

Humboldt State University
Department of Music
MUS 108C, Afro-Cuban Percussion, Spring 2017

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Office Hours:	Mondays & Wednesdays 12pm. <i>Additional time is available by appointment.</i>
Class Days/Time:	Mondays & Wednesdays 10:00am – 10:50am
Classroom:	Music B Fulkerson Recital Hall Room 132

Course Description

From the 2016-2017 Humboldt State University Catalog: “MUS 108-109. Class Applied Instruction (1). Class instruction on various instruments. MUS 108 courses are open to all; no previous experience required. Each course may be repeated once. [GE.]”

MUS 108C primarily focuses on the fundamental hand techniques for the conga drum as it is used in Afro-Cuban drumming performance. Exercises and practice in steady time maintenance, beat division, polyrhythm and cross-rhythm is emphasized. Repertoire drawn from Afro-Cuban folkloric and popular rhythms, using an array of Afro-Cuban percussion instruments, serves as the basis for this class. Students gain experience playing and performing solo and in small ensembles with their peers. Students also learn about the history and origins of Afro-Cuban music and culture in lectures and assigned readings.

Course Objectives—By the end of the semester you should be able to:

1. Demonstrate healthy, fundamental technique (including proper posture) used to play the conga drum.
2. Demonstrate beginning-level performance skills including (as relevant) aspects such as good tone, accurate rhythm, dynamics, and appropriate tempo.
3. Demonstrate the ability to listen critically and give constructive feedback both to yourselves and others.
4. Demonstrate understanding of musical terminology.

Required Texts/Equipment

Textbook

It is required that all students enrolled in M108C purchase Afro-Cuban Percussion by Howard Kaufman. Available @HSU Bookstore.

Suggested Equipment

- a) One conga drum (Mainly for practice at home. Drums are available for practice in class).
- b) Pair of sticks (timbale preferred).
- c) Recording device.
- d) Metronome (available free on-line, as an app for phone, or portable).

Classroom Protocol

1. Attendance and participation is required at all class meetings. Students are allowed two unexcused absences. Each additional unexcused absence will result in a 1/3 lowering of the student's final grade. Excused absences are given for HSU extracurricular activities, family emergencies, and most illnesses. **Prior notification is required for an absence to be excused.** Excessive excused absences may result in a lowering of the final course grade. Students who miss class are responsible for knowing the information and assignments covered. Class will begin on time, and students will be expected to be in class on time
2. Please refrain from using the internet, surfing the web, and sending and/or receiving e-mail, electronic messages, etc. from a laptop computer, cell phone, or other electronic device upon entering the classroom environment.
3. Please turn off all mobile phones and smart phones, and restrain from all usage of mobile phones or electronic communication devices, including text messaging, instant messaging, etc. upon entering the classroom environment.
4. Please remove all ear-buds, ear-phones, head-phones, headsets, etc. upon entering the classroom environment)

Assignments and Grading Policy

- **Playing Quizzes:** Two playing quizzes will be given during the semester on exercises from the handbook. A rubric, available ahead of time, will be used in evaluating your performance. **Playing quizzes are worth 25% of your final grade.**
- **Online Video Response Assignment. Due on or before Monday March 20th. (2 pages maximum)** Your assignment is to watch “Afro-Cuban Music and Dance parts 1 & 2“, two 30-minute videos on moodle covering the major styles of Afro-Cuban folkloric drumming and dancing. Also on moodle you will find a word document that you will need to print and use to record your observations. After viewing the entire footage and writing down your observations, you will write a paper discussing your general reactions, impressions, and any questions, you may have based off of your observations. Prompts to help guide your paper are listed at the end of the document. **Online Assignment is worth 25% of your final grade.**
- **Take-Home Final Examination:** A written final exam, available on moodle and due on **Wednesday May 3rd**, will cover concepts and terminology on percussion music in

general and Afro-Cuban music specifically. **The take-home final is worth 25% of your final grade.**

- **Final Small Ensemble Performance:** Small ensembles consisting of 4-6 students will be formed towards the end of the semester. Each ensemble will rehearse in class in preparation for a performance in front of your peers on Friday May 12th. The primary factor in your grade for this assignment is attendance. Missed small ensemble rehearsals affect the whole group and any missed rehearsal will lower your grade for this assignment. **The small ensemble performance is worth 25% of your final grade.**

Grading Policies:

1. The normal letter-grade matrix of “A” through “F” (including +/-) will be applied to all students enrolled in MUS 108C. Grades will be based on the fulfillment of the course requirements. Grades for playing quizzes and final ensemble performance are based on an evaluation of conga drum techniques, timing, and accuracy in performance. The grading matrix is described as follows:

A = 93% and above; A- = 90% - 92%; 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%; F = 59% and below.

