

## **MUE 2471/MVP 4640 – Percussion Skills 2/Percussion Pedagogy**

Fall 2025 – School of Music, University of Florida

*Syllabus subject to change at instructor's discretion*

Instructor: Dr. Danielle Moreau  
Contact: [dmoreau@ufl.edu](mailto:dmoreau@ufl.edu) | MUB 341  
Office Hours: by appointment only  
Class meeting: to be arranged  
Required textbook: *Simple Steps to Successful Beginning Percussion*, Kennan Wylie

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### **Course Overview and Purpose**

Percussion Pedagogy is designed to help future specialized educators develop the highest level of musicianship, artistry, and teaching proficiency within an instrumental curriculum. It is required for Percussion Performance and Percussion Education majors. At the end of this course, students will understand teaching methodologies and applications of relevant resources to aid their transition to music educators. Students will learn to communicate these objectives clearly and effectively and to think critically about how they deliver this content. While projects will focus on applied teaching, group instruction will be required.

### **Course Expectations**

Students are responsible for satisfying all academic objectives as defined by the instructor and within this syllabus. Work containing any AI generated information will not be accepted and will result in a zero according to the UF Honor Code.

### **Overview of Course Schedule**

Week 1-3: Course Introductions/Basic Terminology, Snare Drum Unit and Teaching Demonstration #1  
Week 4-6: Keyboard Unit and Teaching Demonstration #2  
Week 7-9: Timpani Unit and Teaching Demonstration #3  
Week 10-11: Drumset Unit and Teaching Demonstration #4  
Week 12-13: PASIC – Marching, Auxiliary, and World Unit  
Week 14: Thanksgiving Break  
Week 15: Clinic Presentations and Final Thoughts

### **Attendance**

Absences count from the first-class meeting. Acceptable reasons for absence from or failure to engage in class may be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Other reasons may be deemed acceptable if approved by the instructor. For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit. Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above. The university recognizes the right of the instructor to make attendance mandatory and require

documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

### **Grade Determinate**

Teaching demonstrations – 60% total (four lessons at 15% each)

Demonstrations are 15-minute pre-recorded lessons based on assigned material and watched by the entire class. Feedback will be provided followed by in-class coaching to illuminate areas of improvement. The delivery of content and application of concepts will be assessed.

Participation/Attendance – 10%

Weekly the class members will present teaching elements to one another to practice methodologies before applying these to recorded teaching projects. For every unexcused absence, 1% will be deducted from the final grade average for the course.

FMEA-style clinic – 10%

Students will present an educational clinic designed for non-percussion band directors to the class. The clinic will include a brief handout summarizing critical concepts and takeaways. Topics will be provided by the instructor.

“Earn a Job” project – 10%

Students will submit a digital teaching portfolio for review by the instructor. Components may include a resume, interview prep guide, cover letter, teaching philosophy, and sample curriculum.

Readings/Reflection posts – 10%

Students will be assigned readings for each unit. Reflections will be posted via VoiceThread.

### **Grading Scale**

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	59 and below

### **Academic Policies and Resources**

Information about university-wide policies and resources can be found here:

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>