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. (1 Credit)

Instructor
PJ Gatch, III  gatchiii@aol.com, gatchp@duq.edu, 412.551.0145

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

Course Content
- Posture and Grip for Playing Snare Drum
- 40 P.A.S. Rudiments
- Posture for Playing Keyboard Percussion
- Technical Concepts
- Reading Development
- Percussion Related Vocabulary
- Understanding Notational Tools
- Instrument and Equipment Selection
- Secondary Keyboard Percussion
- Four-mallet Techniques
- Care and maintenance

Learning Outcomes
Courses within the Music Education Department support The Dimensions of a Duquesne Education: Understanding and Knowledge (UK); Intellectual Inquiry and Communication (IIC); Ethical, Moral, and Spiritual Development (EMSD); Diversity and Global Mindedness (DGM); and Leadership and Service (LS). Abbreviations after each outcome below denote dimensions addressed.

Students will demonstrate competencies in the following areas.
1. Develop an understanding of high quality percussion performance. Diagnose and treat common performance faults. (UK) (LS)
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. (IIC) (DGM)
3. Perform at an elementary level on snare drum and keyboard percussion [Timpani, bass drum, secondary percussion instruments (e.g.: cymbals, tambourine, and triangle), drumset, multiple percussion, marching percussion, and ethnic percussion will be covered in Percussion Techniques II.] (UK)
4. Select pedagogical materials that are appropriate for beginning, intermediate and advanced levels for all the instruments listed above. (UK)
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. (UK)
6. Replace old, defective, or damaged components of the major percussion instruments. Maintain these instruments to keep them in good working order. (UK)
7. Perform in various percussion settings – concert band/orchestral section, drumset, theater/musical pit, marching (battery & pit), percussion ensemble and drum circles. (UK) (DGM)
Course Materials (Required)
- A Remo Tunable Practice Pad (size is optional.) Any drum pad is also acceptable.
- Vic Firth 2B or any equivalent model snare drum sticks.
- Internet access. Dori and Blackboard, Duquesne University.
- Helpful contacts: steveweissmusic.com; Volkwein’s: 800.553.8742, webstore@volkweins.com

Course Materials (Optional)

Class Attendance
The music education program complies with Duquesne University’s Academic Policies, described in the current online Undergraduate Catalog. Refer to https://www.duq.edu/academics/university-catalogs/2018-2019-undergraduate/academic-policies for details. Students are encouraged to review “Attendance Policy,” “Excused Absence” and “Examinations.” Attendance is mandatory at all scheduled classes and meetings. Punctuality is required. Absences other than those described in the Undergraduate Catalog are considered unexcused; all such absences inform the Professional Dispositions evaluation as a part of the final course grade. Please note that Professional Dispositions Assessment #10, Attendance and Punctuality, is worth 5% of the final course grade. Regarding serious illness, students need to contact the instructor prior to a missed class and s/he will make a reasonable determination about whether the absence is excused or unexcused. In such cases, written verification may be necessary.

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 unexcused absence. This unexcused absence will not affect your attendance grade.

A second unexcused absence will lower your attendance grade to 90%. A third unexcused absence will lower your attendance grade to 70%. A fourth unexcused absence will lower your attendance grade to 0%.

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, or 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.

It is recommended, in the case of prolonged absence due to illness or any other reason, the student withdrawal from this course. Prolonged absence for circumstances or hardship out of the students’ control does not excuse the student from lectures, demonstrations, assignments, exams, and all other course work and requirements.

Information for Students with Disabilities
Duquesne University is committed to providing all students with equal access to learning. In order to receive reasonable accommodations in their courses, students who have a disability of any kind must register with the Office of Disability Services, Student Union Room 309 (412-396-6658). Once a disability is officially documented through that office, students can give permission for instructors to gain access to letters outlining the reasonable accommodations they are required to make. Once the instructor has received this letter, an individual meeting should take place so the instructor can coordinate the way these accommodations will be implemented in this course. For more information, go to https://www.duq.edu/life-at-duquesne/student-services/disability-services.

