

**Sul Ross State University**  
**Percussion Techniques—MUS 2122**  
**Spring 2020**

**Professor:** Mary-Elizabeth Thompson, D.M.A.

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**Office:** FAB 202

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**Class Meetings:** Mondays/Wednesdays 11:00 a.m.-11:50 a.m., Fine Arts Building, Room 100

**Office Hours:** Mondays and Wednesdays 1:00-2:00 p.m.; Tuesdays 10:00-11:00 a.m.; Fridays by appointment

**Course Description**

This course is designed to give the student basic skills in playing percussion instruments and prepare the student to be an effective and knowledgeable teacher of percussion instruments. Emphasis will be placed on performance and pedagogy and will familiarize the student with the resources available to supplement the information that is presented in class.

**Student Learning Outcomes for Music Majors**

SLO 1: All students will demonstrate the ability to integrate appropriate musical expression into performance.

SLO 2: All students will demonstrate the ability to research and prepare appropriate program notes.

SLO 3: All students will demonstrate the ability to evaluate and critique a musical performance.

**Student Learning Objectives (SLOs)**

After completing this course students should be able to:

1. Recognize a characteristic sound on each of the percussion instruments. (*Knowledge*)
2. Play each percussion instrument at an acceptable level with a characteristic sound. (*Skills*)
3. Explain solutions to playing and pedagogical problems as they relate to percussion instruments. (*Knowledge, Skills, and Disposition*)
4. Explain basic historical evolutions of percussion instruments. (*Knowledge*)
5. Seek out resources to answer questions and problems beyond their knowledge. (*Skills and Disposition*)

**Major Assignments with Matched SLOs**

- Written Tests and Homework – 1., 3., 4., 5.
- In-class Playing Tests – 2., 5.
- Observation Report (Clinic) and Article Review – 1., 3.
- Resource Notebook of Collected Materials – 3., 4., 5.

**Marketable Skills**

The music student graduating with a BM in music (instrumental or vocal performance; instrumental or vocal education; or music business) should have the following Marketable Skills:

1. \*Ability to collaborate and network with others to achieve a shared goal, utilizing problem solving, flexibility and improvisation, and consideration of others' thoughts and creative processes.

2. \*Proficiency in public speaking and writing about music, especially in teaching basic musical concepts to all ages and incorporating technology for presentation and production.
3. \*Ability to prepare and perform a program of age-appropriate, relevant, and diverse repertoire, as an individual or part of an ensemble, to an audience, advocating for the arts through engaging with and serving the community.
4. Experience using problem solving skills and abstract thinking to analyze compositions and examine their aesthetic through musical and extra-musical concepts, such as historical context and text setting.
5. Ability to create and disseminate basic marketing and public relations materials, as well as resumes, websites, and digital portfolios.

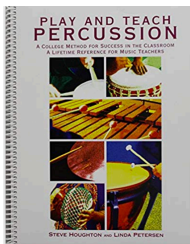
*Marketable Skills specifically addressed by this course indicated with \**

### Required Materials

- Textbook
- 1 pair of SD1 drum sticks (brands Pro-Mark or Vic Firth; can be ordered on Amazon)
- Blackboard access and internet access (these services provided on campus)
- 3 ring notebook and pencil/pen
- All work should be typed, either using a word processing program, or better still, a cloud-based web application such as Blackboard, Google Docs, Office 365, etc.

### Textbook options

- 1. Hard copy: Play and Teach Percussion  
Authors: Linda Peterson, Steve Houghton  
ISBN-13: 978-1579993085
- It is recommended that you purchase this book online through Amazon:  
[https://www.amazon.com/Play-Teach-Percussion-College-Classroom/dp/1579993087/ref=asc\\_df\\_1579993087/?tag=hyprod-20&linkCode=df0&hvadid=312094773753&hvpos=1o1&hvnetw=g&hvrnd=15611530608318060233&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvmdl=&hvlocint=&hvlocphy=9028661&hvtargid=aud-801381245258:pla-572082062297&psc=1](https://www.amazon.com/Play-Teach-Percussion-College-Classroom/dp/1579993087/ref=asc_df_1579993087/?tag=hyprod-20&linkCode=df0&hvadid=312094773753&hvpos=1o1&hvnetw=g&hvrnd=15611530608318060233&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvmdl=&hvlocint=&hvlocphy=9028661&hvtargid=aud-801381245258:pla-572082062297&psc=1)



