerWorld.com
- C Alan Publications

**Percussion Techniques Project**

Please choose one of the following to be turned in at the end of the semester (due date 11/13).

1. **Percussion Ensemble Arrangement:** Arrange a common tune/song for a medium-large percussion ensemble. Christmas Carols, Patriotic tunes and/or Pop tunes work very well – check with the instructor if you are not sure about a piece. Your arrangement should be for 8-12 players and include the following instruments: bells and/or vibes, xylophone and/or marimba, snare drum, bass drum and at least 2 other non-pitched percussion instruments. You are welcome to have players use more than one instrument (ie: marimba and claves), use the same instrument on separate parts (ie: marimba I, marimba II, marimba III) or use other instruments we discussed in class (ie: chimes, timpani, drum set). However, please do not write for marching percussion.

   The turned in project should be done on music notation software (ie: Finale) and include a full score and printed parts (music software is available in the computer lab). If possible we will read all arrangements. Shoot for elementary/jr. high for difficulty level and make sure all notation, instruments and/or specific stick choices are clearly defined.

2. **Purchase Order for a New Percussion Section:** Your band hall was destroyed in a fire! You have $30,000 to replace your percussion instruments. Please put together a list including brand names, model numbers, prices and estimated shipping costs, for the instruments you would buy (an online wish list or cart is ok). Consider instruments, cases, sticks/mallets/beaters, and any music. All of these are not required – what you buy is up to you, however, you are expected to write a short paragraph justifying, and convincing me of the importance of, your choices. Marching percussion should NOT be included in this assignment. For prices please consult any of the following common percussion distributors, you may need to contact them directly for any unlisted prices (just ask as an individual):

   - Steve Weiss Music: [www.steveweissmusic.com](http://www.steveweissmusic.com)
   - Lone Star Percussion: [www.lonestarpercussion.com](http://www.lonestarpercussion.com)
   - Percussion Source: [www.percussionsource.com](http://www.percussionsource.com)
   - Woodwind/Brasswind: [www.wwbw.com](http://www.wwbw.com)
   - Interstate Music: [www.interstatemusic.com](http://www.interstatemusic.com)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>NO CLASS - Eclipse Day</td>
</tr>
<tr>
<td>8/23</td>
<td>Syllabus, Why Take Music, Story, Can you clap it…</td>
</tr>
<tr>
<td>8/28</td>
<td>Drumsticks, Grips, Stroke: Singles, Doubles, Paradiddles, Rudiments</td>
</tr>
<tr>
<td>8/30</td>
<td>con’t fundamentals</td>
</tr>
<tr>
<td>9/4</td>
<td>NO CLASS – Labor Day</td>
</tr>
<tr>
<td>9/6</td>
<td>Snare Drum, Playing areas, Style: Rudimental vs. Concert, Rolls, Notation</td>
</tr>
<tr>
<td>9/11</td>
<td>Other drums, Sticking policies, Flams/Drags</td>
</tr>
<tr>
<td></td>
<td>Look at Pratt solo – take home and locate rudiments; Sticking in Cirone #1</td>
</tr>
<tr>
<td>9/13</td>
<td>con’t practice</td>
</tr>
<tr>
<td>9/18</td>
<td>Change a head, Special effects</td>
</tr>
<tr>
<td></td>
<td>Talk about playing test, paradiddles, rolls</td>
</tr>
<tr>
<td>9/20</td>
<td>Multiple Percussion, solos/books, common SD pieces/etudes</td>
</tr>
<tr>
<td>9/25</td>
<td>Written test; sign up for playing test</td>
</tr>
<tr>
<td>9/27</td>
<td>Accessory Instruments: BD, Cymbals, Tambourine</td>
</tr>
<tr>
<td>10/2</td>
<td>Ensemble playing: Sousa/Holst</td>
</tr>
<tr>
<td>10/4</td>
<td>Accessory Instruments: everything else</td>
</tr>
<tr>
<td>10/9</td>
<td>Accessories Quiz; Keyboard Percussion</td>
</tr>
<tr>
<td></td>
<td>Talk about instruments – bells, xylo, vibes, marimba, chimes, crotales</td>
</tr>
<tr>
<td></td>
<td>Talk about mallets – shafts, heads</td>
</tr>
<tr>
<td>10/11</td>
<td>Play: strokes, playing areas, scales, rolls – all by rote THEN with music</td>
</tr>
<tr>
<td>10/16</td>
<td>Con’t keyboard playing/reading</td>
</tr>
<tr>
<td></td>
<td>End with Sesame Street</td>
</tr>
<tr>
<td>10/18</td>
<td>4-mallet techniques – Stevens and Burton; solos/books</td>
</tr>
<tr>
<td>10/23</td>
<td>Timpani: Drums/Ear training</td>
</tr>
<tr>
<td>10/25</td>
<td>Timpani performance, solos/books, notation, etudes</td>
</tr>
<tr>
<td>10/30</td>
<td>Keyboard/timpani Test</td>
</tr>
<tr>
<td><strong>10/30</strong></td>
<td><strong>PERCUSSION ENSEMBLE CONCERT</strong></td>
</tr>
<tr>
<td>11/1</td>
<td>Drum set: reasons for, instruments/setup, independence, basic styles</td>
</tr>
<tr>
<td>11/6</td>
<td>Drum set: play, reading, method books/videos</td>
</tr>
</tbody>
</table>
11/8       Drum set: listening, names to know/brief history
           Latin Percussion (world percussion)

