

# Arizona State University Percussion Studio

Undergraduate Applied Lesson Syllabus

Year 3 and 4 Percussionists: MUP 311, 321, 327

## THIS CLASS IS OPEN TO NON-MUSIC MAJORS

- You might need to fill out a course override form to enroll
- [Fill out the course override form here](#). Choose “class permission” or “time conflict” depending on the situation.

### Fall 2025

- Individual lessons times determined in consultation with faculty
- Studio class: W 12:20-1:10, WB10
- Performance Class: Wednesday 6-8pm
- Optional:
  - Technique class: M 12:20-1:10, WB10
  - Scales class: F 12:20-1, WB10

### Michael Compitello

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Office hours by appointment

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## Course Objectives

Through exposure to and mastery of a wide variety of repertoire, instrumental techniques, and musical cultures, ASU percussionists develop musical fluency and percussive proficiency. Undergraduate students will be expected to leave ASU diverse, flexible, and skillful musicians, capable of quickly achieving expert status in any percussive discipline.

## Learning Outcomes

- I. Performance: Develop a technical framework to effectively communicate musical ideas on a number of percussion instruments. Learn an increasingly broad and deep repertoire of percussion music.
- II. Learning: Increase overall learning capacity through the study of music. Develop and hone strategies to understand, analyze, evaluate, and master new concepts. Articulate learning skills which transfer to other domains.

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- III. Logistics: Able to take care of percussion instruments on campus, including playing techniques, maintenance, moving, and storage
- IV. Professional Development: identify career paths, identify and make use of opportunities on and off campus, and work with faculty to take steps towards career goals.

### I. Performance

- Refinement of a foundational set of mental models for snare drum, keyboard playing, timpani, and multiple percussion, including: sound concepts, stroke types, instrument choice, implement choice, and similarities between instruments.
- Create, adapt, compile or design exercises suitable for technical and musical development
- Learn broad cross-section of percussive repertoire as assigned by the faculty and as discovered and articulated by the student
- Improve sight-reading abilities on keyboard instruments and snare drum
- Refine skills of public performance, including accuracy, precision, emotional engagement with audiences, and managing stage fright
- Curate compelling program of solo and chamber music repertoire which inspires musical and technical growth.
- 2 Mallet keyboard playing
  - technical capacity with 2 mallets on vibraphone and marimba sufficient to communicate musical ideas
  - Performance of solo works and at least 5 orchestral excerpts with 2 mallets
  - Fluidity with major and minor scales, arpeggios, and other chordal exercises
- Timpani
  - Effectively tune timpani to intervals
  - Development of timpani technique, including strokes and mallet choice
  - Mastery of exercises on ASU timpani packet
  - Performance of Hochrainer etudes 1-20
  - Performance of solo timpani repertoire, e.g. works by Carter, Delécluse, etc
  - Study and performance of at least 5 orchestral excerpts for timpani
- Snare Drum
  - Refinement of rolls, rudiments, and stroke types, including a nuanced and comprehensive understanding of grip and mechanics
  - Performance of solo works e.g. Portraits in Rhythm, Pratt Etudes, Tompkins etudes and other repertoire as assigned by instructors
  - Study and performance of at least 5 orchestral excerpts for snare drum

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- Multiple Percussion
  - Study and performance of at least one work for multiple percussion
- Folkloric percussion
  - Take part in studio samba performances
  - Demonstrate knowledge of all parts in ensemble from memory
- Drumset (where applicable)
  - Ability to maintain steady, compelling time while comping, playing exercises, and soloing.
  - Alternate time and solos in the following styles:
    - Relaxed swing (quarter  $\approx$  120)
    - Medium swing (quarter  $\approx$  170)
    - Fast swing (quarter  $\approx$  210 and up)
    - Medium Shuffle (quarter  $\approx$  160)
    - Jazz waltz (quarter  $\approx$  150)
    - Bossa Nova (quarter  $\approx$  140)
    - Samba (half  $\approx$  100)
    - Mambo (any clave, half  $\approx$  90)
    - Straight 16th Funk (quarter  $\approx$  100)
    - Shuffle Funk (quarter 100)
  - Able to set up and tune drumset according to physical and musical needs

## II. Learning: Increase overall learning capacity through the study of music. Develop and hone strategies to understand, analyze, evaluate, and master new concepts. Articulate learning skills which transfer to other domains.

