

## TEACHING BEGINNING PERCUSSIONS:

1. **Decide what you want the kids to have in for percussion kits music stores will help.**
  - A. **Sticks:** Lalo Davila IP-SD, Vic Firth SD 1, Salyers: PCS1FF "Fulcrum Finder"
  - B. **Mallets:** *Favorite:* Balter 10A, Firth M443- Articulate Series is similar both have 7/8" heads. Others with 1" heads Balter Basics, BBB11: Med Hard Poly, Salyers Etude 80 or 90.
2. **Selecting Students: Percussion Tryout.**

"Kids think they know what they want to play. You have the ability to steer them to what they will do the best and away from where they might have problems". The Goal is to guide them to make the best decision for them and the band.

  - A. Gross Motor vs Fine Motor: Bouncing A Basketball while seated.....use wrist only.
  - B. Steady Beat:
  - C. Rhythmic Recall: "*Universal Rhythm*" (1 2 3 & 4)
  - D. Rhythm Reading:
  - E. Treble Clef Pitch Reading
3. **Percussion Class Organization:** How often do you see the kids? Is there a "full band" experiences?
  - A. Bells only
  - B. Drum Pad only.
  - C. Mixed Drums and Bells
  - \* D. **Total Percussion:**
4. **Where I Start:** The Teacher Mirrors Everything: (you have to play opposite stickings)
  - A. Start without a Drum or Sticks.....most of the kids won't have them anyway.
    1. **Verbal Exercises:** Use A Metronome, Q = 92. *SLOWER IS HARDER!!!*
      - a. Count to 4, Count to 3, Count to 2.
    2. **Clapping Exercises:** Have hands start apart!
      - a. Count to 4 out loud. Clap on 1, Then move to another number.
      - b. Divide class have them Clap on either 1 or the other number "2"
      - c. Add another Clap on another number.
      - d. Have some people move to the new number....
      - e. Add fourth beat. Divide Up have them clap on all beats (MB BD style)
    3. **Count and Clap Exercises:** *I will always love you* exercise Start hands apart.
      - a. I want you to clap your hands together on 3. Count Out Loud.
      - b. Clap on 8, Count out loud
      - c. Clap on 12. I count softly. They count with their inner voice.
      - d. Clap on 15 no one counts I did a slight time keeping with my hands.
    4. **Basic Note Reading:** Have your thing: ***Every Good, Boy Does Fine, Elvis's Guitar Broke Down Friday, Elephants Got Big Dirty Feet, and FACE***  
Use *Musictheory.net*
      - a. Spaces Only. <https://bit.ly/3yNHK3I>
      - b. Lines Only <https://bit.ly/3AXXT8U>
      - c. Challenges <https://bit.ly/3zdYUbp> 2 minutes to get 10 notes.
    5. **Peripheral Vision & Coordination Practice:** Need Hacky Sacks, chairs
      - a. Group of 2, seated in a chair, 5 to 6 feet from each other.
      - b. You must look at the eye of the person across from you, head still
      - c. Only using one hand, throw/catch the hacky sack and throw it back

Give **CONCRETE** examples for **ABSTRACT** Concepts

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### B. Starting to Play:

#### 1. Knocking:

- a. **Finding Neutral:** have students hold out their hands, palm up, the teacher places his hand in a fist in neutral position, and relaxes. Student holds the weight of the teacher's hand. Then curl wrist down, feel the additional weight, pivot wrist up...notice it got lighter. Flat is neutral.
- b. Sit at a table with your arms on the table in front of you, Fingers curled into fists like snapping your fingers, palms down on the table with the thumb and index finger pinched.
- c. Start with wrists up! Play along with the teacher using your right hand only. Play 4 Right hand Knocks. Don't let your arms lift off the table. The knocks should be light and bouncy.
- d. Keep watching the teacher's hand. Match the Knock height it reaches and the speed it moves. The hand should move up and down at the same speed. Both hands should sound similar. Teach them to listen.
- e. Introduce the Left hand.....most people this will be the more difficult one. Remind them of the previous steps. 4 Left Hands
- f. Alternate 4 Rights and 4 Lefts, repeated any number of times, or timed.
- g. RIGHT            RIGHT            RIGHT            RIGHT,  
LEFT,            LEFT,            LEFT,            LEFT,  
TOGETHER    TOGETHER    TOGETHER    TOGETHER
- h. Perform at different speeds At slow speeds is the the wrists should move proportionally slower.
- i. Hand to hand practices:

