

MMED/PMED 770 Introduction to Playing the Drum Set

SUMMER 2018

Instructor

- Marc Dicciani/Dean, College of Performing Arts, The University of the Arts
- Contact Phone: 215.717.6126
- Email: mdicciani@uarts.edu
- Web site: www.dicciani.com

Required Texts/Materials

- "Playing the Drums; An Introductory Text" book and CD, by Marc Dicciani (provided in class)
- Drums/sticks/cymbals are provided; printouts and brochures are distributed throughout the week

Pre-assignment

Students will be emailed articles to read two weeks prior to the class.

Program Objectives

Students completing graduate music education coursework through The University of the Arts...

- Understand the essential tenets of music education
- Understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods
- Demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
- Demonstrate the application of pedagogical and methodological means to teach music and employ effective teaching methods
- Utilize technology in diverse ways as a teacher and in support of student learning
- Communicate and collaborate with peers in diverse musical environments and school communities
- Are creative and innovative musicians who share these musical strengths with their learners through teaching
- Understand the diverse cultural, communal, and learning needs of 21st century students

Course Description

This course is designed for those who have little or no experience or formal training in drum set performance or practice. Teaching is directed towards enabling participants to acquire a facility for themselves, and in turn, to help them teach and coach their student drummers in developing better drumming skills and overall musicianship. Students will learn about technique, styles (including rock, jazz, big band, Brazilian, and Afro-Cuban), improvisation, reading, repertoire, and drum equipment. No equipment is required; you will be supplied with a pair of sticks, a method book, and a play-along CD. Each student will sit at their own professional drum set that includes all cymbals and hardware.

Student Learning Outcomes

At the conclusion of this graduate music education course, students will:

- have acquired a facility to both play and teach student drummers in developing skills and musicianship
- understand foundational technique, style, improvisation, reading, repertoire, and equipment

Grading Criteria and Assessment Methods

Course assessment, evaluation and grading is based upon three factors: (1) the completion of the pre-assignment, (2) active engagement in daily course studies and (3) in the completion of the final assignment/post-assignment.

Below is the rubric that will be utilized by faculty to assess and evaluate students in these three categories of learning and understanding.

Please note that pre-assignment and final/post assignments should be included in the course outline at the end of this syllabus.

	Basic	Average	Superior
Pre-assignment	Provides basic/unsatisfactory content and concepts in preparation for this course.	Accurately identifies content and concepts relevant to this course.	Demonstrates a deep understanding and preparation of content and concepts relevant to this course.
During class formative assessments	Fails to actively engage in course content, application, and engagement of daily coursework.	Engages actively in course content and application of concepts in daily coursework.	Demonstrates a thorough and deep engagement in course content, application and understanding of daily coursework.
Final/Post-assignment	Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.	Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.	Final assignment/post-assignment is fluid and engaging. It is organized, well structured and clear, and evidences a deep understanding and application of course goals. It is submitted on time.

The [Grading Policy](#) can be found in the Course Catalogue.

Academic Integrity Policy

A primary tenet of this course is to prepare students for professional responsibilities as teachers. The timely arrival to class as well as the daily preparation and engagement in course studies is essential.

University policy on [Academic Integrity](#) may be found in the UArts catalog.

If students are not clear about what constitutes plagiarism, you might recommend ***Introduction to Research and Documentation*** available on the University Libraries website.

Absences

Due to the compressed nature of the five-day intensive course structure, absences from class will not be accepted. Students who arrive late to class or leave early will be held accountable for missed time through additional assignments to be completed outside of course hours.

Technology

[Policies on Technology](#) may be found in the Course Catalogue.

Class Format

All summer music studies courses that meet in-person are five-day intensive courses typically running for 8 hours per day. Students are responsible for preparation of materials, for engaging in course content as per the course description, and in being responsive to completion of pre and post coursework as detailed in the course outline.

Courses offered online may be in a different format and may run for a longer amount of time, specific to the needs and intents of the course content.

Educational Accessibility

Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at [215-717-6616](tel:215-717-6616) or access@uarts.edu to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.

Course Outline

All syllabi are subject to change.

Typical Course Sequence:

Day 1

AM

Understanding the role of the drummer/drumset
Body movement and basic strokes
Quarter-note grooves
Stick selection
Seat and snare drum height
Bass drum set-up and pedal adjustment

PM

Straight 8th-note grooves
Bass pedal adjustment
High hat adjustment
Simple drum fills (sound, accent, and rhythm variations)
Playing live to accompaniment tracks

Day 2

AM

Straight 8th-note grooves
Bass drum, high hat, and sound variations
Strengthening/trusting your internal clock
Tom-tom set-up
Basic stickings

PM

16th-note feels (traditional/linear)
Creating drum parts using the bass line
Playing to song form (playing musically)
Accents

Day 3

AM

Reading 8ths and 16ths
Playing/orchestrating simple rhythms around drums (w/foot accompaniment)
Triplet-based feels

PM

Playing jazz time
Understanding horizontal/linear aspects of jazz time
Building grooves from stickings
Building fills from stickings

Day 4

AM

Define “feel” – the anatomy of a groove
Drum selection (sizes / manufacturers / shell composition)
Big Band drumming – basic
Drum chart reading/interpretation

PM

Cymbal selection
Simple jazz independence/inter-independence
Basic Latin (Brazilian and Afro-Cuban) drumming styles

Day 5

AM

Basic drum improvisation
Play with a live bass player

PM

Drum heads (Remo hand-out)
Drum tuning
Use of brushes/rods
How to Learn, How to Practice (expanding your tempo and volume box)
Overview of basic styles and grooves