

# Percussion Instruments Midwestern State University Spring 2025 Syllabus

## General Information

Instructor: Dr. Corey Robinson

Course Number: MUSC 3291

Class Location: Fain Instrumental Music Hall 105

Class Time: Monday and Wednesday, 2:00-2:50pm

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Phone: (940) 397-4054

Office: Fain Instrumental Music Hall 104A (office hours posted on door)

## Course Description

The purpose of this course is to provide music education majors with basic information concerning teaching methods and performance techniques for musical instruments common to the percussion family. Students will follow a course of study that will enable them to teach new percussionists through a year of beginning band and gain the knowledge necessary to guide advanced level middle and high school students until they graduate with an accepted, organized approach to learning and developing percussion techniques and skills.

This course is designed to acquaint students with each major instrument found in the percussion family, while focusing primarily on the instruments that are most common to today's elementary, middle and high school band and orchestra literature. Topics for each instrument may include construction, acoustical properties, methods of sound production, idiosyncrasies of notation, pedagogy, playing techniques and resources for further study.

## Course Objectives

Specific learning objectives for the course derive from the Texas SBEC Standards/Test Frameworks for [EC-12 Music](#) and the [Pedagogy and Professional Responsibilities Standards \(EC-Grade 12\)](#). This course provides music education students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Demonstrate on each of the major percussion instruments, either by written or performance tests, an accurate knowledge in the following areas of pedagogy: Instrument assembly and care, grips and hand positions, basic performance techniques, varieties of sticks and mallets, acoustical characteristics of each percussion instrument. (SBEC Pedagogy & Professional Responsibilities Standard I; SBEC Music Domain I Competency 001, 003, SBEC Music Domain IV Competency 008, 009)

2. Identify practical and acoustical ranges of the instruments. (SBEC Pedagogy & Professional Responsibilities Standard I; SBEC Music Domain IV Competency 008)
3. Identify, diagnose, and prescribe common solutions to performance problems encountered by students. (SBEC Pedagogy & Professional Responsibilities Standard III; SBEC Music Domain I Competency 003, SBEC Music Domain IV Competency 009)
4. Choose graded materials and literature that will account for a systematic growth in the musical and technical development of the school percussion student. (SBEC Pedagogy & Professional Responsibilities Standard III; SBEC Music Domain II Competency 004, 005, SBEC Music Domain IV Competency 010, SBEC Music Domain V Competency 011)
5. Become familiar with the various brands of percussion instruments to adequately advise themselves as well as students and parents in the selection of instruments that will fit their budget. (SBEC Pedagogy & Professional Responsibilities Standard II)
6. Understand and possess methods to successfully meet the challenges of percussion education in the public-school music curriculum. (SBEC Pedagogy & Professional Responsibilities Standard I, III; SBEC Music Domain IV Competency 008, 010, SBEC Music Domain V Competency 012)

See Appendix A for a complete list of standards/competencies.

## **Course Requirements**

### ***Attendance***

Attendance will be taken each class period. Students are allowed to be absent a total of two class periods without penalty. Each subsequent absence will lower the student's final grade by one letter. Tardiness of more than ten minutes will be considered an absence. If a student is absent for a school related function, documented illness, or other reasonable excuse, it is the student's responsibility to communicate with the instructor and make-up any missed work. All make-up work will be given at the discretion of the instructor.

### ***Required Materials***

1. *Methods for Teaching Percussion* by Corey Robinson
2. One pair of "general" drumsticks: Innovative Percussion IP-1 or similar 5B model
3. One snare drum practice pad for use in class and at home.
4. One pair of "general" keyboard mallets: Innovative Percussion IP240 or similar

### ***Other Recommended Resources***

1. Cook, Gary. *Teaching Percussion* (3<sup>rd</sup> Edition). Thomson Schirmer Publications, 2006.
2. Primitac, Stephen. *Percussion Methods*. Meredith Music Publications, 2015.