Clearances for Field Experiences (Select MUED Courses)
All on-site, PK–12 music experiences require five current clearances: Acts 33, 34, 114, 126 and a negative TB Test. Clearances are mandated for the safety of school children and for the adults who interact with them. In accordance with participating school districts and the Pennsylvania Department of Education, the music education program requires that all students have current copies of their clearances prior to course-required field experiences. More information is available in the Undergraduate and Post-Baccalaureate Handbook for Music Teacher Certification and at https://www.duq.edu/academics/schools/education/student-academic-services/clearances.
Course Assignments

Active participation appropriate to the teaching profession is required in this course. This includes on-time completion of all assignments, an inquisitive and creative approach to class activities, and a professional attitude and appearance.

Submission: Written work must be done in a neat, timely manner—consistently exhibiting correct grammar, spelling, punctuation, and syntax. Computer word-processing is expected, and all assignments are to be submitted as indicated by the instructor (e.g., hard copy, Blackboard electronic submission). Assignments should only be submitted via email or placed in the instructor’s office mailbox if specified by the instructor.

Original Work: Assignments are to be completed and submitted by each individual student—unless otherwise specified by the instructor. 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 original and that of the individual student. As such, this course adheres to Duquesne University’s current Academic Integrity Policies and Procedures (available at https://www.duq.edu/academics/university-catalogs/2018-2019-undergraduate/academic-policies/academic-integrity)—with attention to cheating, plagiarism, deceit in academic matters, misuse of documents, and assistance in the violation of academic integrity.

Late Assignments: All assignments are due at the beginning of class on the dates indicated on the Course Calendar, unless otherwise noted by the instructor. An assignment that misses its scheduled due date will be given a score of zero. Absences from class do not excuse the responsibility to meet scheduled due dates. In such a case, you should submit your completed work at an earlier time (directly to the instructor), or ask another class member to submit your work on the scheduled due date.

Assignment Descriptions, Weighting, and Final Grades

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Reading, Performing, and Demonstrations (Percussion Ensemble)</td>
<td>15.0%</td>
</tr>
<tr>
<td>Research Project #1: Three Percussion Performance or Educational Media Reviews</td>
<td>15.0%</td>
</tr>
<tr>
<td>Research Project #2: Three Percussion Educator or Artist Profile</td>
<td>15.0%</td>
</tr>
<tr>
<td>Exam One</td>
<td>15.0%</td>
</tr>
<tr>
<td>Exam Two</td>
<td>15.0%</td>
</tr>
<tr>
<td>Professional Dispositions Assessment #1-9</td>
<td>10.0%</td>
</tr>
<tr>
<td>Professional Dispositions Assessment #10</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

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 before progressing to the advanced level of methods courses.

A ...................... 94–100%  B ...................... 84–86.99%  C ...................... 70–76.99%
B+ ...................... 87–89.99%  C+ ...................... 77–79.99%  F ...................... 0–59.99%

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 Reviews

Students will research a minimum of three percussion education or performance related resources then write a brief summary of each highlighting significant information. Students may use any media source including but not limited to written articles, books, or videos. 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 Duquesne account. Please subject your email as, “Your name, Research Project #1.”

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 resources, performance and education 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 will research a minimum of three percussion educators, artists, composers, or manufacturer 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 Duquesne 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 resources, educators, artists, composers, and manufacturers. 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. (Minimum 300 words to maximum 600 words)

- **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. (Minimum 300 words to maximum 600 words). 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 member of P.A.S. A membership card or receipt is required. A VIP Pass is $55.00.**

**Exams**

Students will complete two examinations that will consist of a written portion and may include a playing portion. Specific information and details about the contents of the exams will be clearly indicated throughout the course.

**Professional Dispositions.** As students progress through the music education course sequence, continued demonstration of professional dispositions is expected. Please refer to the Professional Dispositions rubric for details regarding this important aspect of course completion. Professional behavior at Field Experiences is expected at all times and is vital to success in this program. Please note that Professional Disposition Assessment #10, Attendance and Punctuality, holds more weight than other categories.

---

**Academic Integrity**

Duquesne University Academic Integrity Policy and Procedures

Students should be familiar with all Academic Policies published on duq.edu.>Academics>University Catalogs>2018-2019 Undergraduate>Academic Policies

---

**Course Calendar**

(See following page.)

This schedule is provided as a courtesy. The instructor reserves the right to adjust the schedule, assignments, and exams according to the unique pacing of each class. In the case of any adjustments to this syllabus the instructor will give ample time and information in class. The student is solely responsible for recording and meeting any adjustments.