

# Faculty First Grant Report --- 2014

Percussion Resource Center

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## Project Overview and Course Overview

Describe the project and the affected course(s).

*The aim of the Percussion Resource Center project was to create an online resource database for the UT Percussion Studies Area, which revolutionized our curriculum and pedagogy through the use of technology. This project created the necessary opportunity for students to have context surrounding the music they study. Academic readings, listenings, digital study materials, practice quizzes, and online exams are integrated into a more traditional music performance education, allowing students to understand the history of our craft and to then imagine how their future could unfold, utilizing this context.*

*This resource affected all undergraduate and graduate percussion performance applied lessons (MUPF 150, 151, 250, 251, 350, 351, 450, 451, 550) and the UT Percussion Ensemble (MUEN 310 / 510).*

## Semesters the course has been and/or will be taught

List semesters when the developed materials/course has been/will be implemented.

*This resource is now constantly available to all members of the UT Percussion department and will be available every semester.*

## Number of students affected

How many students are enrolled in the course(s) affected by the project? What's your projection for the future enrollment?

*The UT Percussion Studio / Percussion Ensemble regularly holds between 18 and 22 students comprised of approximately 1/3 graduate (MM) students and 2/3 undergraduate students (Percussion Performance and Music Education students typically).*

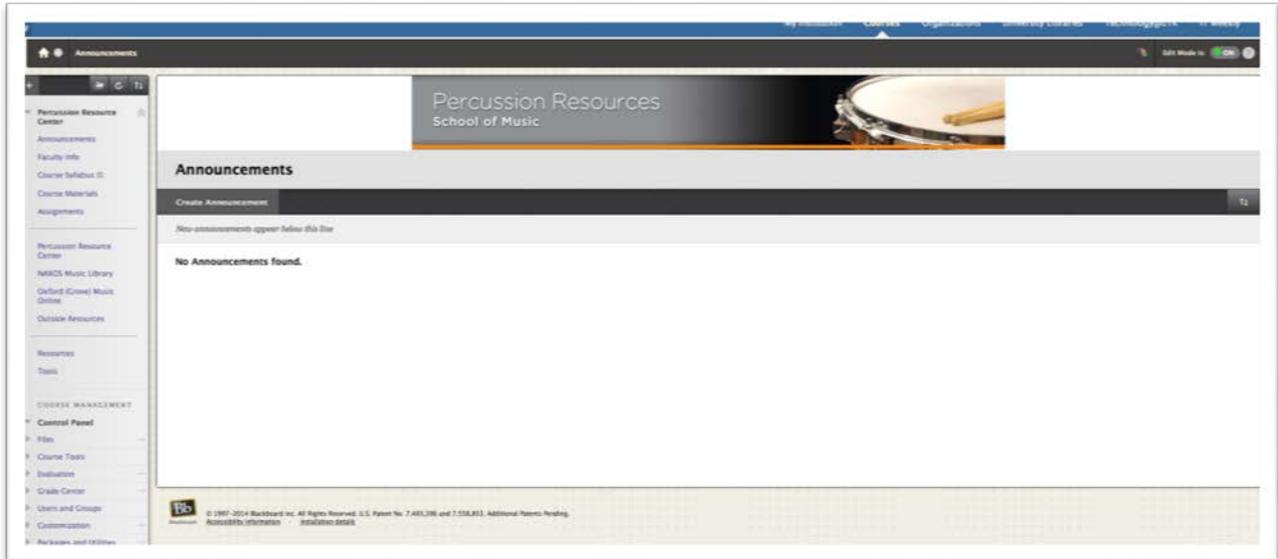
## Project outcomes/products

Describe the outcomes and products of this project.

Please include samples of the instructional materials that were created during the project.

- Include a web address (URL) of the online instructional materials if the materials are public.
- Insert the screenshots of a few online instructional materials if they are password-protected.
- Attach any instructional materials as documents if you would like to share them with the public. We will upload the documents together with your report to the OIT website.

The Percussion Resource Center has made significant progress due to this Faculty First Initiative. We have created a Sharepoint Site and integrated it with Blackboard for the students to easily access.



We then analyzed, discussed, and organized a large amount of data into a searchable database (lists) that students can reference, using previous research. These lists are now available as custom views (by composer, composition title, or genre) and have graphics available as well (for example, a photo of the composer who is being researched).

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## Percussion Resources

School of Music

- ▶ School of Music
- ▶ Listing of Compositions
- ▶ Listing of Composers
- ▶ Listing of Genres

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | R | S | T | U | V | W | X | Z

### Composers

Click on the name of the composer to see more information about the composer.

