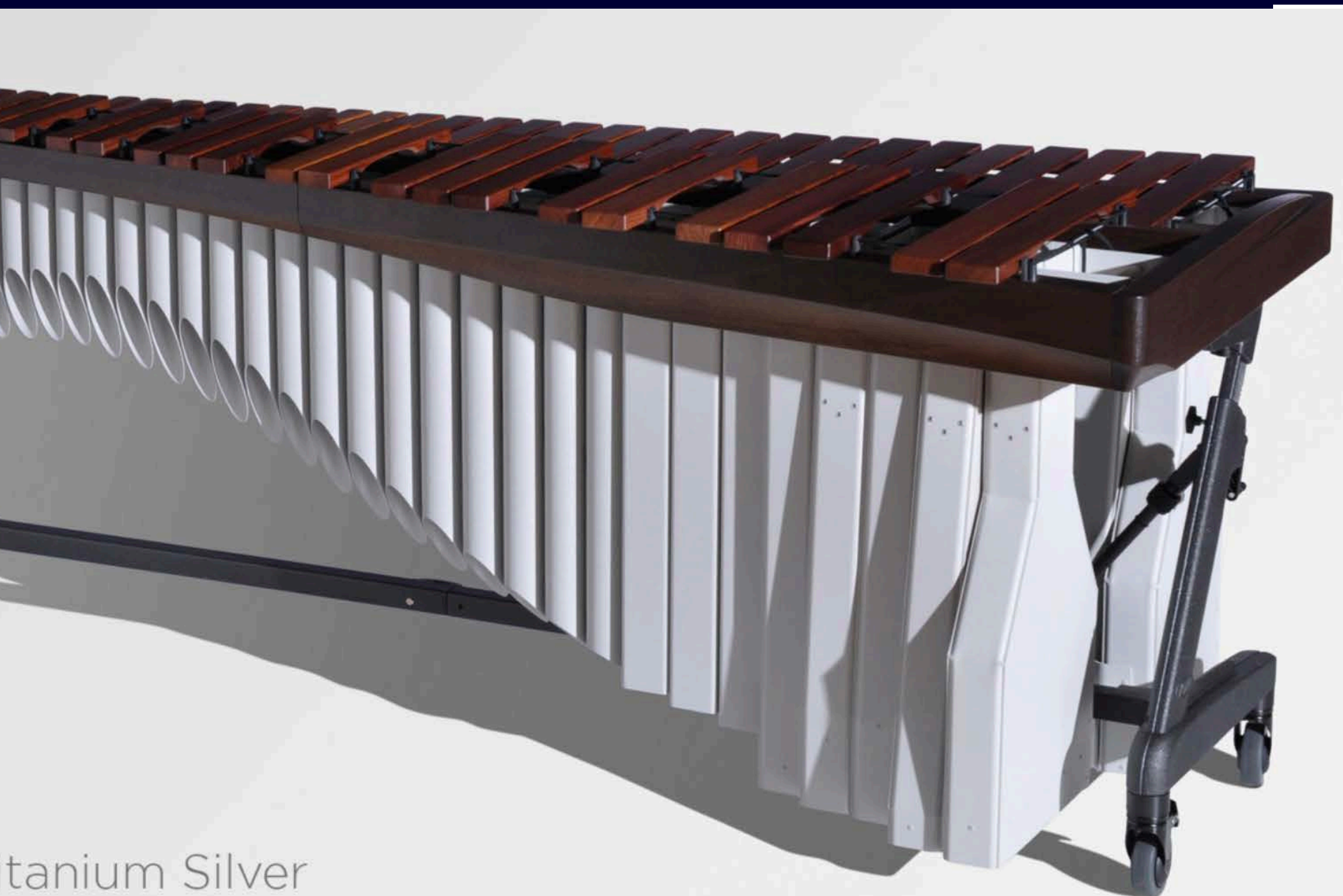




Mallets and Cymbals and Snare..... OH MY !!

MIDWEST CLINIC 2024 - JULIE DAVILA

Common ground.....

Embouchure



Fulcrum / Grip



Posture



Set Up



Fingerings

Diagram illustrating fingerings for various notes on a treble clef staff. Each note is shown with its corresponding fingering pattern below it, represented by dots (filled for right hand, open for left hand).

- F# Gb**: Fingering: ● ● ●
- G**: Fingering: ● ○ ●
- G# Ab**: Fingering: ○ ● ●
- B**: Fingering: ○ ● ○
- C**: Fingering: ○ ○ ○
- C# Db**: Fingering: ● ● ●

Stickings

Diagram illustrating stickings for various notes on a treble clef staff. Each note is shown with its corresponding sticking pattern below it, represented by letters (R for right hand, L for left hand).