- Conceptualize assigned repertoire within historical, cultural, and musical frameworks
- Plan and execute long-term learning projects
  - Estimate/predict time necessary to learn new repertoire and formulate learning plans
  - Set effective goals for musical learning
  - Plan and organize multiple practice sessions across a week
  - Use the principles of deliberate practice and design thinking within practice time for maximum efficiency
- Prepare logistics for learning music
  - Part Making
    - music available as physical score or on ipad/tablet
  - Page turns and other logistical challenges planned/music taped as necessary

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- Part Marking
  - Music is appropriately marked with analytical and performative instructions. Appropriate stickings and/or other musical information is written in
  - appropriate stickings and other musical information written in
- Summarize, interpret, and make use of feedback from self, peers, and coaches, using feedback to propose and test new learning strategies.
  - self: recording
  - peer: playing in studio class or performance class
  - teacher: recording lesson
- Develop discipline and resilience in learning new material
- Effectively reflect and learn from experiences
  - remembering experience
  - understanding and analyzing component parts
  - evaluating experiences
  - using these analyses to craft new learning strategies

### **III. Logistics: Able to take care of percussion instruments on campus, including playing techniques, maintenance, moving, and storage**

- Practice and perform on studio instruments in ways that do not harm them
- Explain and demonstrate best practices for storage and moving instruments on campus
- Assess instruments in need of maintenance or repair and report to faculty and/or instrument coordinator
- Work with faculty, Instrument Coordinator, and large ensemble section leaders to maintain organization and cleanliness in percussion studio, practice rooms, rehearsal halls, and concert venues on campus

### **IV. Professional Development: identify career paths, identify and make use of opportunities on and off campus, and work with faculty to take steps towards career goals.**

- Identify potential career paths
- Identify opportunities on and off campus that meet professional goals
- Completion of professional development assignment; 2 meetings with Dr. Compitello

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## Required Materials

### Instruments, Implements

- [Required mallets and sticks are available at this link](#). These items will ensure your musical development through generating quality sounds. If you have a comparable choice in your selection already, please contact the faculty for approval before substituting. Students should also plan and budget to purchase solo music required for applied lessons. If the acquisition of these implements is not feasible, contact Dr. Compitello
- Music **Minors** should consult with Dr. Compitello before purchasing the recommended list, as their needs will be slightly different.

### Sheet Music

Students should plan and budget to purchase solo music required for applied lessons. If the acquisition of these implements is not feasible, contact Dr. Compitello

### Technology

Students are expected to use the following technologies:

- Slack: Students are expected to be a member of the Percussion Studio Slack channel (<http://asupercussion.slack.com>) and to monitor conversations every day. Slack will be used for assignments, discussion, and studio-wide communication. Having trouble accessing Slack? [Click here](#)
- Recording technology to record lessons
- Notebook for recording lesson assignments as well as practice activities
- Google Documents (free for ASU Students)
  - Shared documents, including lesson assignments
- Microsoft Office ([free for all currently-enrolled ASU students](#))
  - Writing and revising documents
- Transcription software (Transcribe! or similar) for slowing down audio files, rehearsing with live electronics, etc
- Cloud storage for sharing of files/scores
  - Dropbox (free for ASU students) <https://uto.asu.edu/Dropbox>
  - Google Drive (free for ASU students: <https://uto.asu.edu/google-drive>)

### Clothing

The following clothing is recommended, though not required, for participation in world percussion events:

- White pants. Recommendation: [Chef Design White Pants](#)
- White shoes. Recommendation: [Kapsen non-slip shoes](#)

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### Tips for Success

- Check Slack daily: although this course has a Canvas shell, the vast majority of communication will occur through Slack.
- Read course announcements
- Read and respond to course email and Slack messages
- Be diligent: a few minutes practicing every day is better than many minutes the day of your lesson.
- Communicate regularly with your teacher and peers
- Create a study and/or assignment schedule to stay on track
- Bring your teacher problems to solve, not mysteries to diagnose

### Course Outline and Schedule

#### 1. Private Lessons

- In consultation with the faculty, students will enroll in either 30 minutes of weekly lessons each with two faculty members or 60 minutes of lessons with one faculty member.
- Private lessons at ASU are **2 hours a week**. 1 hour to take the lesson, and another hour to listen to lesson recording, make notes, and plan practice based on lesson events. As such, recording devices are required and all lessons must be recorded.
- Teaching assignments for lessons will be announced on studio Slack workspace, [and are available here](#)

#### 2. Studio Class, Technique Class, Scales Class

Alongside private lessons, students are required to attend studio class

- **Studio class:** Wednesdays, 12:20-1:10pm

Optional, but recommended for those with interest in maintaining or developing fundamental skills:

- **Technique class:** Monday, 12:20-1:10pm
- **Scales class:** Friday, 12:20-1pm
- **Performance Class:** Thursday 6-8pm

[Schedule for studio class, scales class, technique class, and performance class is available here](#)

#### 3. Folkloric Percussion Fiesta: December 4, 7:30pm, Evelyn Smith Music Theatre

This concert will feature the percussion studio joining our folkloric percussion ensembles. Attendance and participation are mandatory. Material will be learned during studio class time.

