This course is designed to develop the music director's percussion performance awareness, comprehensive educational methods, techniques and modeling performance. This course will introduce the fundamentals of techniques, instruments, stylistic approaches, and musicianship for approximately 12 areas of percussion with special emphasis on pedagogy and performance diagnostics.

Instructor
PJ Gatch, III gatchii@aol.com, 412.551.0145

Prerequisites
There are no prerequisite courses required for enrollment in this course.

Course Topics

- Snare Drum
- Ternary and Rare Percussion
- 40 P.A.S. Rudiments
- Percussion Section Development
- Keyboard Percussion
- Marching Percussion
- Secondary Keyboard Percussion
- World Percussion
- Four Mallet Techniques
- Technical Concepts
- Drumset
- Pedagogical Resources
- Timpani
- Percussion Related Vocabulary
- Bass Drum, Crash Cymbals, Tambourine, and Triangle
- Understanding Notational Tools
- Multiple Percussion
- Instrument and Equipment Selection
- Care and Maintenance
- Reading Development

Learning Outcomes
This course will keep in context with the National Standards for Arts Education. Together we will reach the following minimum competencies:

1. Develop an understanding of high quality percussion performance. Diagnose and treat common performance faults.

2. Develop instructional techniques that foster a sensitive and critical awareness the percussionist contributes in relation to the musical setting. Develop a vocabulary that initiates responsible and effective actions to achieve the musical intentions of the conductor, author, or composer.

3. Perform at an elementary level on snare drum, keyboard percussion, timpani, bass drum, secondary percussion instruments (e.g.: cymbals, tambourine, and triangle), drumset, multiple percussion, marching percussion, and ethnic percussion.

4. Select pedagogical materials that are appropriate for beginning, intermediate and advanced levels for all the instruments listed above.

5. Outfit and inventory percussion sections adequate and appropriate for elementary, middle and high school percussion programs. Appropriate equipment selection (instruments, sticks, mallets, etc.) as well as brands, sizes, amounts, etc. will be discussed every class.

6. Replace old, defective, or damaged components of the major percussion instruments. Maintain these instruments to keep them in good working order.

7. Perform in various percussion settings – concert band/orchestral section, drumset, theater/musical pit, marching (battery & pit), percussion ensemble and drum circles.
Assignments and Grade Weighting

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Daily Reading, Performing, and Demonstrations</td>
<td>11.1%</td>
</tr>
<tr>
<td>Research Project #1 Three Percussion Performance or Educational Media Reviews</td>
<td>11.1%</td>
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<tr>
<td>Research Project #2 Three Percussion Educator or Artist Profile</td>
<td>11.1%</td>
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<tr>
<td>Exam One (Two parts: Written and Playing)</td>
<td>11.1%</td>
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<tr>
<td>Exam Two (Written)</td>
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<td>Exam Three (Written)</td>
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<td>Exam Four (Written)</td>
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<tr>
<td>Exam Five (Written)</td>
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<tr>
<td>Attendance</td>
<td>11.1%</td>
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</tbody>
</table>

Daily Reading, Performing, and Demonstrations: Students will be given daily reading, performing, and or demonstration assignments that, unless designated otherwise, are to be completed and/or demonstrated at the next meeting of the class – all of the given assignment will be graded at that time.

**Research Project #1: Three Percussion Performance or Educational Media Reviews**

Students must review a minimum of three percussion education or performance-related articles, books, videos, or any other approved media and write a summary for each. This assignment may be turned in or emailed to me at any time during the semester. Please email it to gatchiii@aol.com not a Westminster account. Please subject your email as, “Your name, Research Project #1.” This assignment is due by the time of the final exam of the semester. (Min. 300-max. 600 words)

Students may and are encouraged to compile a database of articles. Extra credit will be based on the quality of the work and archival professionalism.

**Research Project #2: Three Percussion Educator or Artist Profile**

Students must review a minimum of three percussion educators or artists and write a biographical profile for each. This assignment may be turned in or emailed to me at any time during the semester. Please email it to gatchiii@aol.com not a Westminster account. Please subject your email as, “Your name, Research Project #2.” This assignment is due by the time of the final exam of the semester. (Min. 300-max. 600 words)

Students may and are encouraged to compile a database of educators and artists. Extra credit will be based on the quality of the work and archival professionalism.