## **Grading**

### ***Participation: 90 points***

Students will be expected to participate in class daily. This participation will include playing, teaching, discussion, and asking questions about the concepts taught in class. Playing many of these instruments will be new to many of you. Please remember, I understand that you are not professional percussionists. I do not expect perfection, but I do expect participation with a good attitude and a willingness to try new things.

### ***Exams: 300 points (100 points each)***

There will be three exams over the course of the semester. Each will cover specifics of pedagogy, techniques, instrument construction, concepts about each instrument. Expect many short answer questions and expect to discuss the pedagogical aspects of all instruments and concepts that are discussed.

Exam #1 (March 3) will concern the snare drum. Exam #2 (April 9) is on keyboard percussion, timpani, and accessory instruments. Exam #3 (finals week) includes topics dealing with drum set, Latin percussion, and marching band.

### ***Note Sheets: 160 points***

Much of the content in this course will be delivered through 32 prerecorded video lectures. An incomplete note sheet will accompany each video lecture. On the due dates detailed in the tentative schedule below, bring the completed note sheet(s) to class and they will be graded on completion. Each note sheet will be worth 5 points. Even though each individual assignment is only worth a few points, missing out on the information in the videos will prove costly. Class time will be devoted to practicing the techniques discussed in the videos, not rehashing the information.

### ***Playing Exams: 250 points (50 points each)***

In lieu of taking class time for individual playing exams, five playing exams will be submitted by video throughout the semester. These will primarily deal with the snare drum and will only require your sticks and practice pad. The requirements for each video will be explained and distributed in class throughout the semester. Each exam must be submitted as *unedited* video by posting a link to an unlisted YouTube video under each assignment on D2L. Please let me know as soon as possible if there are any issues with acquiring the technology to submit these assignments.

## Scoring Rubric for Playing Exams

Category	Exemplary: 10-9	Effective: 8-6	Limited: 5-3	Unsatisfactory: 2-0
<b>Grip</b>	Demonstrates a solid understanding of the how the snare drum sticks should be held consistently throughout the entire performance.	Usually demonstrates an understanding of how the snare drum sticks should be held throughout the performance.	Rarely demonstrates an understanding of how the snare drum sticks should be held during the performance.	Clearly demonstrates no understanding of how the snare drum sticks should be held.
<b>Stroke</b>	Demonstrates a solid understanding of how the sticks should move consistently throughout the entire performance.	Usually demonstrates an understanding of how the snare drum sticks should move throughout the performance.	Rarely demonstrates an understanding of how the snare drum sticks should move throughout the performance.	Clearly demonstrates no understanding of how the snare drum sticks should move.
<b>Rhythmic Accuracy</b>	Consistently demonstrates a mastery of the presented rhythmic complexities throughout the performance while maintaining a consistent pulse.	Demonstrates an understanding of the presented rhythmic complexities for most of the performance. The pulse remains consistent through most of the performance.	Demonstrates limited understanding of the presented rhythmic complexities. The pulse varies significantly throughout the performance.	Demonstrates little or no understanding of presented rhythmic complexities. The pulse is rarely identifiable.
<b>Clarity</b>	Performs with a clear and consistent tone throughout the entirety of the performance demonstrating few to no issues of balance and evenness.	Performs with a clear and consistent tone throughout much of the performance demonstrating minimal issues of balance and evenness.	Performs rarely with a clear and consistent tone demonstrating substantial issues of balance and evenness.	Performs with no semblance of a consistent tone demonstrating unintelligible rhythms lacking all balance and evenness.
<b>Musical Nuance</b>	Demonstrates exceptional musical nuance throughout the performance. Aspects of musical nuance include tempo, dynamics, accents, ornaments, rolls, etc.	Demonstrates clear musical nuance throughout most the performance.	Demonstrates glimpses of musical nuance at some points throughout the performance.	Demonstrates no aspects of musical nuance throughout the performance.

