

Habits of a Successful Middle School Percussion Section

Habits Summer Institute
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Clinician:
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Our Goal: To Building Musicians Who Play Percussion

The First Year

Establish a Common Language

- A Consistent Counting System (*Habits Universal Online Rhythm Sheets, Teaching Rhythm Logically- Darcy Williams, etc...*)
- Solfege and Lettering System
- Rhythmic and Melodic Dictation (literacy)
- Improvisation (also literacy)

The Fitting Process

- Teachable attitude
- Responsible and Respectful
- Good grades? Maybe... *Work Ethic is more important than grades.*
- Natural Grip (same as embouchure)
- Listening and Echoing skills
- Aural and Visual Coordination (practice pad and keyboard)
- Consider Ensemble size, amount of equipment, number of spots available on keyboards

The Beginner's Equipment

Purchased:

- Heavy Hitter Stock Pad or Reel Feel 12" pad, (no drum)
- Innovative Percussion FP-2 stick/mallet bag pack (or equivalent that contains the following:
 - o Concert Sticks
 - o Yarn Mallets marimba or vibes
 - o Plastic Mallets for xylophone or bells
 - o Timpani Mallets
- Band Books (*Habits of a Successful Beginner Band Musician*)
- 3-Ring Binder

Rented, Recommended, but not "Required"

- Portable Mallet Instrument (Mapex, Ludwig, etc) (stays home)
- Do what works for your families' financial abilities
- ***NOT Bell Kits.**
 - Good for note recognition
 - Too small for technique

***Our Virtual Students only have Practice Pads, so we focus on fundamental movements that TRANSFER to Keyboard, Timpani, Etc.**

The “Total Percussion” Approach

- Gradually introduce as many percussion instruments as you can
- Use a method book that incorporates this philosophy
- Percussion builds off itself
- Playing “Percussion” implies many instruments!

The Two Sides of Percussion Teaching

- *Physical Skills*- tone, technique, finesse, chops
- *Literacy Skills*- identifying correct rhythm and pitch on paper
- Devote time to BOTH every day!
- BOTH are built from the Ears to the Hands:)

Fundamentals of Playing on Practice Pad

- Correct posture
- Correct Grip (Matched only)
- The foundation of all Percussion Playing
- 4 basic strokes for beginners
 - o Rebound Stroke/Piston Stroke
 - o Controlled Stroke (down-stroke)
 - o Up-Stroke
 - o Multiple-Bounce Stroke (buzz, triple, double)
- Teach them, then play within a musical context (book recordings, garage band, etc)
- Building toward the Rudiments



*No Gap

Keyboard Basics

- Grip modifications
 - Mallets are longer, made for 4-mallet playing
 - Mallets are Front-heavy
 - Same Grip and Fulcrum as snare drum
 - Move the Grip further up the mallet
- Movement:
 - Up & Down (Piston stroke, mallet heads Start and End higher than the wrist)
 - Left and Right (naturals)
 - Forward and Back (accidentals)
- Playing Area
 - Center of the Bars
 - Over the Resonators
- Rolls
 - Alternated (RLRL...)
 - Start slowly
 - As muscles build, roll speed will increase
 - Lead to the next note with the closest hand
- Scales and dexterity
 - Play all scales with different sticking patterns
 - Right Hand only
 - Left Hand only
 - R-L alternated
 - L-R alternated
 - Double-stops in octaves

Figure C. Correct Keyboard Grip and Playing Position



*Mallet heads Start and End higher than the Wrist

Timpani

- Playing Areas- about 1/3 the way between the Rim and Center
- Grip and Stroke are the same (French or German grip later...)
- Rolls like Keyboards- alternated
- Sneak it into your daily warm-up (pre-tune, teach tuning process later, DON'T FORGET)

Accessory Percussion

- Teach with what you have!
- Introduce them through your Rhythm exercises
- *Sustaining instruments (metals)* – match the winds (half notes, whole notes...)
- *Non-sustaining instruments (membranes, woods)*- add rolls when proficient
- Hold correctly, strike correctly (Dots)
- Prepared for the future
- Don't TELL them how to play it, SHOW them how to play it:)

Classroom Environment and Director Expectations

- Informal vs. Formal Instruction
- *Informal*- Modeling, hands-on, more showing, less explaining, **most effective...**
- *Formal*- lecture-style, more explaining, less showing, **least effective...**

(Does this affect your Virtual teaching approach? Face-to-Face approach?)

- Percussionists work best with Informal Instruction:
 - They are the only section that can SEE how the tone is produced while playing
 - Modeling engages more senses: Sight, Sound, Touch, Attitude
 - They are usually in the back of the room.
 - Gives positive interaction vs negative behavior comments
- Treat your students how you want them to be :)
- Be aware of your verbiage, tone, and amount of time you spend with your percussionists
- Build those positive relationships

Discuss Less, DEMONSTRATE MORE.