11/13      Marching Percussion: administering a marching percussion section:
           Leadership, drill design, writing, etc.  Project Due Date

11/13      STEEL BAND CONCERT

11/15      Marching Percussion; Instrumentation

11/20      Marching Percussion; playing

Thanksgiving

11/27      Percussion Ensemble Arrangements

11/29      catch-up day

12/4       Final Exam – 8am – MRH 103
           turn in concert reports and web reviews

Student Learning Outcomes: MUS 319 Percussion Techniques

1. Through study, practice and class participation, students will be able to demonstrate the
   fundamental performance techniques for common instruments in the concert band
   percussion section.

2. Through study and class participation, students will understand the basic styles, approach, and
   role for the drum set within a high school jazz band setting.

3. Through study and class participation, students will understand how to administer a high
   school marching percussion section.

4. Through concert reviews, students will demonstrate their ability to recognize and understand
   how percussion integrates with other instruments in various performance venues.

5. Through website reviews, students will be familiar with how to use the internet to reference
   and research various percussion topics including manufactures, distributors, artists, and
   performance organizations.

6. Through compiling a comprehensive notebook, students will be familiar with all of their
   course information and have an at-hand resource throughout their career to quickly
   answer future percussion questions.

7. Through class discussion, students will be familiar with the common pedagogical and
   philosophical approaches to percussion teaching and how to apply them within their own
   future teaching environment.
**Course Experiences and Assessments Addressing Learned Society (Specialized Professional Association) Standards:**

<table>
<thead>
<tr>
<th>National Association of Schools of Music Standard # and Description</th>
<th>Course Experiences and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX-O-3-c-3-a Knowledge of and performance ability on wind, string and percussion instruments sufficient to teach beginning students effectively in groups.</td>
<td>Performance on percussion instruments during class instruction. Formative and summative assessments on percussion performance and pedagogical knowledge.</td>
</tr>
<tr>
<td>IX-O-3-c-3-b Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.</td>
<td>Class discussion about curriculum mapping in beginning band methods.</td>
</tr>
<tr>
<td>IX-O-3-c-3-d Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.</td>
<td>Private lesson teaching as part of required classroom observations.</td>
</tr>
<tr>
<td>IX-O-3-c-5-d The ability to use instruments, equipment, and technologies associated with the area(s) of specialization.</td>
<td>Use of percussion in classroom instruction.</td>
</tr>
<tr>
<td>IX-O-3-d-6 An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.</td>
<td>Formative assessment of peer performance during classroom playing assignments.</td>
</tr>
</tbody>
</table>

**Title IX Misconduct/Assault Statement**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at [https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf](https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

**ADA Accommodation Statement**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center in the Downing Student Union (DSU 1074). SARC can be reached by phone at 270-745-5004 (270-745-3030 TTY) or via email at sarc.connect@wku.edu. Please DO NOT request accommodations directly from the instructor without a faculty notification letter (FNL) from the Student Accessibility Resource Center.
Academic Integrity

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by committing to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Students who have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or "F" for the course, at the instructor's discretion. Student offences will also be reported to the WKU Office of Student Conduct. The University uses web-based products to detect plagiarism.