### ***Performance Review: 100 points***

Watching high level performances on any instrument that you are attempting to learn is essential for a complete pedagogical understanding. For this class you are required to attend the MSU Texas Percussion Ensemble Concert (April 15<sup>th</sup>, 7:30pm in Akin Auditorium) and write a review. An alternate assignment will be provided for students who are participating in the Percussion Ensemble Concert or those who receive written approval from the instructor for an alternative assignment due to unavailability prior to that date. Half of this assignment is the review of the MSU Texas Percussion Ensemble concert and half will come from reviewing video performances of five pieces from the [Texas Prescribed Music List](#), Event Code 571) that you find on YouTube. Each piece you review must be for percussion ensemble (3 or more players).

The primary purpose of this assignment is to give you an avenue to begin to think about how the concepts we are talking about in the course could apply to your current and future teaching. This should be the primary focus of your writing. To serve and enhance this pedagogical lens, other observations will be necessary including:

- Techniques used in the performance
- Types of sticks/mallets used
- Instrumentation
- Physical setup used and why
- General characteristics of the music
- Challenges for percussion students (rhythmic, technical, conceptual, independence, endurance, etc.)
- How you might address these challenges when teaching

The performance review should total about four pages in length: two pages for the Percussion Ensemble Concert Review and two pages for the video reviews. Use standard formatting for the entire review (1" margins, 12-point font, double spaced, etc.).

### Scoring Rubric for Performance Review

Category	Exemplary: 20-16	Effective: 15-11	Limited: 10-6	Unsatisfactory: 5-0
<b>Length of response</b>	Response is at least four full pages in length.	Response is almost four full pages in length.	Response is less than four pages in length.	Response is two pages in length or shorter.
<b>Thoroughness of Response</b>	Addresses all parts of the assignment thoroughly.	Addresses all parts of the assignment but lacks depth in parts of the topic response.	Addresses only some parts of the assignment. Lacks depth in response to the topic proposed.	Addresses very little or none of the assignment. Most of the response is off topic.
<b>Knowledge of Course Content</b>	Consistently demonstrates exemplary understanding of the content learned in the course and uses specific references from the course to support own ideas.	Usually demonstrates understanding of the content learned in the course and uses specific references from the course to support own ideas.	Sometimes demonstrates understanding of the content learned in the course and vaguely references topics from the course to support own ideas.	Rarely demonstrates understanding of the content learned in the course and does not reference topics from the course to support ideas.
<b>Application toward Future Teaching Career</b>	Consistently demonstrates clear vision on how the stated observations contribute to a more thorough understanding of teaching future percussion students.	Sometimes demonstrates vision on how the stated observations contribute to a more thorough understanding of teaching future percussion students.	Rarely demonstrates vision on how the stated observations contribute to a more thorough understanding of teaching future percussion students.	Shows no effort to link current observations to the understanding of teaching future percussion students.

Category	Exemplary: 20-16	Effective: 15-11	Limited: 10-6	Unsatisfactory: 5-0
<b>Style and Mechanics</b>	Grammar usage is always correct regarding subject/verb agreement; verb tense and usage; pronoun usage; adjective/adverb usage, etc. Sentence structure is exemplary. Capitalization and spelling are always correct.	Grammar usage is consistently correct. Sentence structure is effective. Capitalization and spelling are mostly correct. Better proofreading and editing would take responses to exemplary level.	Grammar usage is mostly correct. One or two capitalization or spelling errors exist. Sentence structure is limited in its effectiveness. Better proofreading and editing could have occurred.	Grammar usage is rarely correct. Too many capitalization and/or spelling errors. Sentence structure is weak. Work is unsatisfactory. It is obvious very little proofreading or editing occurred.

### **Teaching Demonstration 100 points**

This assignment will give you an opportunity to practice your teaching craft. The submission for this assignment will be a 10-minute video of you teaching someone a lesson in percussion. This is a live, in-person lesson, not an instructional video. The person you choose to teach should be someone who has not taken this course and is not a trained percussionist. The lesson you choose to teach is up to you. I would recommend a “first day” lesson on any percussion instrument so that no prior experience is needed. *Before you film your lesson, a lesson plan must be approved by the instructor of this course.* Samples of lesson plans will be distributed during class. The lesson plan must contain a clear goal and methodology. You will be graded using the rubric below.