**Extra Credit**

Further extra credit assignments (in addition to the aforementioned extra credit assignments) may be any of the following:

- Rehearsal critique: attend an elementary, middle, or high school rehearsal where percussion is used and write a critical paper based on performance qualities, faults, how you would improve the students, or what they did well. Describe the techniques they used, their approaches, attention to director, logistics, set-up, etc. Describe the quality of the instruments and what you would do to improve anything.

- Arrange a percussion lesson, class, rehearsal, or other demonstration with non-Percussion Techniques class members. Ample time to coordinate schedules with instructor is required. Video of lesson, class, rehearsal, or other demonstration may be accepted. At least 25 minutes of teaching time required for any credit.

- Attendance to a percussion related seminars, master-classes, conventions, researching articles, books, videos or any other approved media. Extra credit will be awarded if you submit a summary for each experience. Provide any and all pertinent bibliographical information for print or video media. Some form of documentation that proves your
attendance to a master-class, seminar, etc. (a program, handouts, appropriate and approved signature) is required to receive extra credit.

- Become a PAS member. A “VIP” level membership is the lowest level and costs $55.00. Must show receipt or membership card that bears your name.

Exams Students will complete a total of five examinations that will test their comprehension of all materials and experiences provided in this course. The exams will consist of a written portion and may include a playing portion. Specific information and details about the contents of the midterm and final exams will be clearly indicated throughout the course.

Any assignment submitted after the due date, the last class of the semester, will not receive full credit or any credit.

Required Materials (Required)

- 8 or 10 inch Remo Tunable Practice Pad (or any equivalent.)
- Vic Firth SD1 General Snare Drum Sticks or 2B (or any equivalent.)
- Internet access: My Westminster and Desire2Learn, Westminster College

Helpful contacts: steveweissmusic.com; Volkwein’s: 800.553.8742, webstore@volkweins.com

Required Materials (Optional)

Cook, Gary, Teaching Percussion, Third Edition

Grading

The final grade will be determined by the weighted averages of all course assignments and the final examination. Students must achieve a final grade of B- or better to meet degree requirements and to move forward in MUS courses that list this course as a prerequisite.

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94–100%</td>
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<tr>
<td>A-</td>
<td>90–93.99%</td>
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<tr>
<td>B</td>
<td>84–86.99%</td>
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<tr>
<td>B-</td>
<td>80–83.99%</td>
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<tr>
<td>C</td>
<td>70–76.99%</td>
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<tr>
<td>C+</td>
<td>77–79.99%</td>
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<tr>
<td>D</td>
<td>60–69.99%</td>
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<tr>
<td>F</td>
<td>0–59.99%</td>
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</tbody>
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Course Work

Active participation appropriate to the education profession is required in this course—including on-time completion of all assignments, an inquisitive and creative approach to class activities, and a professional attitude and appearance. All written work must be done in a neat and timely manner, consistently exhibiting correct grammar, spelling, punctuation, and syntax. Computer word-processing is expected for all written work.

Please note: All assignments—unless otherwise specified by the instructor—are to be completed and submitted by each individual student. While the exchange of ideas and the discussion of assignments is a typical and often healthy part of the collegiate learning experience, it is expected that submitted work will be that of the individual student.

Class Attendance and Excused Absences

Regular class attendance is essential if students are to realize the full benefits of a college education. Accordingly, Westminster students are expected to attend all classes, unless specifically excused for some valid reason. Although each individual instructor may specify what constitutes a valid excuse, in general excused absences are allowed only for the following reasons:

1. Course-related field trips.
2. Illness that requires confinement to bed on physician’s orders or confinement in a hospital.
3. Death or serious illness in the immediate family.
4. Appearance in court.
5. Co-curricular and extracurricular activities recognized and/or sponsored by the College.

Class Attendance and Excused Absences is copied verbatim from the Westminster College Undergraduate Catalog, pgs. 69-70.
Students are encouraged to participate in extracurricular activities, since these functions are often closely tied in to their professional preparation. Students who are involved in extracurricular or co-curricular activities at Westminster College must make this known to their professors before the end of the add period of each semester, particularly if such participation is anticipated to require them to be off campus at specific times. Excused absences do not excuse a student from completing the work that is missed. When possible, students should complete the assigned work in advance, or at such time as the professor specifies. It is the student’s responsibility to apprise all appropriate professors of off-campus involvement(s). With the professor’s knowledge of the student’s upcoming absences, conflicts should be minimized. The Office of Student Affairs will be notified whenever excessive absences occur. Where problems are identified which cannot be resolved by the faculty member and the student, a resolution will be made by the dean of the College.