Accountability and Assessment strategies

- Students must be able to demonstrate their skill mastery
- Teachers must know where their students are
- Keep everyone involved and engaged
- “Divide and Conquer” whenever possible (sections, high/low)
- In class, Before/After School times
- Online Options
 - o Habits Online Universal Gradebook
 - o Flipgrid
 - o Video uploads to gradebook software (Canvas, Powerschool, etc)

Face-to-Face Percussionists have DOUBLE the assignments (Rudimental + Keyboard/Accessories)

- Practice Pad pass-off's at home via videos
- Keyboard and Accessory pass-off's at school
- Set a rotation for class. Give as many opportunities as possible.
- Customize assignments to maximize skill development

Examples of Percussion Pass-Offs (Keyboard and SD/Accessories)

Example 1

[illegible]

Example 2

24. Lamb Chops

[illegible]

24. Lamb Chops

a. Snare Drum

b. Tambourine

The musical score for 'The Rose Tree' is written for a single melodic line on a five-line staff. The key signature has one sharp (F#), and the time signature is common time (C). The melody consists of a series of eighth and sixteenth notes, with some rests. The piece ends with a double bar line and a repeat sign.

Example 3

31. I Like It

Example 4

53. Down to the Bottom - Playing Test #5

mp R L L R L R R L R L L L R

mf R L L R L R R L R L R L L R L

53. Down to the Bottom - Playing Test #5 (See Page 2d for Performance Practices on *Bass Drum*)

a. Snare Drum

mp R L L R L R R L R L L L R

mf R L L R L R R L R L L L R

b. Bass Drum

mp R L L R L R R L R L L L R

mf R L L R L R R L R L L L R

Example 5

58.

mp R L L R L R R L R L L L R

mf R L L R L R R L R L L L R

58.

b1. Suspended Cymbal with One Hand

b2. Triangle with the Other Hand

The Second Year and Beyond

Aligning Percussion and Winds Fundamentals

- Improves ensemble understanding and cohesion
- Take it as far as you need to in your situation (i.e. percussion director, solo band director)
- Process begins in Spring of the first year


Long Tones/Interval Studies	Rebound Strokes & Stick Control
Whole Tone Scale	Double-Stroke Roll and Timing
Lip Slurs	Downstroke & Up-Stroke Combos
Major Scale Patterns	Rudiments with Logical set-ups
Articulation and Chorales	Timpani exercises

- The fundamentals don't change, they just get faster or look different on paper

The Following Examples are Multi-Use. They align with Various Interval Studies (Remington's), AND Various Lip Slur Patterns.
Write what YOUR students need at any given time!


Rebound Strokes Exercise

①




R B L B L B R B


②




③




④



⑤




⑥




Buzz Roll Exercise

①




R L R L R L R L R L R L R L

②



R L R L R L R L R L R L R L

③



R L R L R L R L R L R L R L

Accents and Taps

① ②

RH
LH
BH

③ ④

⑤ ⑥

Part Assignments for Band and Percussion Ensemble

- Each percussionist should get a copy of every part to every song. (drums, keyboard, etc)
- Rotate through parts daily or every other day
 - Observe what they are drawn to
 - The teacher should know where each student ranks
 - Make Assignment Sheets for each concert
 - Make Percussion Maps for each concert
 - Assign parts so that students change instruments often
 - Special consideration for Timpani, SD, and BD (one per part, timekeepers)
 - Fill-up the keyboards. Write more parts.
 - Keep track of assignments for the next concert, to give more opportunities to perform on more instruments

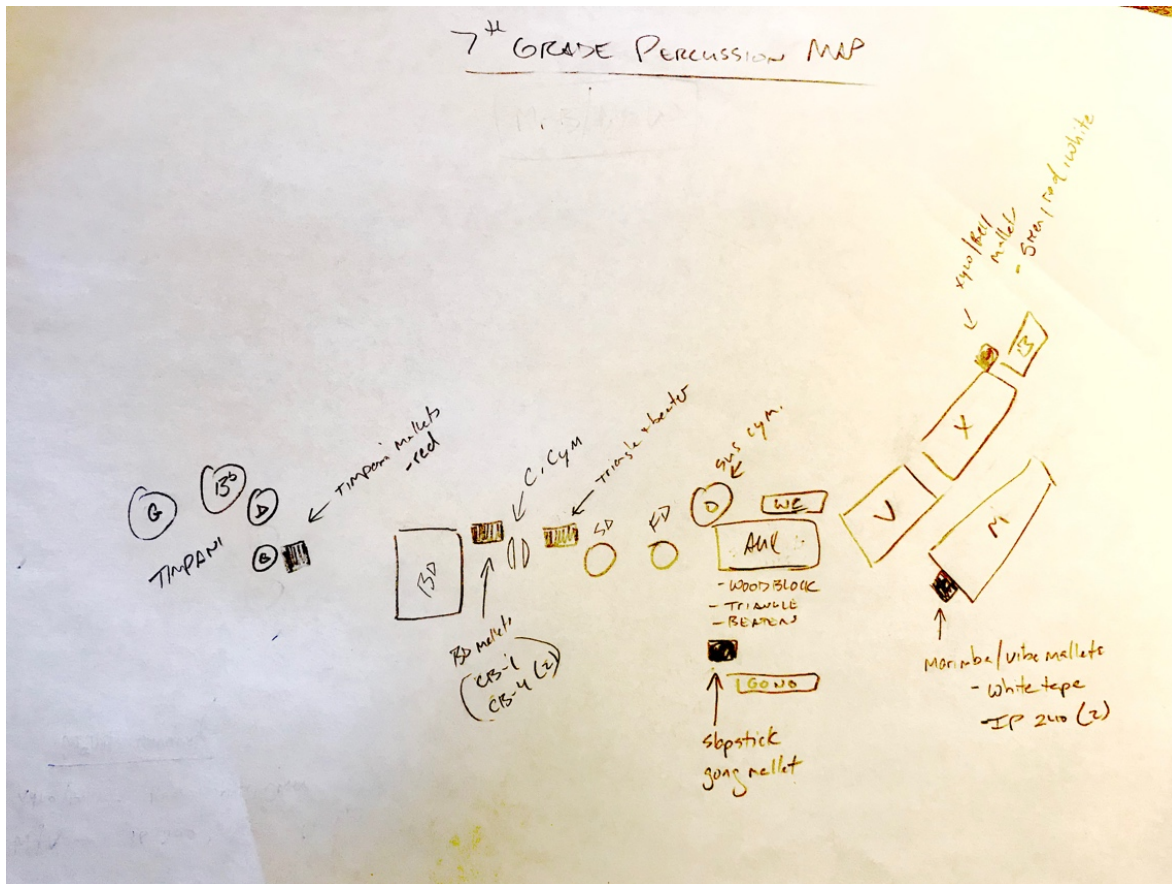
COSTUME CONCERT PERCUSSION ASSIGNMENTS 10/28/19

8th grade

<u>Abominable Snowman Chase:</u> Temple Blocks/Toms: Aidan SD: Zachary BD: Landon Tambourine: Jackson Triangle/Windchimes: Isabella Ride Cym/China Cym: Tanner Timpani: Jacob	<u>Ghosts in the Graveyard</u> SD: Aidan BD: Jackson Sound Effects: Jacob, Landon Mallets: Isabella (marimba), Tanner (xylo) Timpani: Zachary
<u>Monster Under the Bed</u> SD: Jacob BD: Isabella Ratchet: Landon Woodblock: Jackson Triangle: Aidan Bells: Zachary Timpani: Tanner	

Percussion Maps for Concerts

- Part of the Percussionist's Life!
- Each student gets a copy
- Defines WHERE everything goes
- Practice setting-up/breaking-down SEVERAL TIMES
- Have the students "Walk their paths" from song to song



This simplifies the concert process for both you and the students.

Fewer questions, more engagement and reasonable responsibilities for the students

Percussion Ensemble

- Just do it!
- Reinforce Fundamentals
- Delve into percussion-specific subjects
 - o Timpani tuning process,
 - o Timpani Rolls (*fp*, crescendos, etc)
 - o Drum Tuning
 - o Instrument maintenance
 - o Master classes with a guest teacher

- Chop-building
- Ethnic Percussion
- Add Speed to fundamentals
- Perform at one or more concerts
- Great Literature at: Row-Loff, C-Alan Publications, Tapspace
- Keep it simple and build. Technique should lead to musicianship.

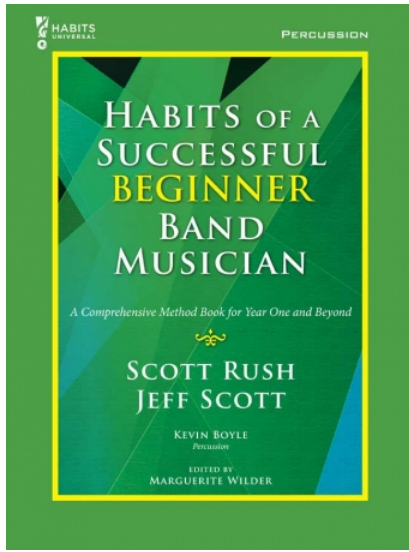


“A great band with an okay drummer will sound okay. An okay band with a GREAT drummer will sound GREAT.” -Buddy Rich

B, E, and A more often (as opposed to the typical emphasis on B-flat, E-flat, and A-flat)

CLINIC RESOURCES

- The use of the “enharmonic ladder” and the “call-and-response game” to learn enharmonic notes



Habits of a Successful Beginner Band Musician is a field-tested, vital, and—most important—musical collection of 225 sequenced exercises for the beginning band student.