#### 2. Let's do more Knocking Practice: <https://bit.ly/3JRvkwF>

Lightly "Knock" on the table without moving your arms! Only use your wrists. Play each pattern 2 times before going onto the next letter. Once you can play it perfectly at one tempo, speed it up.

|    |         |         |         |         |
|----|---------|---------|---------|---------|
| A  | R R R R | R R R R | L L L L | L L L L |
| B. | R R R R | L L L L | R R R R | L L L L |
| C. | R R R L | L L R R | R L L L | R R R L |
| D. | R R L L | R R L L | R R L L | R R L L |
| E. | R L R R | L R L L | R L R R | L R L L |
| F. | R L R L | R L R L | R L R L | R L R L |
| G. | R L R L | L R L R | R L R L | L R L R |



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### 5. INSTRUMENTS ARE HERE:

- A. Step by Step Go Over what is in the Case Assembling the Stand
  - 1. Pick up Bottom of Stand,
    - a. Turn the Screw 1/2 to loosen.
    - b. Hold against you so the three legs are pointed up. Have the legs look like a Y with the bottom towards you.
    - c. Pull the 2 sides of the Y away from you.
    - d. Tighten Screw
  - b. Pick up Top of Stand
    - a. Loosen the screw 1/2 turn to loosen
    - b. Slide both together. Tighten Screw
  - c. Get the pad.
    - a. Kneel on the ground and line up the bolt with the bottom of the pad
    - b. Spin pad on.
    - c. Height of the pad: Thumb in belly button, fingers should just touch pad.
- B. **THE STICKS**
  - 1. **Pit the Sticks.** Put the sticks in your arm pits and listen.
  - 2. Holding the Sticks: Pinch Stick by Thumb and Index Finger. Back fingers just wrap around lightly just protecting the stick. Same as our knocking position. Should have a little bit sticking out the back of the hand. You can also use stickers or hole reinforcement labels used on papers.
  - 3. **Stick: Check Points**
    - a. Thumbs
    - b. Jello
    - c. 3 V's
    - d. Neutral Wrists: .
    - e. Basketball: Everything is a bounce.
- C. **The Stroke: Legato Stroke:** Everything is a bounce! Remember Check Points.
  - 1. Start with one stick. Hold it so the butt end is toward the pad. Release the stick and watch it bounce.
  - 2. Right hand. 1 wrist stroke. Let the wrist fall and just ride the bounce back up. Keep the fingers on the stick. Follow with 2, then 3 and 4.
  - 3. Play 4 Dominant hands followed by four beats of rest.
  - 4. Play 8 Dominant hands followed by four beats of rest.
  - 5. Use different tempos and different lengths of times.
  - 6. Repeat a-e with non dominant hand. Note: For many this might be really hard.
  - 7. Four on a Hand Exercises
  - 8. R R R R L L L L Together Together Together Together Exercise.  
Watch the stick blur, is it more solid on the top of stroke or bottom. What does it sound like.
  - 9. Additional Practice: Review the Knocking Practice but now with Sticks!!!

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## **TEACHING BEGINNING PERCUSSIONS:**

10. Continue to practice using a met. Have a check off sheet. Remind them of their Thumbs, Jello, 3 V's and basketball.
  11. OTHER STROKES: Once students have achieved the Legato Stroke
    - a. Bounce Stroke: how long can you bounce a stick.....neutral position
    - b. Down Stroke: Control the bounce. Suck the energy out of stroke.
    - c. Up Stoke: Tap and Run.....play tag with the drum
  12. Decisions: Right hand lead, Alternate Sticking.
- D. Putting the stand away: use body to help fold the stand.

### **6. MALLETS:**

- A. Things are very similar to Drum Pad. Start playing with fingers first.
- B. Holding the Mallet is the Same. Same check point items....the Response from the is different. Still need to feel the natural bounce. Work to let the bell ring.
- C. **TEACH** Middle Bb (R). and Low Bb (L). You can use same exercises as before. Top Upper manual note of a group of 3
- D. Teach Peripheral Vision:
  1. Have them look ahead hold up a number of fingers at each keyboard, without looking down, they should tell you what they see.
  2. Apply to Bb's. Have them look head and play them with a pattern. Challenge them to spin around and use PV to lock in on the Bb's to keep playing.
  3. **ENLARGE UP THE MUSIC SO THEY KIDS CAN SEE IT EASIER!!!!!!**
- E. Introduce C (L) (slide down from 2 upper manual bars together). and F (R). i (slide down from 3 upper manual bars). n between Bb's  
**MusicTheory.net. <https://bit.ly/3clYnvg>.**
- F. Next not is D. Work D, C and low Bb
- G. Eb and F are the next two notes.
- H. Teach reading the notes and give student time to recognize them.
- I. As the start playing teach them to read direction of notes. How the movement of Notes on the staff relate to the to movement on the bars

IF YOU HAVE A **XYLOPHONE** OR **MARIMBA** or **ORCHESTRA BELLS**....let the kids play them.

