

TEXAS A&M UNIVERSITY - COMMERCE
DEPARTMENT OF MUSIC

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

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Course Description

MUS 149 is applied music at the beginner level. Intended for students majoring in subjects other than Music.

MUS 151 One to four semester hours. Private instruction for music majors in keyboard, voice, instruments, or composition. The course includes recitals and performance forums with teacher-directed student evaluations and instructions. May be repeated for credit.

MUS 152 Principal Applied. One to four semester hours. Private instruction for music majors in keyboard, voice, instruments, or composition. This course includes recitals and performance forums with teacher-directed student evaluations and instructions. May be repeated for credit.

MUS 351 Private instruction for advanced music majors in keyboard, voice, instruments, or composition. This course includes recitals and performance forums with teacher-directed student evaluations and instructions. All students must pass the upper division barrier examination prior to enrollment. May be repeated for credit.

MUS 352 Principal Applied. One to four semester hours. Private instruction for advanced music majors in keyboard, voice, instruments, or composition. This course includes recitals and performance forums with teacher directed student evaluations and instructions. All students must pass the upper division barrier examination prior to enrollment. May be repeated for credit.

MUS 551 Applied Music. (Minor applied) One to four semester hours. Private instruction for graduate performance majors. Prerequisites: Satisfactory level assessed in the applied music performance audition.

MUS 552 Applied Music. (Principal applied) One to four semester hours. Private instruction for music majors in keyboard, vocal instrumental, conducting, or composition. May be repeated for credit.

Student Learning Outcomes

In this course, students will:

Minors

MUS 149: Students will perform selected repertoire with technique and musicianship suitable for a non-major and appropriate to the student's musical and developmental level.

MUS 151: Students will perform selected repertoire with basic technique and musicianship suitable for a secondary performance medium.

MUS 351: Students will perform selected repertoire with basic to intermediate technique and musicianship suitable for a secondary performance medium.

MUS 551: Students will perform selected repertoire with intermediate to advanced level technique and musicianship suitable for a minor applied lesson at the graduate level.

Majors

MUS 152: In level one principal applied lessons, students will perform selected repertoire suitable to the student's musical development with intermediate technique and musicianship in preparation for the upcoming junior level proficiency exam.

MUS 352: In level three principal applied lessons, students will perform selected repertoire suitable to the student's musical development with advanced technique and musicianship in preparation for the upcoming junior or senior recital.

MUS 552: In level five principal applied lessons, graduate students will perform selected repertoire suitable to the student's musical development with professional level technique and musicianship in preparation for the upcoming graduate recital.

Student Learning Objectives – Percussion Specific

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.

Specific to Graduate Students:

You will be expected to prepare your curriculum/solo selections at a higher level than undergraduate students. Additionally, you will be assigned more repertoire chosen from method books, solos, excerpts, etc. to provide appropriate leveled challenges for a percussion graduate student.

Applied Percussion Curriculum Guides:

<https://drive.google.com/drive/folders/1Ba7tK8SQia3jH8NbgHDyntWTJC3amlGb?usp=sharing>

Attendance

Attendance at every lesson is mandatory. Students must give advance notice if a lesson will be missed. In this case, the lesson can be rescheduled. 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 – For MUS 149

- Weekly preparation (75%)
- Mid-term Barriers Video Assignment (15%)
- Giving one percussion area recital, convocation or studio class performances per instrument studying (10%)
- *Sight-Reading is still required of MUS 149 students*

Grading – For MUS 151, 351 (Topic-based: Arranging, Composition, Technology, etc.)

- Weekly preparation (50%)
- Final Project(s) (40%)
- Opportunity Submission/Observing an off-campus school/group (10%)

Grading – For MUS 151, 152, 352 (Performance-based)

- Weekly preparation (50%)
- Mid-term Barriers Video Assignment (10%)
- Jury performance (20%)
- Giving one percussion area recital, convocation or studio class performances per instrument studying (10%)
- Program notes (5%)
- Elevator Speeches-1 (5%) (applied to all instruments studying)

Grading – For all students registered for 353, 453 Recital Section

- Weekly preparation (55%)
- Recital/Hearing performance (30%)
- Program notes (10%)
- Elevator Speeches-1 (5%) (applied to all instruments studying)

Grading – For MUS 552

- Weekly preparation (50%)
- Jury performance (30%)
- Giving one percussion area recital, convocation or studio class performances per instrument studying (10%)
- Program notes (5%)
- Elevator Speeches-1 (5%) (applied to all instruments studying)

Grading – For all students registered for 553 Recital Section

- Weekly preparation (55%)
- Recital/Hearing performance (30%)
- Program notes (10%)
- Elevator Speeches-1 (5%) (applied to all instruments studying)

Mid-term Barriers Video Assignment

At the mid-term point of the semester, students in 149, 151, 152, 352 sections will have a video performance assignment. Students will be required to videotape selected barrier materials and submit them for 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 as the grade for 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 & Elevator Speeches

Performances: In addition to the final jury, all students must perform as a soloist, or duo, TWO TOTAL TIMES on Percussion Area Recitals, Studio Class, Departmental Convocations, or outside performance. You must play any curriculum materials or jury pieces on each instrument/level you are studying (unless excused by the instructor).