2. Final Course Grades will be calculated based on the following individual percentages:

- Playing quizzes (25%)
- Online Video Response Paper (25%)
- Written Take-Home Final (25%);
- Final Small Ensemble Performance (25%);

3. Playing quizzes will occur on the regularly scheduled date and time listed in the M108C syllabus calendar. Rescheduling will only be permitted in exceptional circumstances. All considerations for the rescheduling of these playing quizzes must be submitted in advance and in writing, and must be approved by the instructor prior to the assessment. **The small ensemble performance will occur on the final class meeting as listed in the M108C syllabus calendar with no option of rescheduling.**

4. Late work with prior notification may be accepted depending on the reason, at the discretion of the instructor. A 5% per day reduction of the work’s grade will be assessed. Make up for missed playing quizzes is at the discretion of the instructor. Determination is based on the reason for missing and requires prior notification to be considered.

5. Incompletes for M108C will only be issued in exceptional circumstances. All considerations for a grade of Incomplete (“I”) must be submitted in advance and in writing, and must be approved by the instructor prior to the final class.

HSU Student Learning Outcomes:

This course explicitly contributes to students' acquisition of skills and knowledge relevant to HSU Learning Outcomes.

HSU graduates will have demonstrated:

- Effective communication through written and oral modes.
- Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
- Competence in a major area of study.
- Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

HSU graduates will be prepared to:

- Succeed in their chosen careers.
- Take responsibility for identifying personal goals and practicing lifelong learning.
- Pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

General Education Area C Learning Outcomes:

Upon completing this requirement, students will be able to:

1. Apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work or artistic creation.
2. Respond subjectively as well as objectively to aesthetic experiences and will differentiate between emotional and intellectual responses
3. Explain the nature and scope of the perspectives and contributions found in a particular discipline within the Arts and Humanities as related to the human experience, both individually (theirs) and collectively.
4. Demonstrate an understanding of the intellectual, imaginative, and cultural elements involved in the creative arts through their (or, "as a result of their") participation in and study of drama, music, studio art and/or creative writing.

Music Department Assessment Goals and Outcomes

In addition, this course will contribute to the acquisition of skills and knowledge relevant to these Music Department (and National Association of Schools of Music) learning Outcomes:

- 1: Students will demonstrate the ability to hear, identify, and work conceptually with the elements of music – rhythm, melody, harmony, and structure.
- 2: Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.
- 3: Students will demonstrate ability in performing areas appropriate to the student's needs, interests, and degree path.
- 4: Students will demonstrate effective English writing skills.

University Policies

A website, link below, has been created where you can find information about campus policies and procedures and resources for students. The site includes links such as Add/Drop Policy, Resources for Students with Disabilities, Academic Honesty Policy, Attendance and Disruptive Behavior Policy, Financial Aid, Emergency Procedures, and Counseling and Psychological Services.

<http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resources-policies>

MUS 108C: AFRO-CUBAN PERCUSSION

COURSE CALENDAR, SPRING 2017

(This calendar may be subject to change with fair notice.)

