Percussion studies at Millikin University are designed to develop the whole musician – artistically, intellectually, technically – through the integration of theory and practice. Our goal is to develop the highest possible level of musicianship and an appropriate proficiency in performance, teaching, technology, or program administration depending upon the course of study chosen by the student.

The percussion curriculum is designed to present a sequential study of all percussion instruments relevant to one's program of study.

Conceptual knowledge and skills will be acquired through the:
- development of technical facility to meet the needs of artistic expression.
- performance of a cross-section of literature commensurate to one's program of study.
- development of the ability to sight-read proficiently on all percussion instruments.
- experience of solo and ensemble performance.
- attendance and participation in master classes and recitals.
- observation of teaching methodologies and rehearsal techniques in lessons, master classes, and ensemble rehearsals.

Faculty assessments of students' abilities in these areas are ongoing. Students are responsible as well for self-evaluation and reflection. Progress according to the curriculum themes/outcomes will be addressed and discussed between each percussion student and two faculty members at the end of the freshman, sophomore and junior years during year-end evaluations. Goal setting toward the objectives of each new theme/outcome will be made during the first lesson of each year. In this manner students will be able to intentionally shape their ongoing studies.

Formally, at the end of the second year all percussion students (music majors) will perform a Sophomore Barrier that assesses if sufficient progress has been made to merit continuation in the program.

Freshman Year:

**Technique** is the central theme of the first year percussion curriculum. Establishing basic technique on all of the primary instruments will be achieved through participation in lessons, master class, and ensembles. The development of effective and efficient practice habits will complement this technical focus. It is expected that through these experiences individual self-discipline will be developed as well as the ability to participate supportively and cooperatively with others.

Sophomore Year

**Exploration** of various performance idioms is the central theme of second year of study. The parameters of percussion performance encompass a variety of musical genres. During this time, students will explore a representative cross-section of the repertoire through which continued technical development will be achieved. It is intended that through this exploration the student will begin to identify proclivities and potential strengths within the performance discipline. An applied percussion track (A, B, or C) will be determined by the end of this term.
Junior Year

**Emphasis** on a particular instrument or genre of music will be accommodated during the third year of study. Although a broad-based percussion curriculum of study will be maintained, the student, in consultation with the percussion faculty, will be encouraged to cultivate signature strengths and to address deficiencies related to his/her professional goals.

Senior Year

**Pre-Professional** growth through integration and application of knowledge and skills to capstone experiences will serve as the central theme of the final year. A summary of competencies gained through technical study, exploration, and emphasis will be showcased in public performance through various capstone experiences. These include, but are not limited to, Thursday recitals, solo recitals, commercial recitals and featured ensemble performances.