Elevator Speeches purpose: Encourage students to learn about and discover a wide variety of artists, in multiple genres.

https://docs.google.com/spreadsheets/d/1_eTLNeH7XB11C5fWnipJptL3a93jP_Ef0FnUqagTb70/edit?usp=sharing

Students shall give ONE “Elevator Speech” throughout the semester, during Studio Class. The topics are up to each student and can range from individuals, groups, ensembles, soloists, band, orchestral, instruments, jazz, commercial, world, repertoire, etc.

Each individual speech should last between 60 seconds to 2 minutes. Practice timing yourself and have a clear plan of text to read. Be prepared for 1-2 follow-up questions from the audience or faculty. Use the Elevator Speech Excel list provided by Dr. Zator for individuals to research. You can choose someone NOT on the list, but approval is required by Dr. Zator at least 3 days prior to your speech.

Specific Performance/Elevator Speech dates are as follows. Individuals can choose which date to give their Elevator Speech

- Group #1: Avelar-Gonzalez
 - October 7th
 - November 11th
- Group #2: Hammond-Pena
 - October 14th
 - November 18th

- Group #3: Porter-Shoaff
 - October 21st
 - November 3rd
- Group #4: Simmons-Wolff
 - October 28th
 - December 2nd

*If you want to switch dates with someone from another group, that is acceptable. Please inform the GA taking roll about this decision.

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. **Those performing a recital (degree or non-degree) are required to write program notes for all their pieces.** These are due according to your respective deadline sheet.

Non-recital Program Notes – due on or before your Week 10 lesson for each respective instrument you are studying.

Grading – For MUS 151, 351 (Topic-based: Arranging, Composition, Technology, etc.)

Weekly preparation (50%)

Individual instructors will have specific weekly goals and assignments for their topic. Grading rubric will follow similar verbiage as performance-based lessons. Students will receive weekly grades and posted on “yellow sheet” or Google Drive folders.

Final Project(s) (40%)

All students will work towards presenting a final project, depending on their topic and instructor’s direction. This project will be delivered either during the percussion jury/barrier timeslots or another time selected by the instructor and approved by Dr. Zator.

Opportunity Submission/Observing an off-campus school/group (10%)

Students must do one of the following to receive full credit. For arranging and composition topics, at least one project should be submitted to one of the following:

- A competition
- A publisher
- A call for scores
- An ensemble or performer seeking new works
- A residency or summer program

Evidence of submission must be turned in to your instructors

For any non-composition topics, visiting an off-campus school or ensemble is required to observe “real-world” activities happening in line with your topic. For example, if you are working on Middle School Percussion Pedagogy, you must reach out to a Percussion/Band Director to ask if you can observe a class or ensemble rehearsal to gain “first-hand” knowledge of this topic.

Work with your instructor to gain approval for your observation opportunity.

Miscellaneous Items

Sight-Reading

All students in performance-based lessons, 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 13th and 14th 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 are 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, 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 (fall semester only) 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, pass off all 48 scales during the barrier, and pass off SD Rudiments at prescribed tempos, 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

Upper Division & Graduate Student Competition Requirement

All percussion majors taking 352 and 552 applied lessons are required to participate in some type of music competition each year. Freshmen and Sophomores can participate but it won't be a requirement.

Some of the competitions include:

- Fall Semester Deadlines or Events
 - TAMUC Concerto Competition (Fall Prelims, Early Spring Finals)
 - PASIC Competitions (Keyboard, Timpani, Multi-Percussion, Rudimental SD)
 - Only for Undergrads
- Spring/Summer Deadlines or Events
 - Black Swamp Competition (SD & Multi-Percussion)
 - Great Plains Marimba Competition (Solo & Duo)
 - Southern California Marimba Competition (Solo & Duo)
 - World Marimba Competition (not held every year)
 - Modern SD Competition

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. All freshmen and transfer students are required to turn-in their practice log to their lesson instructors for the fall semester. 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.

If one is performing a recital while studying a barrier instrument, grading for the barrier instrument will follow the Grading procedure stated above. 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 postponed or completely cancelled if the music is not at a performance level at the hearing.

Continue to check, update, and revise your personalized Recital Checklist, found in your student Google Drive folder.

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 advance notice to Dr. Zator will have 5 points taken off their weekly preparation average for every missed event.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Etiquette for more information regarding how to interact with students in an online forum:<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedure](#) [13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[UndergraduateAcademicDishonesty13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[GraduateStudentAcademicDishonesty13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities--ADA Statement

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
Waters Library-Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

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 Tx 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 concealed handguns in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

A&M Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel