

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

[CLASS]

[MUSIC]

Expanded Course Outline

Course Subject Area:	MU
Course Number:	3311A
Course Title:	Percussion Fundamentals
Units:	1
C/S Classification #:	10
Component:	Activity
Grading Basis: (graded only, CR/NC only, student's choice)	Graded only
Repeat Basis: (may be taken once, taken multiple times, taken multiple times only with different topics)	Taken once
Cross Listed Course: (if offered with another department)	
Dual Listed Course: (if offered as lower/upper division or undergraduate/graduate)	
Major course/Service course/GE Course: (pick all that apply)	Major course
General Education Area/Subarea: (as appropriate)	
Date Prepared:	April 1, 2015
Prepared by:	Rickey Badua

I. Catalog Description

Fundamentals of playing and teaching percussion instruments for music majors and minors who plan to teach music in the public schools K-12; stick and mallet technique for membrane, metal, non-pitched and pitched instruments. Basic percussion pedagogy.

II. Required Coursework and Background

Prerequisite(s): MU 1211 or MU 122.

III. Expected Outcomes

The students will be able to:

1. Correctly handle the instrument of choice.
2. Produce an acceptable tone on a selected instrument with mallets or sticks.
3. Demonstrate familiarity with basic sticking techniques.
4. Demonstrate simple articulation.
5. Demonstrate note reading skills applicable to specific percussion instruments.
6. Perform simple rhythms and /or melodies on a selected instrument.
7. Perform in an ensemble formed in Percussion Fundamentals.
8. Demonstrate a knowledge of basic teaching methods for percussion instruments, grades K – 12.

The outcomes of this course relate to the following Music Department Student Learning Outcomes:

- #1: Perform a variety of music with expression and musical accuracy.
- #3: Demonstrate musicianship skills (including those involving technology) and conceptual understandings.
- #6: Develop specialized knowledge appropriate to the option or emphasis area.

BA in Music:

- #2. **Perform** a variety of music with expression and musical accuracy.
- #4. **Demonstrate** creativity, musicianship skills, an understanding of appropriate technology, and conceptual understandings.

BM in Music:

- #1. **demonstrate** a high level of musicianship that facilitates independent preparation of music for performance.
- #2. **utilize** current/recent technologies appropriate to the musical endeavor.
- #3. **demonstrate** basic keyboard competency as needed for musical analysis and interpretation of intermediate level repertoire.
- #7. **demonstrate** healthy body mechanics and technique.
- #8. **promote** musical culture in the community.
- #9. **think, speak and write** clearly at the college level.

BM in Music Education/Pre-Credential:

- #1. **demonstrate** foundational skills on instruments commonly taught in schools.
- #2. **display** effective conducting skills for choral and instrumental ensembles.
- #3. **evaluate, select, prepare, and assess** music for performance.
- #4. **compare and contrast** common music teaching methods.
- #5. **differentiate** sequential repertoire appropriate to general music classes.
- #6. **integrate** specialized skills for teaching music literacy, including composition and improvisation.

BM in Performance:

- #3. **discuss** pedagogy of their instrument at a foundational level.

IV. Instructional Materials

Bartlett, Harry R. *Guide to Teaching Percussion*. (Dubuque, Iowa, W.C. Brown Co., 1971)

Bartlett, Harry R. *Percussion Ensemble Methods for Teacher Education*. (Dubuque, Iowa, W.C. Brown Co., 1961)

Combs, F. Michael. *Percussion Manual*. 2nd ed. (The University of Tennessee, Knoxville, Wadsworth Publishing Company, Albany, New York, 1995)

Cook, Gary. *Teaching Percussion*. (New York, Schirmer Books, 1988)

Spohn, Charles L. *The Percussion Performance and Instructional Techniques*. (Boston, Massachusetts, Allyn and Bacon, 1967)

V. Minimum Student Material

Instrument of choice (if possible), drum sticks, mallets
Notebook, paper, pencil/pen, word processor

VI. Minimum College Facilities

Large instrumental rehearsal hall, music stands and chairs, instruments as needed, especially the large ones, room to house small percussion library

VII. Course Outline

1. Introduction
 - a) Position of instrument
 - b) Stick/mallet placement on hands
2. Tone production
 - a) Proper attack
 - b) Single stroke exercises
 - c) Simple articulations (snare drum)
 - d) Rolls
3. Ensemble participation/performance
Performance of simple percussion ensemble literature
4. Basic pedagogy for the most commonly used percussion instruments
 - a) Class demonstration and participation
 - b) Research and presentation of findings for grades K - 12

VIII. Instructional Methods

1. Teacher/student demonstration
2. Assigned readings
3. Class discussion/problem solving
4. Individual reinforcement (practice)
5. Ensemble performance
6. Oral presentation/performance
7. Written journal of pedagogical approaches, grades K - 12, for the most commonly used percussion instruments

IX. Evaluation of Outcomes

1. Written examinations: problem solving/essay
2. Oral presentation/performance of selected musical examples and excerpts
3. Completeness of journal on pedagogical approaches for the most commonly used percussion instruments