### **Scoring Rubric for Teaching Demonstration**

Category	Exemplary: 20-16	Effective: 15-11	Limited: 10-6	Unsatisfactory: 5-0
<b>Length of Demonstration</b>	Demonstration is at least ten minutes in length.	Demonstration is between 8 and 10 minutes in length.	Demonstration is between 6 and 8 minutes in length.	Demonstration is less than 6 minutes in length.
<b>Lesson Plan</b>	Lesson plan correctly details each step of the teaching process and is generally followed throughout the demonstration.	Lesson plan correctly details most of the steps of the teaching process and is somewhat followed throughout the demonstration.	Lesson plan correctly details only some of the steps of the teaching process and is rarely followed throughout the demonstration.	Lesson plan is missing or incorrectly details many steps of the teaching process.
<b>Clarity of Teaching</b>	Communication between the teacher and student is always clear with simple and specific instructions given throughout the entirety of the demonstration.	Communication between the teacher and student is usually clear with simple and specific instructions given throughout some of the demonstration.	Communication between the teacher and student is sometimes clear with simple and specific instructions frequently missing throughout the demonstration.	Communication between the teacher and student is lacking any sense of clarity with simple and specific instructions rarely given throughout the demonstration.

Category	Exemplary: 20-16	Effective: 15-11	Limited: 10-6	Unsatisfactory: 5-0
<b>Responsiveness to Student</b>	The teacher quickly and effectively responds to the complications that arise throughout the demonstration.	The teacher sometimes responds to the complications that arise throughout the demonstration.	The teacher rarely responds to the complications that arise throughout the demonstration.	The teacher ignores all complications that arise throughout the demonstration.
<b>Content Knowledge</b>	The technical and musical content communicated by the teacher is always pedagogically accurate.	The technical and musical content communicated by the teacher is usually pedagogically accurate.	The technical and musical content communicated by the teacher is sometimes incorrect or incomplete.	The technical and musical content communicated by the teacher is frequently incorrect or incomplete.

**Total for the Class: 1000 points**

- A = 900 points or more
- B = 800-899 points
- C = 700-799 points
- D = 600-699 points
- F = 599 points or lower

**Tentative Course Schedule**

Date	Monday	Wednesday
Week 1: Jan 22	No Class	Introduction, Syllabus, Rhythm
Week 2: Jan 27, 29	Introduction to the Snare Drum <b>Introduction, Lesson 1 Due</b>	Grip and Stroke <b>Lesson 2 Due</b>
Week 3: Feb 3, 5	Sticking Systems <b>Lesson 3 Due</b>	Dynamics, upstrokes and downstrokes <b>Lesson 4, Playing Exam #1 Due</b>
Week 4: Feb 10, 12	The Double Stroke Roll <b>Lesson 5 Due</b>	Review Day
Week 5: Feb 17, 19	The Multiple Bounce Roll <b>Lesson 6 Due</b>	Ornamentation <b>Lesson 7, Playing Exam #2 Due</b>
Week 6: Feb 24, 26	The Roll Base <b>Lesson 8 Due</b>	Review for Exam #1
Week 7: Mar 3, 5	<b>Exam #1: The Snare Drum</b>	Introduction to Keyboard Percussion <b>Lessons 9-10, Playing Exam #3 Due</b>
Week 8: Mar 17, 19	Scales, Arpeggios and Reading Music <b>Lessons 11-12 Due</b>	Rolls and 4-Mallet Playing <b>Lessons 13-14 Due</b>

