

**Percussion Comprehensive Exam Guide**  
**School of Music**  
**University of Missouri**  
(last update: March 2018)

I. Goals and Purpose of the Exam

The student will be made aware of all comprehensive exam expectations the very first week they begin work on their degree plan. The annotated bibliography and research paper will be completed during the *Percussion History and Literature* course, and is meant to provide the student with the opportunity to further explore an area of interest within percussion. The oral portion of the exam will allow the student to defend his/her research project, and to further demonstrate their knowledge of percussion literature and pedagogy through score identification and questions from the committee.

II. Advance Assignments (completed during *Percussion History and Literature*)

A. Annotated Bibliography: The student will submit an annotated bibliography of a percussion topic of interest decided upon collaboratively with the student and advisor (e.g. The Percussion Writing of Joseph Schwantner, History of the Shona Mbira, The Advent of Online Percussion Education Resources, etc). A minimum of eight sources should be annotated. Each annotation should consist of a paragraph that details the content of each resource. The finalized document will be distributed to the comprehensive exam committee one week prior to the exam date.

B. Research Paper: 8-10 page research paper on a percussion topic of interest (same topic as annotated bibliography). This paper should exemplify graduate-level research and writing, and should strive to fill a “gap” in our current available research. The primary applied teacher will serve as a resource and advisor for this document. The finalized document will be distributed to the comprehensive exam committee one week prior to the exam date.

III. 30-minutes before the Exam

The student will be provided six score identification examples. No outside sources or materials (i.e. internet, etc.) may be used to aid in this process. The student will be asked to identify the type of piece, historical period of the piece, and a likely composer with rationale for the identification. Score examples will be selected by the major applied teacher and include excerpts from standard solo and chamber literature.

IV. Oral Exam (60 minutes)

A. Score Identification

B. Defense of the annotated bibliography and research paper

C. Additional questions from the committee about pedagogy and literature

#### V. Results

Exams will be graded pass/fail, and no follow-up projects to remedy weaknesses exhibited during the exam will be permitted. If a student does not pass the exam, he/she will be allowed one retake the next semester (not including summer).