#### 4. Percussion Recitals: dates to be announced

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These days will feature all percussion recitals for the semester as well as a percussion group performances.

**Attendance is mandatory.**

### **5. Jury Performance/Recital**

Final performance in class is determined by the following:

1. Jury performance. The jury is a cumulative performance in front of the percussion faculty designed to model a public performance. Juries occur during the last week of classes and are scheduled mid-semester.
2. Recital. For those students with recitals, enrollment in recital course and performance of solo/chamber recital of 30 or 60 minute length, depending on the degree.

Updated schedule for all percussion courses is on the [ASU Percussion Notion Page](#)

## **Assignments and Grading**

<b><u>3rd and 4th year</u></b>	
<b>Assignment</b>	<b>Percentage of Grade</b>
Weekly lesson grade	45
Professional Development assignment (due 12/3/25)	15
Folkloric percussion fiesta performances	10
<a href="#">Percussion space and instrument usage contract (due August 27, 2025)</a>	5
Syllabus quiz (due September 1, 2025)	5
Jury/Recital/Public performances	15
Repertoire learning chart (due September 10, 2025)	5
<b>TOTAL</b>	<b>100</b>

### **Grade Scale**

98-100	A+
93-97	A

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90-92	A-
88-89	B+
83-87	B
80-82	B-

### Grading Criteria

- **Weekly Lesson Grade**
  - [Weekly lesson grade rubric is available here](#)
    - Preparation/Knowledge of repertoire
    - Technical and musical progress
    - Promptness and materials
- **Folkloric percussion fiesta performances**
  - Memory and recall of assigned calls, breaks, and other material taught by rote
  - Attendance at required instrument moving, sound check, and performance time
- **Percussion space and instrument usage contract**
  - Complete/incomplete
- **Syllabus quiz**
  - 100% accuracy (multiple attempts allowed)
- **Jury/Recital/Public performances**
  - *Graded on 1-5 scale by jury/recital committee*
  - [Jury grading rubric available here](#)
    - Preparation (punctuality, materials prepared, setup, attire)
    - Technique and accuracy (touch, control, rhythm, tuning)
    - Musicianship (dynamics, phrasing)
- **Repertoire learning chart**
  - *1 per semester*
  - Finished repertoire learning chart according to canvas assignment
- **Professional development exercise**
  - Worked with Dr. Compitello to set parameters for appropriate professional development exercise.
  - Met with Dr. Compitello to develop project
  - Submitted final metacognitive assignment around project



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### Attendance Policy

- More than unexcused 2 absences will result in the reduction of one letter grade. Students will fail the course with a third unexcused absence. Two unexplained tardy appearances to lessons will also result in the reduction of one letter grade. It is the student's responsibility to keep track of his/her absences.
- Excused absences related to religious observances/practices in accord with [ACD 304-04](#), "Accommodation for Religious Practices." Students may be excused for the observance of religious holidays. Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments.
- Excused absences related to university sanctioned activities in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities." Students required to miss classes due to university sanctioned activities will not be counted absent. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Students should inform the instructor early in the semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences. Reasonable accommodation to make up missed exams or other required assignments will be made. Consult the instructor BEFORE the absence to arrange for this accommodation.
- Line-of-duty absence and missed assignment policy  
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch who misses classes, assignments or examinations due to line-of-duty responsibilities shall have the opportunity to make up the coursework in accordance with [SSM 201-18 Accommodating Active Duty Military Personnel](#). This accommodation also applies to spouses who are the guardian of minor children during line-of-duty activities. This policy does not excuse students from course responsibilities during their absence. Students should first notify the Pat Tillman Veterans Center of their activation and then the instructor to discuss options.

### Concert Attendance

Vital to percussive development is concert attendance. Percussion students are required to attend large ensemble performances, percussion recitals, and percussion ensemble performances. In addition to developing awareness of significant repertoire, percussionists need to be good colleagues, and will endeavor to assist with logistics for the concerts listed as directed by Dr. Compitello or large ensemble principal players.