<b>Date</b>	<b>Monday</b>	<b>Wednesday</b>
Week 9: Mar 24, 26	Timpani Construction, Tuning, Stroke <b>Lessons 15-17 Due</b>	Timpani Performance Techniques <b>Lesson 18 Due</b>
Week 10: Mar 31 Apr 1	Orchestral Accessories <b>Lessons 19-24 Due</b>	Ensemble Performance <b>Playing Exam #4 due</b>
Week 11: Apr 7, 9	Review for Exam #2 <b>Teaching Demo Lesson Plan Due</b>	<b>Exam #2: Keyboards, Timpani and Orchestral Accessories</b>
Week 12: Apr 14, 16	Percussion in the Marching Band <b>Lesson 25 Due</b>	Playing Techniques for Marching Band <b>Lessons 26-27 Due</b>
Week 13: Apr 21, 23	Playing Techniques for Marching Band	Hand Drums and the Conga <b>Playing Exam #5, Lesson 28 Due</b>
Week 14: Apr 28, 3-	Bongos, Djembe and Cajon <b>Lesson 29, Playing Exam #5 Due</b>	Drum Set Set-up <b>Lesson 30, Teaching Demo Due</b>
Week 15: May 5, 7	Drum Set: Pedagogy, Rock Drumming <b>Lesson 31 Due</b>	Jazz Drumming, Review for Exam #3 <b>Lesson 32, Concert Reviews Due</b>

Exam #3 will be given during the final exam time for this course.

## **Other Information**

### ***Special Needs***

If a student needs class accommodation(s) because of a documented disability, (2) has an emergency medical condition that may interfere with class performance, or (3) requires special handling in case the building must be evacuated, he/she is encouraged to contact the office of Disability Support Services in room 168 Clark Student Center (940) 397-4140 and make an appointment with the professor as soon as possible.

### ***Student Conduct***

Behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instruction will result in the instructor removing the disruptive student(s) from the class, either temporarily or permanently (instructor drop), and assigning a final lower grade, up to and including an F. In addition, and depending on the nature of the behavior or conduct, the student(s) may be subject to further disciplinary actions as per MSU policies.

### ***Privacy Statement***

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss a students' academic progress or other matters with his/her parents. Please do not have them call. Regardless of these



important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

### ***Academic Dishonesty***

Academic dishonesty including plagiarism and giving or receiving unauthorized assistance is prohibited. Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not the individual to whom credit is given. If a student in the class plagiarizes material, appropriate disciplinary action will be taken. The Student Honor Creed developed and adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the creed reads, "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else do so." Plagiarism is lying, cheating, and stealing.

In this course, the use of generative AI tools (such as Chat GPT) is not permitted. If the professor of this course suspects that an assignment contains AI-generated or plagiarized content, the student will be informed by email and have 5 days to schedule an online office hour via Zoom to discuss the content. If the student fails to respond, no credit will be given for the assignment. Two or more zeros issued for suspected academic dishonesty will result in the automatic failure of this course.

### ***Campus Carry***

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at MSU Campus Carry Policy Website.

### ***Campus Closure Policy***

If Midwestern State University authorizes campus closing procedures, classes for this course will be canceled with no expectation of meeting synchronously online. All assignments will remain due at the time listed in the syllabus unless otherwise altered by the instructor.

### ***References/Scientifically based Research/Additional Readings:***

Cook, Gary. *Teaching Percussion*. Schirmer Books, 1988.

McClaren, Cort. *Book of Percussion Pedagogy*. C. Alan Publications, 1997.

Breithaupt, Bob. *The Complete Percussionist*. C.L. Barnhouse Company, 1991.

Primitac, Stephen. *Percussion Methods*. Meredith Music, 2015.

[Percussive Notes Online Public Database](#)

## Appendix A:

### Domain I – Listening (Standard I, III, V-VI)

Standard I and III Competency 001- The teacher applies standard terminology to describe and analyze various elements in a musical recording.