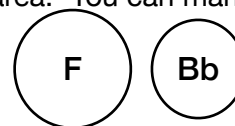
**KIDS THINK THOSE INSTRUMENTS ARE MORE COOL THEN THEIR  
"LITTLE BELLS"**

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## TEACHING BEGINNING PERCUSSIONS:

### 7. TIMPANI:

- A. **Teach Playing Area:** Use fingers on head to show playing area. You can mark the playing area on the head drawing it with an eraser.
- B. **Teach Tuning:**
1. **Pitch Pipe Plus App.** Set on The Keyboard and have the pitch play be at the same pitch of the note you wish to tune.
  2. Start pedal on floor, lightly strike the head once in proper playing area slide up to you hear the pitch. If you miss it, start again with pedal on the floor. Kids can learn this in as little as 1-2 tries. They might now know the Bass Clef notes but you can write them in above.
- C. **Teach Basic Muffling**



### 8. 4 Mallet: Start with hand and one mallet.

- A. Inside Mallets: Start one hand, add both. Play scales and easy piece
- B. Outside Mallets: "Squirt Gun". Start with one hand, add both. The mallet shaft should rise up to the extended index finger. Play scales and easy pieces.

### 9. **MARCHING BAND ARTICULATION:** is determined by the height of the stroke and the acceleration of the stroke if they don't all match, you can't play together. I never had students play any different from concert band.

### 10. FINAL THOUGHTS:

- A. **Everything in Percussion is a Bounce. We learn to control the bounce. That's why Percussionist should play lazy.**
- B. **BE ORGANIZED!!!!** Teach them to respect the instruments and Listen to the sounds they make.
- C. **ALWAYS write in sticking.....especially with mallets!** For mallets try to standardize the stickings. Sometimes there will be places that this falls apart, but you can explain those as special moments. This is very important with the Band Methods: Standard of Excellence, Essential Elements, etc. These usually are not great for percussion.
- |    |   |   |    |   |
|----|---|---|----|---|
| Bb | C | D | Eb | F |
| R  | L | R | L  | R |
- D. **When playing along with them, mirror their sticking!**
- E. **Buy a Marimba or Xylophone for your Elementary/Intermediate Band Room:** Playing a marimba or xylophone is looked at much cooler by kid because it's big.
- F. **Learn how to rewrap mallets (Mallet Repair: Arthur Press). or replacing mallet shafts.**
- G. **BE POSITIVE:** The kids should be having fun! Find ways to highlight them. Play Ensembles on Concerts. I wrote Ensembles for the first concerts that sound difficult but are not that hard! Many notes have the NOTE names written in the note heads (*AlphaNotes*)

I wrote **Wired Beats** (C Alan) for Drum Pad Duet + more This pulls on techniques used in marching band (drum to drum, sequential playing) so kids get used to learning the choreography to playing percussion. Also contains a play along sound track.

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Fresh Approach to Class Percussion (Books 1 & 2). Mark Wessles  
The Total Percussionist: A Beginning. Tychinski

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## **MALLETS:**

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## **4 MALLETS:**

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## **MY PUBLISHERS:**

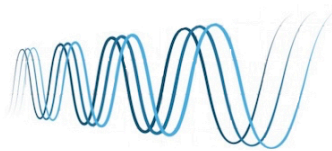
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# BEGINNING PERCUSSION TRYOUT:

Name \_\_\_\_\_.

Teacher \_\_\_\_\_

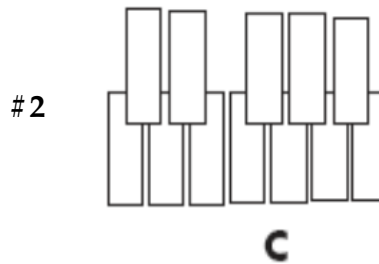
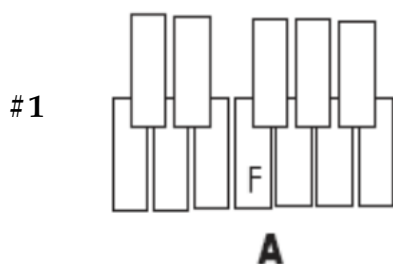
1. Do you play piano      YES      NO.      Another Instrument?      YES      NO  
Which one? \_\_\_\_\_

2. **Rhythms.** Listen to each of these rhythmic patterns and circle the one that you hear.