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### Withdrawal

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit <https://students.asu.edu/drop-add>

### Instructor Absense Policy

Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.

### Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. The course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06](#), "Commercial Note Taking Services" for more information). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

### Academic Integrity and Student Honor Code

The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. Every student is expected to produce their original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>).

Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link or review:

<https://tutorials.lib.asu.edu/tutorials/rise/academic-integrity/index.html#/>.

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Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

### **Special Accommodations**

Your instructor is committed to making appropriate adjustments for any limitations caused by disabilities that have been documented with the Student Accessibility and Inclusive Learning Services (SAILS: <https://eoss.asu.edu/drc>).

Reach out to your instructor to discuss your accommodations and establish expectations. Please note that retroactive accommodations are seldom granted.

### **Student Learning Community Conduct**

ASU's Student Code of Conduct emphasizes the importance of intellectual, personal, social, and ethical development. It promotes a respectful and open environment for discourse, encouraging self-discipline and respect for others. Students are expected to treat instructors and peers with kindness and respect differing viewpoints in all communications, avoiding criticism or ridicule. Given the lack of nonverbal cues in electronic communication, students should also be mindful of how humor may be interpreted. Additionally, students must be aware of their Rights and Responsibilities at ASU.

Further, Herberger Institute students are expected to adhere to the Herberger Institute Professionalism standards. Professionalism entails a set of skills critical for workplace and creative successes, and professional behavior creates an atmosphere promoting safe and high-quality spaces for constructive learning as well as individual and community well-being. The institute expects students to show professional behavior with clients, members of the community, and others in the university environment (e.g., classrooms, clinics, labs, studios) including members of the faculty and administration, other students and staff. Students are expected to conduct themselves in a professional manner, including arriving on time with an open attitude to learning, engaging in ethical behavior, resolving conflicts in an appropriate manner at all times, holding partnership information confidential, and using prudence in written and verbal communications. Professionalism includes: self-control, respectful communication, following all university and studio safety protocols and behavioral expectations, attendance and punctuality, honesty and integrity.

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### **Inclusive Excellence**

The Herberger Institute for Design and the Arts at Arizona State University upholds, values, and cherishes diversity among students and faculty—regardless of circumstance. As members of the ASU community, we have a profound responsibility to challenge injustice and inequity through education. These values are fundamental to our identity as an institution and should be upheld by all members of the ASU community, including—but not limited to—Herberger Institute students, faculty, and staff.

This course welcomes all students, regardless of race/ethnicity, gender identity, gender expression, sexual orientation, socioeconomic status, age, disability, religion, regional background, veteran status, citizenship status, nationality, politics or other aspects of identity that each person brings to class. We all carry perspectives shaped by our experiences and identities, and each of us contributes to our shared culture of Inclusive Excellence and community belonging.

As your instructor, I expect all students to honor the following community agreements:

- Bring a willingness to reflect deeply on your own assumptions, identifying areas where you may need to unlearn bias and exclusionary behaviors.
- Help others learn by respectfully voicing your thoughts and reactions, acknowledging that your perspective is shaped by your unique way of understanding the world. You can find further free speech resources at <https://eoss.asu.edu/resources/free-speech>.
- Engage with active listening, curiosity and openness when learning how others perceive and experience the world.

Diverse experiences, backgrounds, and viewpoints are essential to cultivating a rich academic and democratic environment. This diversity strengthens our ability to be ethical, empathetic, and imaginative thinkers. I aim for this course to serve students from all backgrounds equitably and to view the diversity you bring as a valuable resource and strength. Course materials—including readings and assignments—will reflect a commitment to diverse and inclusive knowledge.

If you feel that there is a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, I encourage you to speak with me directly or to Dr. Heather Landes. We welcome the opportunity to support your learning and to enhance the effectiveness of this course for all student groups.

### **Statement on ASU's Community of Care Standards**

The Herberger Institute for Design and the Arts complies with the spirit and the letter of ASU's community of care standards with regard to social distancing, masking, and student, faculty, and staff safety and well being.

<https://eoss.asu.edu/communityofcare>

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### **Title IX and Mandated Reporter Policy**

Title IX is the federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. Anyone who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, your teachers are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

### **Disruptive, Threatening, or Violent Behavior**

In the classroom and out, students are required to conduct themselves in a manner that promotes an environment that is safe and conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual, available at <https://public.powerdms.com/ASU/documents/1560490>

### **Subject to Change**

The faculty reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.