Category	Level	Assessment
A. Interprets music symbols and terms aurally (e.g., dynamics, embellishments, articulation, tempo markings), identifies specific melodic and harmonic intervals and recognizes scales and pitch collections (e.g., modal, major, minor, pentatonic, whole-tone).	Develop	Students are assessed through playing exams and written exams.
B. Identifies different rhythms and meters and interprets rhythmic and melodic phrases aurally (e.g., syncopation, hemiola, augmentation, contour, sequence, repetition).	Develop	Students are assessed through playing exams and written exams.
C. Recognizes and describes the melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and counter melody).	Develop	Students are assessed through playing exams and written exams.
D. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and harmonic textures (e.g., polyphonic, homophonic, monophonic).	Develop	Students are assessed through playing exams and written exams.

Standard VI Competency 003- The teacher evaluates and critiques musical compositions and performances in a musical recording.

Category	Level	Assessment
A. Identifies vocal and instrumental sounds and distinguishes among timbres (e.g., voice and instrument types and ensembles).	Develop	Students are assessed through playing exams and written exams.
B. Recognizes accurate pitch, intonation, rhythm and characteristic tone quality; recognizes and diagnoses performance problems; and detects errors accurately.	Develop	Students are assessed through playing exams and written exams. This skill is practiced and emphasized during classroom instruction

<b>Category</b>	<b>Level</b>	<b>Assessment</b>
C. Identifies and analyzes musical forms in performance and listening repertoire (e.g., twelve-bar blues, binary, ternary) and characteristics of style and expression in musical performance (e.g., dynamics, tempo, articulation, embellishments).	Develop	Students are assessed through playing exams and written exams and in the Performance Review Assignment.

## **Domain II-Music Theory and Composition (Standard I, III, IV and VI)**

**Standard I and III** Competency 004- The teacher knows how to read, write and interpret standard music notation.

<b>Category</b>	<b>Level</b>	<b>Assessment</b>
A. Knows standard music terminology and identifies and interprets music symbols and terms from notation (e.g., dynamics, embellishments, articulation markings, tempo markings).	Develop	Students are assessed through playing exams and written exams. These skills are developed through regular reading and performing during classroom instruction.
B. Recognizes clefs, keys and meters; recognizes scales and pitch collections (e.g., modal, major, minor, pentatonic, whole-tone); identifies specific melodic and harmonic intervals; and identifies different rhythms and meters.	Develop	Students are assessed through playing exams and written exams. These skills are developed through regular reading and performing during classroom instruction.
C. Reads melodies in various modes and tonalities; interprets rhythmic and melodic phrases from notation; and reads music that incorporates complex rhythmic patterns in simple, compound and asymmetric meters.	Develop	Students are assessed through playing exams and written exams. These skills are developed through regular reading and performing during classroom instruction.
D. Recognizes and describes melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and counter melody).	Develop	Students are assessed through playing exams and written exams. These skills are developed through regular reading and performing during classroom instruction.
E. Analyzes chordal structures (e.g., major, minor, dominant seventh, diminished seventh), harmonic progressions, cadences (e.g., authentic, half, deceptive, plagal) and harmonic textures (e.g., polyphonic, homophonic, monophonic)	Develop	Students are assessed through playing exams and written exams. These skills are developed through regular reading and performing during classroom instruction, especially during the keyboard portion of the course

**Standard IV and VI Competency 005-** The teacher understands methods and techniques of musical composition and improvisation and knows how to arrange music for specific purposes and settings.

<b>Category</b>	<b>Level</b>	<b>Assessment</b>
D. Applies criteria for evaluating and critiquing musical compositions, evaluates specific musical works and styles using appropriate music terminology and knows how to offer constructive suggestions for the improvement of a musical composition.	Develop	Students are assessed through the Percussion Ensemble Program Assignment and the Performance Review Assignment.

### **Domain IV-Music Classroom Performance (Standard I-II, V-VII, IX-X)**

**Standard I and II Competency 009-** The teacher demonstrates knowledge of methods and techniques for playing musical instruments.

