

Course Syllabus

Music 603 – Percussion Pedagogy

Instructor: Kurt Gartner - office phone: 785-532-3808; cell phone: 785-410-2708;
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On-campus classroom: McCain Room 201

Off-campus (online preparatory work): Term begins May 28; some files/quizzes available in advance

On-campus: June 14, 7:00-9:00 p.m.; June 15, 8:00 a.m.-5:00 p.m.; June 16: 8:00 a.m.-1:30 p.m.

Off-campus (online work done after on-campus meetings): discussion 6/16-23; reflective paper due 7/1

Overview:

This course will be conducted from the premise of three general goals related to percussion performance and pedagogy: command of certain facts and skills, the application of these abilities in practical performance and teaching situations, and an appreciation and enjoyment of the subject. Students will gain an understanding of percussion instruments and related performance techniques (of concert band, orchestra, percussion ensemble, and the like), teaching methods and responsibilities, organization, and literature. Students will learn to perform on percussion instruments and establish the ability to recall basic aspects of percussion pedagogy. Students will provide input that will influence the depth and breadth of content presented during the on-campus phase of the course (read the Method and Timing section below).

Required materials:

- Vic Firth's *Percussion 101* video series <http://vicfirth.com/percussion-101/> (view all videos and take all quizzes posted to Canvas prior to on-campus class meetings, then access at any time)
- Vic Firth's *Four Mallet Marimba Video Lesson Series* <http://vicfirth.com/sequential-studies-for-4-mallet-marimba/> (View and play along with videos from Introduction through Lesson 2B prior to on-campus class meetings, then access at any time—if you don't have access to a marimba, play on the best analog, such as vibraphone or xylophone. If you have no keyboard instruments, play on the floor!)
- Vic Firth's Mark Wessels' *A Fresh Approach to the Snare Drum* video series <http://vicfirth.com/fresh-approach-to-snare-drum/> (view and play along with videos from introduction through Graduation Test 1, which you will perform during the on-campus portion of the class)
- Vic Firth's *Marching Percussion 101* video series <http://vicfirth.com/marching-percussion-101/> (view all videos of the following sections: care and maintenance, tuning, instrumentation, rehearsal strategies and take all quizzes posted to Canvas prior to on-campus class meetings, then access at any time)
- Vic Firth's *Marching Percussion 101 Essential Drumline Warmups* PDF http://vicfirth.com/wp-content/uploads/2014/09/MP101_Exercise_Packet.pdf (print a hard copy of this 30-page document and/or have it available on a laptop or tablet that you can view during on-campus class meetings)
- Vic Firth's *Drum Set 101* video series <http://vicfirth.com/steve-houghton-drumset-101/> ((view all videos and take all quizzes posted to Canvas prior to on-campus class meetings, then access at any time)
- Kurt Gartner's *Cuban Drumming Basics* video series (embedded in Canvas course—view and play along with all videos as you are able, then complete the quiz posted to Canvas prior to on-campus class meetings)
- Stick bag kit or sticks/practice pad (provided*)
- Note-taking capacity (manuscript paper/pencil or use of computers encouraged)

*Students will be provided with snare drum sticks , timpani/keyboard mallets, and practice pads.

Method and timing of instruction/evaluation:

This course will comprise online assignments, quizzes, discussions, etc., video and live demonstrations, hands-on student performances, peer-to-peer teaching exercises, and other presentations. **Please note that assignments, quizzes, and discussions will be due for submission on Canvas prior to our first on-campus class meeting.** Dates of availability and due dates for all assignments are posted in the Canvas syllabus page. The purpose of this online work is severalfold: 1) to provide each student with the opportunity for initial self-assessment; 2) to provide foundational instruction that will allow us to go into greater depth during the on-campus phase of the course, and 3) to engage in discussions that will allow us to tailor the on-campus phase of the course to the prevailing needs of the students. The on-campus phase of the course will include hands-on instruction (with students playing instruments), discussions, and exercises in peer instruction. The final project will be a written reflective summary, to be submitted online. Detailed information regarding elements of the course (e.g., assignment instructions, due dates, methods of grading, assessment rubrics if applicable) will be provided within Canvas modules.

Communication

Instructor will attempt to reply to all e-mail inquiries within one business day. Online quizzes will be graded automatically. Online assignments (discussions, reflective paper) should be graded within one week of their respective due dates. Late submission of online quizzes and assignments will not be accepted. Please conduct online discussions based on these [Netiquette standards](#).

Primary areas presented in class are:

- Percussion Technique Through the Study of the Snare Drum
- Multi-percussion
- Keyboard Percussion
- Timpani
- Orchestral Battery and Small Instruments
- Marching Percussion (Battery and Front Ensemble)
- Jazz Percussion (Drum Set and Vibraphone)
- Afro-Cuban Instruments and Techniques
- Brazilian Instruments and Techniques
- An overview of method books and pedagogical solo/ensemble literature relative to the above topics

Grading elements/weight:

- Online (Canvas) discussion assignments, completed before on-campus portion of the course: 10%
- Online quizzes, completed before on-campus portion of the course: 20% (two attempts allowed per quiz, best grade for each quiz counts)
- In-class participation: 50%
- Reflective paper (submitted to Canvas): 20%

Grading scale:

A=90% B=80% C=70% D=60% F=below 60%

University policies**Academic Honesty**

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor and Integrity System website can be reached via the following URL: www.k-state.edu/honor. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Statement Regarding Students with Disabilities

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the Student Access Center at accesscenter@k-state.edu, 785-532-6441; for K-State Polytechnic campus, contact Academic and Student Services at polytechnicadvising@ksu.edu or call 785-826-2974.

Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement for [Copyright](#) Notification

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