

Citizenship Project Proposal

Name

College of Fine Arts and Communications, School of Music

One of my ongoing goals is to present a percussion recital at BYU each year, but most of my recitals in the past have focused on solo repertoire. In an effort to expand my repertoire and develop a strong sense of community and citizenship in my new position at BYU, my proposal is to program music in my recitals each year that will involve at least 2 percussion colleagues from around the Utah valley area, or the state of Utah. This goal will involve my forthcoming recital in March, 2018, as well as the subsequent recital in 2019.

To achieve this goal, I submit the following timeline:

1. Aug, 2017: Contact Doug Smith from UVU, and Mike Sammons from the U.
2. Sep, 2017: Finalize collaborations and repertoire.
3. Sep, 2017: Begin practice for recital.
4. Dec 2017: Develop rehearsal schedule.
5. Mar 2018: Hold recital and assess further collaborations.

Course Development Project Grant Proposal

Name

College of Fine Arts and Communications, School of Music

Course: Percussion Techniques, Music 273A

Proposal: I wish to use these funds to acquire high quality audio recordings of orchestral works that feature important percussion instrumentation.

Rationale: In the Percussion Techniques course, students learn to execute various excerpts from major orchestral pieces. Having high-quality recordings of these pieces is essential to understand the important nuances of the performers, conductor preferences, and composer intent. BYU currently has a vast library of music from the canon of orchestral repertoire, but many pieces pertinent to our course of study are not within the catalogue, are of poor quality, or only have one recording available. It is crucial for students to hear different examples of the same piece performed by different ensembles under different conductors. My desire is to acquire recent, high quality recordings of 10 different pieces from at least 2 different orchestras each. These will be used as study/listening supplement by students as they master practical techniques on various percussion instruments.

Professional Project - Fostering Regional Contacts and Building Student Recruitment

Name

College of Fine Arts and Communications, School of Music

Before my employment at BYU, I lived in the Phoenix area for roughly ten years as a free-lance musician and educator. I had many fellow teachers and students who maintain or now have thriving private studios of their own, or have a steady stream of students graduating from high school searching for higher education opportunities. My project is to maintain these professional ties and develop an on-going student recruiting effort in that area.

The foundation of my project is based on my participation in the Marketing and Recruiting Committee in the School of Music - part of my job in that capacity in the last year was to travel to the Institute in Mesa, AZ to participate in satellite audition activities. Their facility is across the street from Mesa Community College, a heavily LDS populated campus. I plan to travel to Mesa again next February, but with the following agenda and preparation timeline:

1. Sep 2017: Decide repertoire for February performance and begin practice.
2. Oct 2017: Contact Mesa Community College about using performing arts facilities to present a free percussion clinic/performance in February, 2018. Reconnect with Arizona BYU Alumni chapter president and present plan for ongoing area recruitment.
3. Nov/Dec 2017: Reach out to colleagues in the greater Phoenix area and solicit free lesson availabilities, clinic/performance, and satellite auditions at Mesa Community College.
4. Feb 2018: Present clinic/performance and assess effectiveness and future activities.

MUSIC 273A - Percussion Techniques

Fall 2017

Section 001: E251 HFAC on W from 6:00 pm - 6:50 pm

Instructor

info: Name

801-422-0415

Office Hours: Only by appointment

Name@byu.edu

Course Information

Description

Percussion Techniques is a practical course based on various techniques necessary to play a wide range of common concert percussion instruments. The course is geared toward music majors with an emphasis in percussion and will involve improving techniques necessary to being a successful performer. We will spend most of our class time playing instruments for each other and analyzing our specific methods used to execute common excerpts found in the cannon of orchestral music.

Required Materials

Percussion Techniques free online video resource by Ron Brough: C. Alan Publications, 2005. Access these videos through percussion.byu.edu.

username: "percussion", password: "Percussion".

1 pair of Vic Firth 5A drum sticks or something similar.

1 practice pad.

Learning Outcomes

Introduce basic concepts utilized in concert percussion performance. The focus will be on instruments that would be the part of a percussion section in a concert band, orchestra, or percussion ensemble.

Students will become familiar with basic techniques on snare drum, bass drum, cymbals, timpani, keyboard percussion and percussion accessory instruments. Application of these techniques will be related to literature as well as an understanding of basic maintenance, tuning and care of the instruments. Students will be able to demonstrate their ability to play these instruments in a variety of ensemble performance situations with confidence.

Basic Techniques

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Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Your final grade in the course is broken down as follows:

Playing Tests (6): 60%

Assignments (3): 30%

Final: 10%

Your attendance in this course is perhaps the most important aspect of your grade. Unexcused absences (here defined as simply not coming to class without letting the instructor know) will lead to a lowering of one letter grade (10% of your final grade) per absence. Please let the instructor know at least 1 day in advance if you will be missing class. It is your responsibility to get whatever information you missed in class from a classmate that was in attendance on your absence. Of course, if there is an emergency absences may be excused based on the discretion of the instructor.

