Texas A&M University-Commerce  
Department of Music  
Percussion Pedagogy: MUS 531.002 and 489.002, Spring 2015  
Wednesday, 5:15-7:15  

Instructor: Dr. Brian Zator  
Office #128 Office Phone: 903-886-5299  
Office Hours: Monday 3:00-4:00 & Friday 1:30-3:30  
E-mail: Brian.Zator@tamuc.edu  

Purpose:  
The Percussion Pedagogy Course is designed to introduce students to the primary instructional materials for percussion solo, ensemble, and well-rounded percussion education. Students will gain knowledge, organize lists, and locate resources for the various topics discussed. Students will also develop a stronger sense of personal leadership traits and skills to apply to their own pedagogical approach. Strategic planning sessions will be utilized to provide a broad sense of approach and needs of a percussion program.  

Requirements:  
Students are expected to attend every class. Outside reading, weekly assignments and knowledge of the assigned topics will be required. Considerable time will also be devoted to research, developing educational concepts, as well as leadership and strategic planning training. All students must be members/subscribers of PAS, at a minimum level of the Guest Pass.  

Grading:  
Weekly Assignments, Preparation & Discussion: 30%  
Video Teaching Assignments: 25%  
Compositions/Arrangements: 15%  
Presentations: 10%  
Final Exam & Project: 20%  

Materials needed:  
- Paul Buyer, “Working Toward Excellence”  
- John Maxwell, “Developing the Leader Within You”  
- John Maxwell’s Leadership Series books, “Leadership 101” and “Teamwork 101”  
- PAS Membership  

Music Department Mission Statement:  
The Music Department of Texas A&M University-Commerce promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.
University Policies:

Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services, Gee Library, Room 132
(903) 886-5150 or (903) 886-5835 phone
(903) 468-8148 fax
Email: Rebecca.Tuerk@tamuc.edu

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Student’s Guide Handbook, Policies and Procedures, Conduct.)

---

SCHEDULE

January

21 Syllabus overview
   Discuss Paul Buyer’s questionnaire
   Discuss each former teachers. What worked well & what didn’t work well. Who inspired you & why/how?

28 Strategic Planning – Beliefs
   Maxwell, “Leadership 101” discussion

February

4 Snare Drum – stroke types, rhythmic reading, how to teach them, rudimental vs. concert
   Maxwell, Ch. 1
   Video teaching assignment #1 discussed

9 (Monday – rescheduled class) Skype or in-person
   Strategic Planning – Vision/Mission
   Maxwell, Ch. 2
   Keyboard arrangement discussed

11 (Wednesday) No Class – TMEA

18 Snare Drum – rolls (buzz & open-stroke), reading, method books, repertoire
   Strategic Planning – Objectives and Strategies
   Maxwell, Ch. 3
   Video teaching assignment #1 due
Keyboard – stroke types (2-mallets), stroke types (4-mallets)  
Maxwell, Ch. 4

**March**

4  Keyboard – reading, method books, repertoire  
Maxwell, Ch. 5  
*Mallet keyboard ensemble arrangement due*

11 Performance Anxiety & Stage Presence – discuss articles  
Strategic Planning – Action Plans  
Maxwell, Ch. 6  
*Composition assignments discussed*

16-20 *Spring Break*

25 Auxiliary Percussion – what to look/listen for; how to incorporate students into playing more auxiliary instruments (cymbals, bass drum, tambourine, triangle, castenets, etc.)  
Method books and resources for instruction  
List different percussion ensemble works that use primarily these instruments  
Marching Band / Indoor Drumline – online materials, musicianship vs. technique, well-rounded or one-sided  
Maxwell, “Teamwork 101” discussion  
*Video teaching assignment #2 discussed*

**April**

1 Drum-set – Discuss resources for all levels of players; how to motivate non-drumset players?  
World Percussion – how & why is it possible to incorporate into Jr HS/HS/College  
Maxwell, Ch. 7  
*Action Plans rough draft due*  
*Auxiliary instruments etude composition due*

8 Timpani – reading, method books, repertoire, ear training  
Maxwell, Ch. 8  
*Video teaching assignment #2 due*

15 Beginning Percussion – selection and year-round curriculum  
Maxwell, Ch. 9

22 Percussion Ensemble Literature & Rehearsal Techniques  
Opportunities for Jr. HS/HS/College students  
*Beginning percussion ensemble composition due*
Summary – what do we want our percussion students to know?

- Snare Drum
- Keyboards (marimba, vibraphone, xylophone) – 2-mallets, 4-mallets
- Timpani
- Drumset
- Multi-Percussion
- Auxiliary Instruments
- Percussion Ensemble
- Marching Band
- World Percussion

Maxwell, Ch. 10

May

6 Presentations on Action Plans
Maxwell, Summary

TBA Final Exam
Final Curriculum project due