The book’s cutting-edge online component, *Habits Universal*, features a backend gradebook that allows students to submit video recordings of their performances as a primary source of assessment. This gradebook is compatible with PowerSchool, Canvas, Google Classroom, Brightspace, Edmodo, Schoology, and many other platforms!

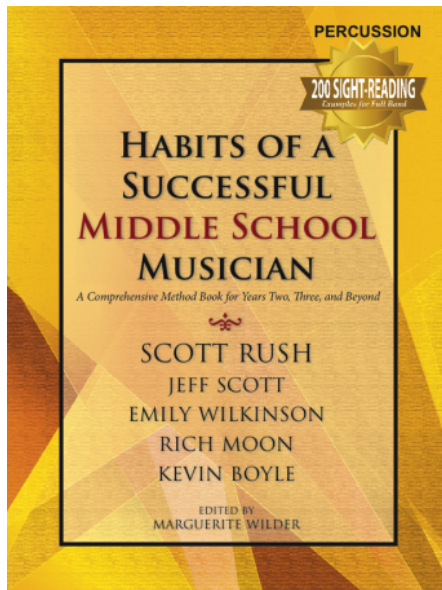
In addition, *Habits Universal* features supplemental rhythm vocabulary sheets, accompaniment tracks, video start-up clinics, as well as a professional video coach for each exercise in the book.

What makes *Habits of a Successful Beginner Band Musician* unique? Features include:

- Teacher tips for each exercise in the book.
- Diatonic solfege that begins on the first day of instruction.
- Initial exercises on the mouthpiece, mouthpiece and barrel, reed, bocal and reed, or headjoint prior to playing the first notes in the book.
- Sequential rhythm charts embedded in the book. These same rhythms are then presented with pitches for a seamless transfer to the music students are performing.
- Technique and skill-building exercises embedded
- The introduction of the key of Concert C, which results in students playing the pitches
- The introduction of five keys: Concert B-flat, E-flat, A-flat, C, and F. The Concert G scale is also provided in the back of the book.
- Left (L) and right (R) indicators for woodwinds along with appropriate chromatic alternate fingering indicators.
- A thorough explanation of (T:1) for trombones and rules for when to use it.
- **The sequential introduction of the one-handed breakdown of a percussion rudiment before introducing the rudiment itself.**

- A thorough explanation of and markings for the “F dilemma” on oboe.
- An explanation of appropriate flicking on bassoon.
- Two pages of slow “clarinets only” work that focuses on going over the break and throat tones.

Habits of a Successful Middle School Musician is a field-tested, vital, and—most importantly—musical collection of more than 300 sequenced exercises for building fundamentals.



Perfect for use by an entire band or solo player for years two, three, and beyond, this series contains carefully sequenced warm-ups, chorales, sight-reading etudes, rhythm vocabulary exercises, and much more.

In one place, this series presents everything an aspiring player needs to build fundamental musicianship skills and then be able to transfer those skills directly into the performance of great literature

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Clinician Bio

Mr. Kevin Boyle is in his eighteenth year of teaching instrumental music and his third year as the Associate Director of Bands at Tapp Middle School in Powder Springs, GA. He is also the Percussion Director for McEachern High School. Prior to arriving at Tapp, he taught middle school band and percussion in both Georgia and South Carolina.

Mr. Boyle's ensembles have received consistent Superior ratings at Georgia's annual Large Group Performance Evaluation. His band students participate in All-District and All-State Bands each year, and his middle school percussion ensembles have performed at the Lassiter Percussion Symposium.

He is a co-author of the *Habits of a Successful Middle School Musician* book series with Scott Rush and Jeff Scott and he has over 20 years of educational experience in concert and marching percussion.

An active clinician, Mr. Boyle has presented at The Midwest Clinic International Band and Orchestra Conference, as well as multiple in-service conferences in New York, Connecticut, North Carolina, Georgia, and Alabama.

Mr. Boyle earned his bachelor's degree in Music Education from the University of Georgia in 2005, and his master's degree in Music Education from the University of North Texas in 2019.

Professional affiliations include Phi Beta Mu, the National Association for Music Education, the Georgia Music Educators Association, the National Band Association, and the Percussive Arts Society.

Kevin Boyle proudly represents Innovative Percussion sticks and mallets, Dynasty drums, and Sabian Cymbals. He currently resides in Kennesaw, GA with his wife Allison.