Study Habits

This course will require a considerable amount of outside practice time and carefully listening to various recordings. It is recommended that around 30 to 45 minutes a day be spent either practicing the materials presented in class and/or listening to recordings of pieces. Here are a few essential questions to ask yourself while practicing (these are based on exhaustive study done on personal practice effectiveness and should be taken very seriously):

- Am I playing things slowly enough to be consistently correct?
- Am I aware of my mistakes and correcting them quickly?
- Am I repeating passages enough to engrain consistency?
- Am I practicing small sections of music at a time? (1 to 4 measures)
- Do I realize the importance of the future artistic output I am fostering and the role I have in glorifying God through music?

Playing Tests

Every 2 weeks we will have an in-class playing test involving play-along with various orchestral excerpts. You will be expected to find recordings of each of the required excerpts (to be assigned in class) and accurately play these for the instructor. Sheet music will be provided for you.

1. Sep 20th: Snare drum
2. Oct 4th: Snare drum continued

3. Oct 18th: Tambourine
4. Nov 1st: Xylo, Glock
5. Nov 15th: Timpani
6. Nov 29th: Cymbals

Assignments

1. My Technique: An Analysis

Due: Wednesday, Sep 13

Consider your specific personal technique used in playing **snare drum, timpani, 2 mallets, crash cymbals, bass drum, and tam tam**. For each instrument mentioned, describe in specific detail how you hold the sticks (if applicable), if your technique changes at various dynamic levels, and what your arms/hands/fingers are doing during sound production. Be concise but detailed in your description: What fingers actually touch the stick? What part of the fingers is doing work, supporting, or doing nothing? Based on what you already know, describe if there is anything you could immediately change to improve your grip, control, speed, comfort, or playing in general. Be very specific in your description.

Your grade will be based on how well you answer the questions. Spelling, grammar, and punctuation errors will lower your grade by one point each. Use 1 full page for this writing assignment.

2. Cymbal Excellence

Due: Wednesday, Oct 11

Choose two of the instructional videos from cymbalexcellence.com and answer the questions after viewing: What new information did I learn? Why does the technique presented make sense? Why is there value in being so detailed about an instrument that is so simple? What can I do to play my cymbal parts better in my next rehearsal/performance?

Your grade will be based on how well you answer the questions. Spelling, grammar, and punctuation errors will lower your grade by one point each. Use 1 full page for this writing assignment.

3. Why Are We So Out-of-tune?

Due: Wednesday, Nov 08

Read Jeremy Epp's article titled "Why are we so out-of-tune" (found on his web page jeremyepptimpani.com). Answer the following questions: What new aspects of timpani overtones did you learn? How can you use this information to better refine your tuning? What can you do to be more aware of your own tendencies in the future?

Your grade will be based on how well you answer the questions. Spelling, grammar, and punctuation errors will lower your grade by one point each. Use 1 full page for this writing assignment.

Final

Your final assessment will be a video submission of a series of excerpts done on various instruments. These recordings need not have play-along audio included. These will be different excerpts than those previously done in the semester. You will obviously have the luxury of having several attempts at your recording. It is strongly cautioned that

instead of trying to get lucky with one good take out of several attempts, practice until it only requires a few takes. Submit your video recordings by Saturday, December 16th at 8pm. You will receive feedback on your recordings via GoReact. Your grade will be determined by the following rubric criteria: technique, note accuracy, tempo, stick/mallet choice, and musicality.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay

taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Schedule for Assignments and Playing Tests

Date	
W Sep 06	
W Sep 13	Assignments 1. My Technique: An Analysis
Th Sep 14	
W Sep 20	Playing Test 1: Snare Drum
W Sep 27	
W Oct 04	Playing Test 2: Snare Drum continued
W Oct 11	Assignment 2. Cymbal Excellence
W Oct 18	Playing Test 3: Tambourine
W Oct 25	
W Nov 01	Playing Test 4: Glock and Xylo
W Nov 08	Assignment 3. Why Are We So Out-of-tune?
W Nov 15	Playing Test 5. Timpani
Tu Nov 21	Friday Instruction
W Nov 22	No Classes
W Nov 29	Playing Test 6. Cymbals
W Dec 06	
W Dec 13	
F Dec 15	Fall Exam Preparation (12/15/2017 - 12/15/2017)
Sa Dec 16	First Day of Fall Final Exams (12/16/2017 - 12/21/2017) Final Exam Due by 8:00pm via email
W Dec 20	