<b>Category</b>	<b>Level</b>	<b>Assessment</b>
A. Understands performance skills and appropriate playing techniques (e.g., bowing, fingering, embouchure, rudiments) for a range of instruments (e.g., band, orchestral, classroom).	Introduce	Students are assessed through playing exams and written exams.
B. Understands proper health techniques to use during instrumental rehearsals and performances (e.g., posture, hand position, instrument maintenance).	Introduce	Students are assessed through playing exams and written exams.
C. Selects appropriate instrumental literature to enhance technical skills and provide musical challenges.	Develop	Students are assessed through the Performance Review Assignment.
D. Understands standard terminology used in communicating about students' musical skills and performances.	Develop	Students are assessed through playing exams and written exams as well as the Teaching Demonstration Assignment.
E. Knows how to offer meaningful prescriptions for correcting performance problems and errors (e.g., intonation, vibrato, articulation, tone production) and understands the constructive use of criticism when evaluating musical skills or performances.	Introduce	Students are assessed through playing exams and written exams as well as the Teaching Demonstration Assignment.

**Standard V, VI, VII and X Competency 010-** The teacher knows how to conduct vocal and instrumental performances.

A. Selects appropriate conducting techniques for small and large ensembles (e.g., basic conducting patterns, techniques for communicating expression markings, cuing techniques).	Develop	This skill is addressed during the Concert Percussion Accessories portion of the course. Students conduct percussion ensemble pieces during class.
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<b>Category</b>	<b>Level</b>	<b>Assessment</b>
B. Demonstrates knowledge of appropriate vocal and instrumental performance techniques for small and large ensembles.	Develop	This skill is addressed during the Concert Percussion Accessories portion of the course. Students conduct percussion ensemble pieces during class.
C. Knows how to interpret music through performance and demonstrates knowledge of musical performance styles.	Develop	Students are assessed through playing exams and written exams.
D. Demonstrates knowledge of a varied musical repertoire for vocal and instrumental performance.	Develop	Students are assessed through the Percussion Ensemble Program Assignment and the Performance Review Assignment.
E. Understands legal and ethical issues related to the use or performance of music in an educational setting, applies knowledge of copyright laws to make appropriate decisions about the use of music in an educational setting and knows federal and state policies and regulations concerning the use and performance of music.	Develop	These items are addressed in classroom instruction and assessed through the Performance Review Assignment.

## **Domain V-Music Education**

Standard V, VII, and IX Competency 011- The teacher knows how to plan and implement effective music instruction.

<b>Category</b>	<b>Level</b>	<b>Assessment</b>
A. Demonstrates knowledge of the content and performance standards for music that comprise the Texas Essential Knowledge and Skills (TEKS) and recognizes the significance of the TEKS in developing a music curriculum.	Develop	Students are assessed through playing exams and written exams.
B. Knows how to use multiple forms of assessment and knowledge of the TEKS to help determine students' progress in developing music skills and understanding, applies knowledge of techniques and criteria for ongoing assessment of students' musical knowledge and skills and knows how to use assessment results to help develop instructional plans.	Develop	Students are assessed through playing exams and written exams. Materials related to pedagogy are discussed within each section of the course.

<b>Category</b>	<b>Level</b>	<b>Assessment</b>
C. Demonstrates an understanding of appropriate sequencing of music instruction and knows how to deliver developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful.	Develop	Students are assessed through playing exams and written exams. Materials related to pedagogy are discussed within each section of the course.
D. Knows how to adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities and levels of development and musical experience.	Develop	Students are assessed through playing exams and written exams. Materials related to pedagogy are discussed within each section of the course.
E. Knows how to provide instruction that promotes students' understanding and application of fundamental principles of music and that offers students varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres and to evaluate music of various types.	Develop	Students are assessed through playing exams and written exams. Materials related to pedagogy are discussed within each section of the course.
F. Demonstrates an understanding of materials and resources available for use in music education and applies knowledge of procedures and criteria for selecting an appropriate repertoire for the music class. G. Knows how to use varied materials, resources and technologies to promote students' creativity, learning and performance and understands the use of technology as a tool in the music class.	Develop	Students are assessed through playing exams and written exams. Materials related to pedagogy are discussed within each section of the course.
H. Instructs students to apply skills for forming and communicating critical judgments about music and music performance; knows strategies and benefits of promoting students' critical-thinking and problem-solving skills in relation to music; and knows how to provide students with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating and responding to music.	Develop	Students are assessed through participation in classroom discussion.