#### A

Composer	Year of Birth	Year of Death
Adams, John Luther	1953	
Adler, Christopher	1972	
Albright, William	1944	1998
Alferi, John	1953	
Alvarez, Javier	1956	
Amy, Gilbert	1936	
Andrix, George	1932	
Antheil, George	1900	1959
Aperghis, Georges	1945	
Applebaum, Mark	1967	
Ardevol, Jose	1911	1981
Ashley, Robert	1930	2014

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#### B

*Finally, we purchased and implemented recording equipment that will help the students to document, analyze, and share their own performance experiences. This equipment has allowed the students to separate the “Perform and Analyze” portion of practicing / rehearsal into separate steps, which is far more effective and useful. Furthermore, as the students have final performances, we will begin linking those recordings to the database for future research candidates to reference.*

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**Chamber Compositions**

Composition Title	Composer	Featured Instruments
Ancient Voices of Children	Crumb, George	
Circles	Berio, Luciano	
Concerto Grosso	Barsanti, Francesco	
Credo in Us	Cage, John	
Kammermusic No. 1	Hindemith, Paul	
Kontakte	Stockhausen, Karlheinz	
La Boeuf sur la Toit	Milhaud, Darius	
Les Noces	Stravinsky, Igor	
L'Histoire du Soldat	Stravinsky, Igor	
Microphonie	Stockhausen, Karlheinz	
Music for 18 Musicians	Reich, Steve	
Music for a Summer Evening	Crumb, George	
Music for Strings, Percussion, and Celesta	Bartok, Bela	
Nocturne	Britten, Benjamin	
Oiseaux Exotiques (Exotic Birds)	Messiaen, Olivier	
Pièces de Trompettes et timbales a 2,3, et 4 Parties	Philidor, André	
Sinfonia for Oboes, Trumpets, and Timpani	Torelli, Giuseppe	

**Student Evaluation**

Have you already used the developed instructional materials in a course? Then summarize the results of project evaluation.

- How did the project affect student learning?
- What feedback did you receive from the students?

If the project has not yet been implemented in the course, outline your assessment plan. When can we contact you about the results? We will update this report when you share your evaluation results with us.

*The Resource Center will be implemented with students in 2015, however the recording initiative has been extremely helpful already. With this equipment available, students are actively engaging with today's technology which has served as an aid for their practicing / rehearsal strategies. They are also able to share video recordings of performances between rehearsals to gain feedback from the faculty. Finally, the high quality speakers now allow both the students and myself to hear details we would not have otherwise heard, which helps us tighten up our performances even further.*

*The students have been extremely excited to engage with this technology and utilize it in our daily practice.*

Project benefits for the department and UT

How does your project help the department achieve its goals? How does this project contribute to the university's Top 25 goal?

*I believe this project is one-of-a-kind and will continue to provide unique opportunities for applied teaching (as opposed to historical or theoretical areas) to strongly integrate with the university's larger research mission outlined in Vol Vision Top 25. The project has integrated with the full UT Percussion Studies Area, which includes undergraduate and graduate students and in due time, I believe, will become a model of instruction for my colleagues at other institutions.*

*This project will help our department meet The National Association of Schools of Music (NASM) guidelines for music performance, which state that music students should have knowledge in the following 5 areas:*

*Performance*

*Musicianship Skills & Analysis*

*Composition / Improvisation*

*History & Repertoire*

*Synthesis*

*Each of these has detailed descriptions, but generally speaking, many applied teaching situations in music are strongly weighted to Area One: Performance, with the other four areas strengthened only when opportunities conveniently present themselves. This is a problem as it produces performance students who do not have a thorough understanding of their field or the synthesis to see the big picture. And as the novelist James Baldwin said, "Know from whence you came. If you know whence you came, there are absolutely no limitations to where you can go."*

*To become a professional musician, it is imperative that technical proficiency is paired with an informed and inquisitive mind. If this is accomplished, students can begin to see percussion and music as a filter through which they can trace ideas and concepts related to playing through a history that leads directly back to them.*

## Conclusion

Has this project met your goals? What worked well and what did not work well? What was your experience collaborating with OIT? What are your future plans or goals regarding this project?

*Yes, absolutely this project has met my goals. The folks I've worked with have been extremely supportive and collaborating with Donna Carnduff and Jason Rieger has been very productive. We knew going in that this project was large in scale, but we have done a good job of focusing on the baseline tasks to keep it moving forward. I'm very excited to continue refining the database and exploring its possibilities with my students!*