

East Texas A&M University-Department of Music

Percussion Pedagogy and Methods for Percussion Majors

MUS 531 and MUS 489

Spring 2023

Choral Rehearsal Hall

Monday- 5:30-7:20 pm

Instructor: Jeff Ausdemore, Adjunct Instructor of Percussion

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Office Hours: By Appointment Only

Purpose:

The Percussion Pedagogy and Methods 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.

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 training. All students must be members/subscribers of PAS, at a minimum level of the Guest Pass.

Grading:

MUS 489 students:

Weekly Assignments, Preparation & Discussion: 50%

2 Video Teaching Assignments: 20%

2 Written Projects: 10%

Final Binder Project/Presentation: 20%

MUS 531 students:

Weekly Assignments, Preparation & Discussion: 50%

3 Video Teaching Assignments: 20%

3 Written Projects: 10%

Final Binder Project/Presentation: 20%

Materials Required:

A Current Percussive Arts Society (PAS) Membership

Materials Recommended for Further Study:

Paul Buyer, "Working Toward Excellence"

John Maxwell, "Developing the Leader Within You"

Jeff Ausdemore, "Breathe, Grow, Share"

Gary Keller, "The One Thing"

James Clear, "Atomic Habits"

Music Department Mission Statement:

The School of Music at East Texas A&M University 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.*)

Semester Schedule:

January

January 13

Class Introductions

Syllabus overview

Weekly discussions

Class projects:

- 1) Method book survey and review
- 2) Mock class scenarios:
(Class Culture Development, Snare Drum Participation Lab, Keyboard Participation Lab, etc.)
- 3) Mock administrative projects
- 4) Mock percussion ensemble concert planning and literature selection
- 5) Final Binder Project
(6th-12th grade general percussion curriculum framework, method book survey/review, notes on Mr. Ausdemore's lectures and each guest speaker)

Roundtable discussion

Why are you here today? What made you join the band initially?

Who are your Influences that led you to your current path (former teachers, mentors, etc.)

Describe how and why their influence impacted you (for better or worse)

Class Action Plan

Using the following prompts, submit a thoughtful response to the Google Form, found [here](#):

January 27

Syllabus overview (Continued)

The psychology of learning (culture, expectations, imagery, etc.)

Action Plan

Review our submissions to the Google Form, and discuss as a class

February

February 3

Guest Speaker: Richard Kearns- Burlison Centennial High School (to be confirmed)

Mr. Kearns' personal musical background

Mr Kearns' professional journey and experiences

The Burlison Centennial Percussion Pyramid

Grade 6-12 curriculum, scope and sequence

Educational philosophy throughout each grade level

Video performance

The 2018 Burlison Centennial High School Indoor Production: "*Salvation Lies Within*"

Roundtable Discussion/Q and A for Mr. Kearns

February 10

Mr. Ausdemore's TMEA clinic presentation

Mr. Manny Flores (To be confirmed)

February 17

Post- TMEA discussion (takeaways/experiences)

Overview of the the 3 developmental stages of a young percussionist:

(With notable exceptions from district to district, state to state, etc.)

- 1) The spring semester of the students' 5th Grade year (auditioning for the school band program), extending into the entirety of the 1st year in band (typically, homogenous beginning percussion class)
- 2) The 7th/8th grade band/percussion experience
- 3) The 9-12 grade band/percussion experience

Percussion Method Books: Introduction and General Survey:

- 1) *Simple Steps to Successful Beginning Percussion*- Kennan Wylie
- 2) *A Fresh Approach to the Snare Drum*- Mark Wessels
A Fresh Approach to Mallet Percussion- Mark Wessels
- 3) *Firm Foundations for the Beginning Percussionist*- John Bingaman
- 4) *The Packet*- Frank Chapple
- 5) *Developing the Percussionist-Musician (Primary Edition)*- Michael Huestis
Developing the Percussionist-Musician (Book 1)- Michael Huestis
Developing the Percussionist-Musician (Book 2)- Michael Huestis
Developing the Percussionist-Musician (Book 3)- Michael Huestis
- 6) *The Dynamic Art of Snare Drum*- John Apodaca

February 24

Establishing our culture of excellence

- 1) Defining the "extended" learning environment
 - a) Physical space(s)
 - b) Shared language between teacher/student and student/student
 - c) Expectations of improving *between* classes
 - d) Working with private lesson faculty
 - e) Working with peers
- 2) Posting/signing positive expectations, rather than rules
- 3) Defining how to walk into/ behave in class, and set up quickly and professionally
- 4) Establishing a comfortable "flow" of procedures each class period:
 - a) Welcome/greeting/meeting the students where they are
 - b) Announcements/planning ahead short and long term projects
 - c) Share your common goals for the class/week/month etc.
- 5) Striking a daily balance between physical **and** intellectual musical skills
 - a) Establishing wrist and finger builders
(isolating specific mechanical movements and building strength away from the instrument)
 - b) Adding an alternating foot tap
 - c) Adding confident/musically appropriate counting out loud builders

March

March 3

Mock teaching: beginning percussion class: snare drum focus (participation lab)

March 10

Spring Break - NO CLASS

March 17

Guest Speaker: John Apodaca- Van Alstyne High School

Mr. Apodaca's personal musical background

Mr. Apodaca's professional journey and experiences

The Van Alstyne Percussion Pyramid:

Grade 6-12 curriculum, scope and sequence

Educational philosophy throughout each grade level

The Dynamic Art of Snare Drum Method:

Mr. Apodaca's approach to his text book

<https://www.drumdaysmusic.com/>

Roundtable Discussion/Q and A for Mr. Apodaca:

March 24

Guest Speaker: Michael Huestis- Prosper High School

Mr. Huestis' personal musical background

Mr. Huestis' professional journey and experiences

The Prosper Percussion Pyramid:

Grade 6-12 curriculum, scope and sequence

Educational philosophy throughout each grade level

Developing the Percussionist-Musician:

Mr. Huestis' use and philosophical approach to his text book series

<https://www.facebook.com/profile.php?id=100036786146640>

Roundtable Discussion/Q and A for Mr. Huestis:

March 31

Mock teaching: beginning percussion class: keyboard focus (participation lab)

April

April 7

Guest Speaker: John Bingaman- Byron Nelson High School

Mr. Bingaman's personal musical background

Mr. Bingaman's professional journey and experiences

The Byron Nelson Percussion Pyramid:

Grade 6-12 curriculum, scope and sequence

Educational philosophy throughout each grade level

Firm Foundations For The Beginning Percussionist:

Mr. Bingaman's use and philosophical approach to his text book
<https://jbpublish.com/>

Roundtable Discussion/Q and A for Mr. Bingaman:

April 14

Guest Speaker: Kennan Wylie- Marcus High School

Mr. Wylie's personal musical background

Mr. Wylie's professional journey and experiences

The Marcus Percussion Pyramid:

Grade 6-12 curriculum, scope and sequence

Educational philosophy throughout each grade level

Simple Steps to Successful Beginning Percussion:

Mr. Wylie's use and philosophical approach to his text book

<https://www.kwylie.com/>

Roundtable Discussion/Q and A for Mr. Wylie:

April 21

Final Binder Presentation Workshop/Group collaboration time

April 28

Final Binder Presentation Workshop/Group collaboration time

May

May 5

Final binder projects due; formal presentations delivered in class