TEXAS A&M UNIVERSITY - COMMERCE
DEPARTMENT OF MUSIC

PERCUSSION SYLLABUS

FOR APPLIED PERCUSSION LESSONS
(Lower Division 149, 151, 152,
Upper Division 352, & Graduate 551, 552)

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Student Learning Objectives

These are listed on individual instrument curriculum sheets. Overall, upon completion of the percussion curriculum students will:

1) Snare Drum: Play all 40 *Percussive Arts Society Standard Rudiments;* Play a concert and rudimental snare drum roll; Play a concert snare drum etude using appropriate stickings, stroke types, embellishments, dynamics, playing areas and musicianship; Identify and perform important snare drum orchestral excerpts.
2) Keyboard: Play all major/minor (natural, harmonic & melodic) scales and arpeggios for three octaves; Play two-mallet and four-mallet etudes using appropriate stickings, stroke-types, dynamics, mallet choices and musicianship; Perform a four-mallet solo using appropriate stickings, stroke-types, dynamics, mallet choices and musicianship; Identify and perform important keyboard (xylophone and orchestra bells) orchestral excerpts.
3) Timpani: Demonstrate tuning and knowledge of the sizes and ranges of a standard set of five timpani; Play etudes using two, three and four drums using appropriate stroke types, stickings, pedalings, tunings, roll speeds, muffling, mallet choices and musicianship; Perform a timpani solo using proper stroke types, stickings, pedalings, tunings, roll speeds, muffling, mallet choices and musicianship; Identify and perform important timpani orchestral excerpts.
4) Drumset: Play with proper coordination between all four limbs; Perform exercises with two, four, eight, and sixteen bar phrases; Play different styles including rock, funk, jazz and Latin; Apply exercises and styles to play-along music.

These objectives will be measured by:

Student critiques in studio class, juries, midterm video assignment, summative barrier exam, recital (music majors on primary instrument)

"…Increase an awareness of the present and establish goals so changes become effortless and easy." Barry Green

Applied Percussion Lessons

The Percussion Curriculum will be used for all applied lesson students in Lower and Upper Divisions in all degree programs including the Graduate level. Students will be placed in specific levels, according to their needs and will have twelve lessons throughout the semester. Each level has specific goals that students will be working to achieve in addition to any personal goals each student might have. Lessons will be divided up into two thirty-minute halves, each focusing on one instrument (i.e. keyboard and snare drum). It is the student's responsibility to prepare materials listed in the Curriculum according to their level of study and lesson week. Materials performed in lessons will be chosen at random from each assignment. Additional material may be assigned, according to the individual needs of each student.

Attendance

Attendance at every lesson is mandatory. Students must give advanced notice if a lesson will be missed. In this case, the lesson can be re-scheduled. If no advance notice is given, the lesson will result in a "0" for that lesson. If you know you will be missing a lesson, call your respective instructor **BEFORE YOUR LESSON TIME** to explain the situation. If your instructor is unavailable, please leave a message, call the Music office at 903-886-5304, or leave a note on Dr. Zator's bulletin board. If the instructor misses with or without advanced notice, the lesson will be made up.

Dr. Zator's lesson students are allowed one "freebie" lesson. Students can take off one lesson without being penalized. Students will then move to the next week's curriculum. Dr. Zator can also adjust the lesson curriculum, if needed. The second and further excused or unexcused absences will receive a grade of "0".

All adjunct lesson students are NOT allowed a "freebie" lesson.

Grading

Grading is determined by:

- Weekly preparation (45%)
- Mid-term assignment (10%)
- Jury performance (20%)
- Giving one percussion area recital, convocation or studio class performance per instrument studying (10%)
- Program notes (5%)
- Listening cards (10%)

Mid-term Barriers Video Assignment

At the mid-term point of the semester, every student will have a video performance assignment. Students will be required to videotape selected barrier materials and submit them for private viewing through a private website link. Specific details of performance materials will be outlined for each student, according to their lesson plans.

Completion of the assignment will count towards the mid-term assignment. Performance evaluations will apply to passing or non-passing of those barrier materials. Students who fail this barrier performance will be required to re-play materials during their final barrier time slot.

Jury Performance

Students are responsible for performing a jury piece for each instrument they are studying during that semester. Each piece will be assigned or approved by the instructor, then prepared over the course of the semester. Each student will then perform the jury piece(s) for a panel of faculty/staff members. *You will NOT be able to perform your jury if you do not have the original score at the jury performance.*

Performances

In addition to the final jury, all students must perform as a soloist, or duo, on at least ONE Percussion Area Recitals, Studio Class or Departmental Convocations on each instrument you are studying (unless excused by the instructor). Performance material can be from the following:

- Jury piece
- A full weeks' worth of lesson materials, as stated in the curriculum
- A work previously approved by your instructor

Program Notes

All students, regardless of level, will be responsible for writing program notes for each of their jury pieces. Using resources from PAS, the library, message boards, and forums will assist students in finding information about the piece, composer, etc. Necessary information is included on the required excel document. These reports are due at your jury. **Those performing a recital (degree or non-degree) are required to write program notes for all their pieces.**

Listening Cards

Students shall fill out the excel template of ten (10) works from a minimum of five different recordings. The google sheets document is due during the week of juries, as defined by Dr. Zator. The entries must be comprised from a minimum of five different recordings, of which only one work may be jazz or commercial, one work must be for solo instrumentation other than percussion, and one work (complete) must be an instructional percussion or percussion performance-oriented ethnic (world music) video. The remainder of the assignment must represent percussion performances from contrasting instrumentation, styles, and genre (e.g. solo, chamber, orchestral, etc.). Not more than five (5) works may be from the orchestral excerpt genre. Listening examples include: solo marimba and/or vibes, solo multiple percussion, drumset artists, percussion/timpani excerpt repertoire, percussion ensemble, steel drum group/artists, etc. The student must maintain the google sheet of all cards/files from each semester's compilation.

1 – work of solo instrumentation other than percussion

1 – instructional percussion or percussion performance-oriented ethnic videotape

1 – (optional) jazz or commercial work

Remainder (7-8 works): significant percussion performances from ***differing*** genres

Sight-Reading

All students, regardless of level, will take a sight-reading mid-term and final exam. The exam will include sight-reading one short etude on the instrument studying. These grades will be factored into the applied lesson average as the 13^{th} and 14^{th} grades. The exam will take place at the beginning of the appropriate lesson (approximately week six and the last lesson of the semester).

To facilitate preparation, students will be expected to practice sight-reading for a minimum of 10 minutes a day. Students are encouraged to use their own materials or check-out books from the

library. As a general rule, but very important for sight-reading skills, DO NOT put this off until the last minute; form a habit of doing this every day.

Final Barriers

At the end of each semester, all students must pass a "barrier exam" covering the material from the Percussion Curriculum. Selections from the weekly assignments will be chosen from random and the student must show a thorough knowledge of the material. All barrier materials will be graded pass or fail, but not included in the final lesson grade. If a student fails the barrier exam, the level must be repeated. If a student fails a level three times, that student will not be allowed to continue the music major degree at TAMU-C.

If a student has received A's for every lesson, excluding sight-reading grades and with one exception stated below, they will not have to play a barrier on those instruments at the end of the semester. Exception: if a student receives lower than an A on one lesson or takes a freebie lesson, but earns A's on all other lessons, they will still be excused from taking the barrier for that particular semester. Note: this does not apply to the Junior Level Proficiency Exam (JLPE) semester. Anyone taking the JLPE is required to perform their barrier, due to the etudes, sight-reading and scales performance requirement of the JLPE.

All freshmen are required to play a final barrier, regardless of their lesson grades.