### Class Attendance and Participation

- Excused absences:
  - As this course must cover many percussion instruments as thoroughly as possible in one semester, attendance is mandatory. Absences will be excused for medical emergencies or serious personal conflicts only **but immediate communication with the professor about this is required.**
  - Tests missed during an excused absence may be made up for full credit **within one week** of the student's return to class. *(No make-up tests will be given without a doctor's note or professor's prior approval.)*
  - Assignments missed during an excused absence may be turned in **within**

**one week** of the student's return to class for full credit. You may still turn in an assignment after this period, but one letter grade will be automatically taken off for each week it is late.

- Unexcused absences:
  - Students with **four** unexcused absences will be dropped from the class.
  - Tests missed during an unexcused absence may **not** be made up.
  - Assignments missed during an unexcused absence may be turned in **within one week** of the due date for full credit. You may still turn in an assignment after this period, but one letter grade will be automatically taken off for each week it is late.
- Tardies:
  - Every three tardies of less than 15 minutes equals one absence.
  - A tardy of more than 15 minutes will be recorded as an absence. (I still encourage you to come to class if you are late. You will be less likely to miss information that way.)
- Participation and Cell Phones:
  - Paying attention, asking relevant questions, giving constructive feedback when called upon will all be considered when determining the class participation grade.
  - **With that in mind; I do not want to see your cell phone. If I see it, I take it.**

### **Grading Procedures**

*Your final grade will be determined by the following formula:*

1. Playing tests 40%
2. Written tests and Final Project 30%
3. Article and clinic reviews 20%
4. Notebook 10%

### **Grading Scale**

A=90-100   B=80-89   C=70-79   D=60-69   F=below 60

**The instructor will provide detailed information and due dates for playing/written tests, article and clinic reviews, and the final project on a separate handout.**

### **Professional Communication Policy**

- All communication with me should be done either in person, by office phone, or through email.
- You are expected to check your email on a **regular basis**.

### **Special Needs**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Rebecca Greathouse Wren, M.Ed., LPC-S, Director of Counseling and Accessibility, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: rebecca.wren@sulross.edu.

### **Tentative Weekly Course Outline (Subject to change)**

1. Week of January 13  
Syllabus and Introduction; Snare Drum
2. Week of January 20  
**No Class Monday-MLK Day**; Snare Drum cont.
3. Week of January 27  
Snare Drum cont.
4. Week of February 3  
**Playing Test 1: Snare Drum-rudiments, pt. 1**; Keyboard Percussion
5. Week of February 10  
Keyboard Percussion cont; **No class Wednesday—TMEA** (*attend percussion clinic*)
6. Week of February 17  
Keyboard Percussion cont; **Playing Test 2—Keyboard Percussion**
7. Week of February 24  
Triangle, Temple Blocks, Woodblock, Snare-Flam/Flam Tap
8. Week of March 2  
Snare-five and nine stroke roll; **Written Test 1**
9. Week of March 9  
**Spring Break**
10. Week of March 16  
Tambourine, Maracas, Claves, Hand Cymbals, Bass Drum
11. Week of March 23  
Suspended Cymbal, jazz beat, vibraphone; **Playing Test 3—auxiliary instruments to date**
12. Week of March 30  
Suspended Cymbal, jazz beat, vibraphone; Snare-flam tap and flam accent in 6/8
13. Week of April 6  
Snare cont-drag, paradiddles, ratamacues; **Written Test 2**
14. Week of April 13  
**Playing Test 4: Snare drum rudiments, pt. 2**; Castanets, Cowbell, Flam Paradiddles
15. Week of April 20  
Timpani
16. Week of April 27  
Drumset; **Written Test 3**
17. **Tuesday, May 5, 10:15 a.m.-12:15 p.m.**

**Final Exam-Final Project; Notebooks Due**