Standard V, VIII Competency 012- The teacher knows how to provide students with learning experiences that enhance their musical knowledge, skills and appreciation.

<b>Category</b>	<b>Level</b>	<b>Assessment</b>
A. Demonstrates awareness of the importance of helping students develop music skills that are relevant to their own lives and of providing students with a level of musical self-sufficiency that encourages lifelong enjoyment of music.	Develop	These items are addressed through video and classroom instruction. Students are assessed through participation in classroom discussion.
B. Knows how to provide students with opportunities to contribute to the music class by drawing on their personal experiences and by encouraging students to pursue musical knowledge independently.	Develop	These items are addressed through video and classroom instruction. Students are assessed through participation in classroom discussion as well as through the portfolio assignment.
C. Demonstrates knowledge of various music and music-related career options and knows how to promote music as an integral element in students' lives, whether as a vocation or as an avocation.	Develop	These items are addressed through video and classroom instruction. Students are assessed through participation in classroom discussion.
D. Knows how to help students develop an understanding and appreciation of various cultures through music instruction and discussion of current events related to music and knows how to incorporate a diverse musical repertoire into instruction, including music from both Western and nonWestern traditions.	Develop	These items are addressed through video and classroom instruction. Students are assessed through participation in classroom discussion as well as through the portfolio assignment.
E. Knows how to integrate music instruction with other subject areas and analyzes relationships among the content, concepts and processes of music, the other fine arts and other subjects.	Develop	These items are addressed through video and classroom instruction. Students are assessed through participation in classroom discussion.
F. Applies strategies and procedures for effectively managing and organizing the music class in various settings (e.g., rehearsal room, concert hall, marching field); knows how to manage time, instructional resources and physical space effectively for the music class; and knows how to teach students concert etiquette.	Develop	These items are addressed through video and classroom instruction. Students are assessed through participation in classroom discussion.

<b>Category</b>	<b>Level</b>	<b>Assessment</b>
G. Demonstrates knowledge of techniques for effectively and efficiently managing varied resources for the music education program and applies strategies for managing and documenting the use and condition of musical instruments and other materials in the music program.	Develop	These items are addressed through video and classroom instruction. Students are assessed through participation in classroom discussion, especially during the keyboard percussion, timpani and orchestral accessories portions of the course.

### TAC 228.30 Alignment

<b>Code</b>	<b>Description</b>
(4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;	The students are instructed in all aspects of percussion instrument performance and pedagogy. This includes practical teaching demonstration and observation and evaluation of performances.
(5) the importance of building strong classroom management skills;	Classroom management is addressed through demonstration from selecting appropriate instructional materials to managing student behaviors.
(7) appropriate relationships, boundaries, and communications between educators and students;	Communication between the teacher and student is addressed through daily instruction. Each of the lectures in the course offers insight into ways to communicate effectively with students.

### TAC 149.1001 Alignment

<b>Code</b>	<b>Description</b>
(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.	Course Objectives #1, 3, 6 Assessed through written exams, Performance Review Assignment, Portfolio, and Teaching Demonstration assignment.
(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.	Course Objectives #3, 4, 6 Assessed through written exams, the portfolio assignment, teaching demonstration assignment, and during classroom discussion.



<b>Code</b>	<b>Description</b>
(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.	Course Objectives #1, 2, 4, 5 Assessed through written exams, playing exams, teaching demonstration assignment, and concert review assignment.
(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.	Course Objectives #5, 6 Assessed through classroom discussion, written exams and the portfolio assignment.