Junior Level Proficiency Exam (JLPE)
Lower/Upper Division Applied Percussion Lessons (152, 352)

The student handbook states that all students must pass the JLPE to be admitted into upper division Principal Applied lessons (MUS 352). This exam is given at the end of the students 4th semester of lower division lessons (MUS 152). If this attempt fails, the student has one more opportunity to earn upper division status at the end of the following long semester. If this attempt fails, the student is directed to another field of study. Materials for this exam include the solo(s) and etudes prepared for the particular instruments during that 4th semester. These instruments could be different for different percussion students and will be handled on a case-by-case basis. Additionally, all students attempting the JLPE will be required to sight-read a 2-mallet etude and pass off all 48 scales during the barrier, in addition to the etudes and solo(s). Scales will be chosen by random. Please see the Student Handbook for more details of these requirements.

Percussion students must have passed or attempting the following levels by their 4th semester of study to attempt the JLPE: Snare Drum I, Keyboard III, Timpani I, Drumset I.

JLPE Oral Presentation

All students attempting their JLPE will give a percussion/education-related research oral presentation (7-12 minutes). This presentation must be accompanied by an outline, turned into Dr. Zator at 1-2 weeks prior to the oral presentation. Timeline of this project:

Lesson 3	3 topics presented to Dr. Zator
Lesson 6	Final topic selected
Lesson 8	First draft of outline due to Dr. Zator
Lesson 10	Final draft of outline due to Dr. Zator
Lesson 11 or 12, during Studio Class	Final Oral Presentation to the entire studio

Practice: ***"I never practice, I always play." Wanda Landowska***

Minimum daily practice time should equal the credit amount of the lesson (i.e. two credit lesson = two hours a day of practice). Daily practice is essential for musical and technical growth and advancement.

Practice Logs

All students are encouraged to bring their practice logs to each lesson. These logs will document your practice times for the previous week and proposed times for the upcoming week. Although your lesson teachers write down pertinent information on two pages, your personal logs can also be used to record questions you might have and could ask at your lesson. Add any other information to your own lesson notebook as soon as the lesson is over. Use this material and organizational tool to help you better prepare for your next lesson and your barrier and jury performances.

Recitals

Music Education majors are required to perform one 1/2 recital during their senior year. Additional recitals (i.e. Junior, Special, Joint or full recital) may be performed, but must be with the approval of the instructor. This will be on an individual basis. Those performing recitals will not be required to perform a jury, but are encouraged to perform in studio class at least once. Grading will be adjusted to the following: weekly preparation (50%), recital performance (30%), program notes on recital pieces (10%) and listening cards (10%).

If one is performing a recital while studying a barrier instrument, grading for the barrier instrument will follow the Grading procedure from page 2. The recital/jury piece will be graded from either the recital performance or jury.

Students performing their **senior or graduate degree recital** must play a hearing of all their pieces no less than 10 days prior to their recital date. Pieces not passing the hearing will either be taken off the recital or given a few more days of preparation and heard once again. Depending on the hearing, the recital can be completely cancelled if the music is not at a performance level for the hearing.

Students performing a senior or graduate recital must submit program notes. These need to be compiled and turned into Dr. Zator for editing and approval. The program is printed by the Music Department. Timeline of the program notes:

5-6 weeks before recital	First draft due to Dr. Zator
2-3 weeks before recital	Final draft due to Dr. Zator

Percussion Studio Class, Area Recitals, and Masterclasses Attendance

All percussion majors taking 152, 352 and 552 applied lessons are required to attend ALL studio classes, area recitals, percussion masterclasses, and percussion student recitals unless otherwise instructed by Dr. Zator. Advance notice will be given for all such events. Those missing any of these activities without giving advanced notice to Dr. Zator will have 5 points taken off their weekly preparation average for every missed event.

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.)*

University Statement

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be

maintained.

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
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Campus Concealed Carry-Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

University Mission Statement
Texas A&M University-Commerce nurtures and educates for success through access to academic, research, and service programs of high quality.

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.