Absences from Examinations

Absence from an announced examination results in a failing grade for the examination, unless suitable arrangements are made for a special examination. A student who seeks such a privilege should petition the instructor in writing prior to the scheduled examination date. If the instructor considers that the petition should be granted, then a note to the effect is added and the petition is presented to the dean of the College. The examination may be given only if the dean also approves the petition. In the case of athletic championship tournaments that fall during final week, it is the College’s policy to permit those who are approved to participate in these tournaments to reschedule their missed work. Instructors and the dean must be notified in advance of the conflict and students must arrange with their instructors a place and time to make up the work.

Being late to class will affect your final grade as follows:

-2% of your attendance grade for each occurrence. Being more than 10 minutes late will result in an unexcused absence.

The instructor of this course will allow one and only one unexcused absence. This unexcused absence will not affect your attendance grade.

A second unexcused absence will lower your attendance grade to 95%. A third unexcused absence will lower your attendance grade to 80%. A fourth unexcused absence will lower your attendance grade to 60%. A fifth unexcused absence result in automatic failure of the course.

An excused absence will be recorded if one (or more) of the following conditions occur:

- Serious illness (Hard copy or email from a physician’s office is required.)
- Jury duty (Hard copy or email from court official required.)
- Serious personal circumstance.

It is not the instructor’s responsibility to make phone calls or emails to determine a student's absence. Without documentation (illness, court duty) student's absence will be recorded as unexcused.

Students accept the sole responsibility of acquiring in-class notes, making up all missed work, demonstrations, and assignments due to any absence.

In the case of excused absences the instructor will grant an extension of time to complete all necessary and unfinished work.

Among the many qualities of effective educators and music directors is the ability to meet professional deadlines. As future educators, course members are also expected to meet scheduled deadlines. All assignments are due by the end of each class meeting. All assignments for the final exam are due by the end of the final class of the semester.

Class absences do not excuse the responsibility to meet assignment deadlines. In such a case, you should submit your completed work at an earlier time (directly to the instructor), or ask that another class member submit your work on your behalf at the assigned time.

Food or candy is not permitted in this class. There are no exceptions.

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2 Absences from Examinations is copied verbatim from the Westminster College Undergraduate Catalog, pg. 70.
Drinks are permitted in class. They should be in a spill proof container and should not in any way disrupt others in the class or the class itself. If a spill occurs it is your sole responsibility to completely clean all surfaces. Do not leave any beverage container(s) in the classroom.

Any disregard of the above will affect your grade.

Academic Integrity
Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College. Academic dishonesty is a profound violation of this code of behavior. Outlined below are examples of and specific consequences for academic dishonesty at Westminster. The list of examples is not meant to be exhaustive, but rather to provide an overview of the community’s common concerns. Students who are unsure as to whether specific behavior not listed here will constitute academic dishonesty should consult with their individual course instructors.

Information for Students with Disabilities
Westminster College is committed to providing services and resources to remove unnecessary barriers for students with disabilities, as consistent with the Americans with Disabilities Amendments Act and Section 504 of the Rehabilitation Act. Students with disabilities who are seeking options to address any potential physical and programmatic barriers, which includes academic accommodations, should contact the director of Disability Resources for further information. The director will meet with the student to discuss his or her demonstrated concerns, Westminster’s related requirements, relevant resources, and potential options to appropriately address the issue(s). Appeals for disagreement with the disability determination should be made in writing to the Dean of Student Affairs. For more information visit the Disability Resources section under the Student Services section on the Westminster website.

Students are not only encouraged but have the responsibility to be familiar with information regarding academic policies. Additional information on Academic Policies may be found in the 2014-2015 Undergraduate Catalog.

Course Calendar
(See following page.)

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3 Academic Integrity is copied verbatim from the Westminster College Undergraduate Catalog, pg. 69.
4 Information for Students with Disabilities is copied verbatim from the 2014-2015 Undergraduate Catalog pg. 31.