Week	Date	Lecture/Demonstration Topics	Homework
1	1.18	Course Description/Requirements. Rhythm Work: Beat Divisions. Quadruple Groupings. On & Off beat exercises.	Purchase Mus 108C Afro-Cuban Percussion Coursepack. Read pages 1-9. Practice counting quadruple groupings pg. 13.
2	1.23 1.25	Conga Drum: Introduction. Open & Bass Strokes. Warm up exercises. Conga Drum: Touch Stroke. Makuta: . Ngongui and Mula Parts.	Practice Bass & Open strokes and beginning exercises on any flat surface while counting 8 th and 16 th notes. Practice Mula part on flat surface while counting. Clap Ngongui part, while counting and tapping beat. Pg. 18.
3	1.30 2.01	Conga Drum: Slap 1 – Tapao. Makuta: Caja Cowbell. Makuta: Guagua part	Practice Tapao and Caja part on flat surface while counting. Pg. 18. Practice Guagua part while counting. Pg. 18.
4	2.06 2.08	Conga Drum: Slap 2 – Closed. Makuta: Kachimbo. All parts together. Makuta: Songs. All parts together.	Practice Conga Strokes, and all parts to Makuta. Pg. 18. Practice Conga Strokes, and all parts to Makuta including songs pg. 18.
5	2.13 2.15	Makuta: Review all parts and songs. PLAYING QUIZ #1. Sub-Saharan African Concepts. Intro to Polyrhythm/Crossrhythm 6:4 Crossrhythm	Practice all parts to Makuta including songs and prepare for quiz pg. 18. Practice 6:4 Crossrhythm pg. 15.
6	2.20 2.22	Shifted 6:4 Crossrhythm; Conga Drum: Heel Toe Stroke 6:4 Combination.7 Stroke Key Pattern. Bembe: Mula Part.	Practice 6:4 Crossrhythms Pg 15 -16; Heel Toe Strokes/Exercises. Pg. 21. Practice 7 Stroke Key Pattern with pulse in foot Pg. 16. Read pg 19. Practice Bembe Mula Part pg.23.

Week	Date	Lecture/Demonstration Topics	Homework
7	2.27	Bembe: Caja and Kachimbo Parts. Put all parts to Bembe together.	Practice 7 Stroke Key Pattern with pulse in foot and all conga parts. Pgs. 15, 16, 23
	3.01	Bembe: Songs. Review all parts.	Practice 7 Stroke Key Pattern with pulse in foot and all conga parts and songs. Pgs. 15, 16, 23
8	3.06	Bembe: All parts and songs.	Prepare for Quiz. Pgs. 15, 16, 23
	3.08	PLAYING QUIZ #2.	Watch Video on Moodle and Complete Response Paper
9	3.13	NO CLASS. SPRING BREAK.	Watch Video on Moodle and Complete Response Paper
	3.15	NO CLASS. SPRING BREAK.	Watch Video on Moodle and Complete Response Paper
10	3.20	VIDEO RESPONSE PAPER DUE. Folkloric v.s. Popular Music. Son Montuno: Son Clave, Guiro, Maracas, Bongo Bell, Tumbao.	Practice clapping Son clave to pulse while subdividing the beat. Practice Tumbao part on flat surface. Tumbao variations Pg. 27.
	3.22	Son Montuno: Adding variations for Tumbao	Read “Afro-Cuban Rumba” pages 29-31. View video examples on moodle.
11	3.27	Conga Drum: Mute Stroke Rumba Overview Guaguanco: Clave, Guagua, Tumbadora	Practice clapping Rumba clave part to pulse while subdividing beat. Practice Guagua part and Tumbadora part on flat surface. Pg. 33
	3.29	Guaguanco: Review parts. Add Segundo.	Practice all Guaguanco parts except Quinto. Pg. 33
12	4.03	Guaguanco: Review parts. Add Quinto.	Practice all Guaguanco parts Pg. 33.
	4.05	Guaguanco: Review parts. Add Chekere.	Practice all Guaguanco parts Pg. 33.
13	4.10	Guaguanco: Tumbadora & Segundo Variation.	Practice all Guaguanco parts and variations. Pg. 33.
	4.12	Guaguanco: More Tumbadora & Segundo Variation.	Practice all Guaguanco parts and variations. Pg. 33.
14	4.17	Guaguanco: Quinto Variations.	Practice all Guaguanco parts and variations. Pg. 33.
	4.19	Guaguanco: More Quinto Variations.	Practice all Guaguanco parts and variations. Pg. 33.

Week	Date	Lecture/Demonstration Topics	Homework
15	4.24	Small Ensemble Rehearsal	Practice parts for performance.
	4.26	Small Ensemble Rehearsal	Practice parts for performance.
16	5.01	Small Ensemble Rehearsal	Practice parts for performance.
	5.03	Small Ensemble Rehearsal. Portfolio Assignment Due Take-Home Final Due.	Practice parts for performance.
Final Exam	5.12	Final Small Ensemble Performances Music B Room 132; 10:20am-12:10pm	