1.      A)      TA    TI TI TA TA      B)    TA    TA    TI TI TA      C)    TI TI TI TI TA TA

2.      A)       B)       C) 

3. **Keyboard:** Below are two keyboards in the first, the note F given is to you. Can you find the A bar? Place an X on the "A" bar. In the second, can you find the note C? Place an X on the "C" bar.



4. **Note Reading:** Write in the given note in the space provided



\_\_\_\_\_

4. **Physical Proficiency Test:**

Bouncing the Basketball:

Limited

Effective

Strong

GROSS MOTOR / FINE MOTOR:

1.

2.

3.

MOVEMENT IMITATION:

HAND TO HAND COORDINATION: R. L. =. Dominant

Using the Drum Stick:

Limited

Effective

Strong

GROSS MOTOR / FINE MOTOR:

1.

2.

3.

MOVEMENT IMITATION:

HAND TO HAND COORDINATION

# REPAIRING A BROKEN MALLET SHAFT

I've had some success gluing a broken mallet shaft using *Gorilla Glue* and a clamp. However in most cases this does not work as it is difficult to get the mallet perfectly aligned. With his method you can replace the shaft quickly and easily. This will work for any type bell, xylophone, vibraphone or marimba mallet.

## NEEDED ITEMS:

**Needle Nose Vice Grips**

**Bobcat Mouthpiece Puller**

**5/16" x 36" Oak (or Hardwood) Dowel Rod**

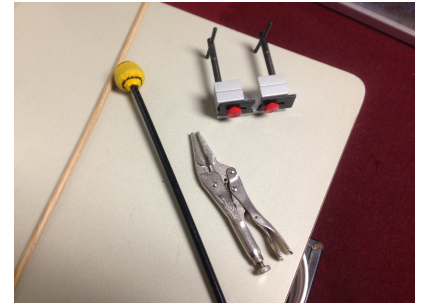
(do not use anything but hardwood or you will be replacing the dowel again!)

**Hacksaw**

**File or Sandpaper**

**Glue**

1. First put the head of the mallet in the mouthpiece puller's cup. Make sure the vice section of the mouthpiece puller is closed. Place the the vice grips on the shaft of the mallet tightly against the back of the vice.

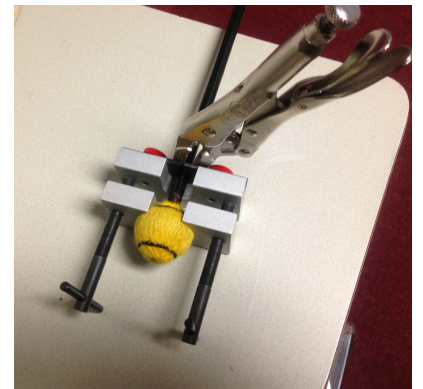


2. Alternate turning each T-handle, opening the space between the vice sides. If you notice the mallet shaft slipping in the vice grips, open the vice grips and retighten.



3. Continue twisting each T-handle until the mallet comes off. In some cases mallets are fastened with a small pin nail. The mouthpiece puller will be able to pull this out as well.

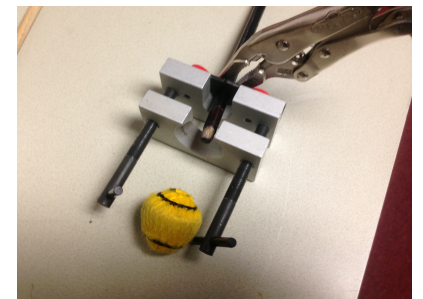
When the mallet is free, you can use a 5/16" drill bit to clean out the mallet before moving onto the next step.



4. Fit the mallet head on the new Dowel Rod

5. If fit is good, reglue with Gorilla Glue or any epoxy.

6. Use the non-broken mallet as a guide. Measure and Cut to Length. Use a file or sandpaper to smooth and round the end of the mallet.



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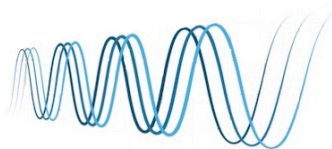
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