- F# Gb**: Sticking: R L R
- G**: Sticking: R R L
- G# Ab**: Sticking: R L L
- B**: Sticking: L R L

Airspeed



Distance



Fulcrum / grip variations.....

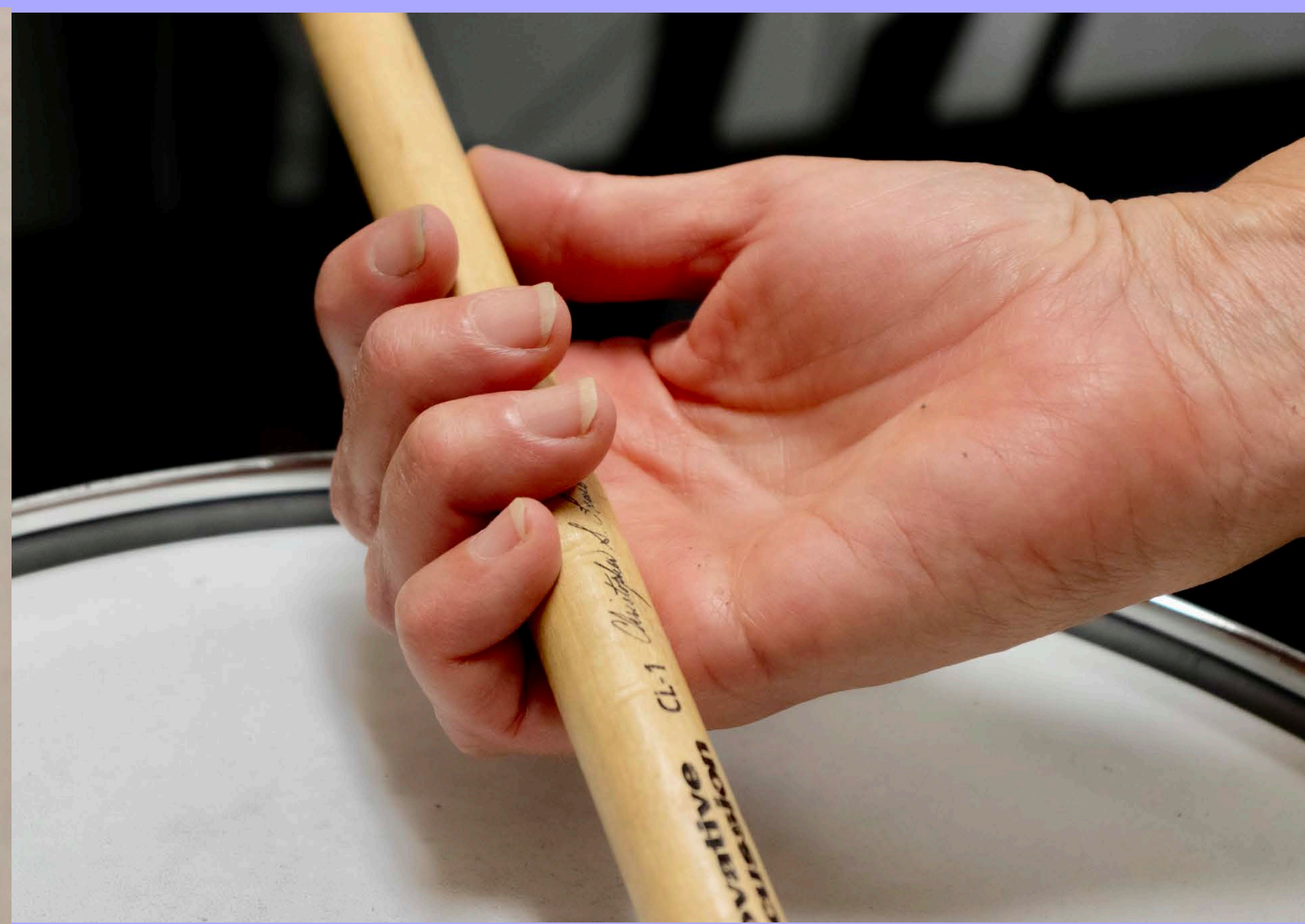
Extended Thumb



Lazy Thumb



Finger Cradle



BUMPER PAD



Pointed Finger



Faker



Set up variations.....

Caved / Floater



Wide



Pizza Slice ++

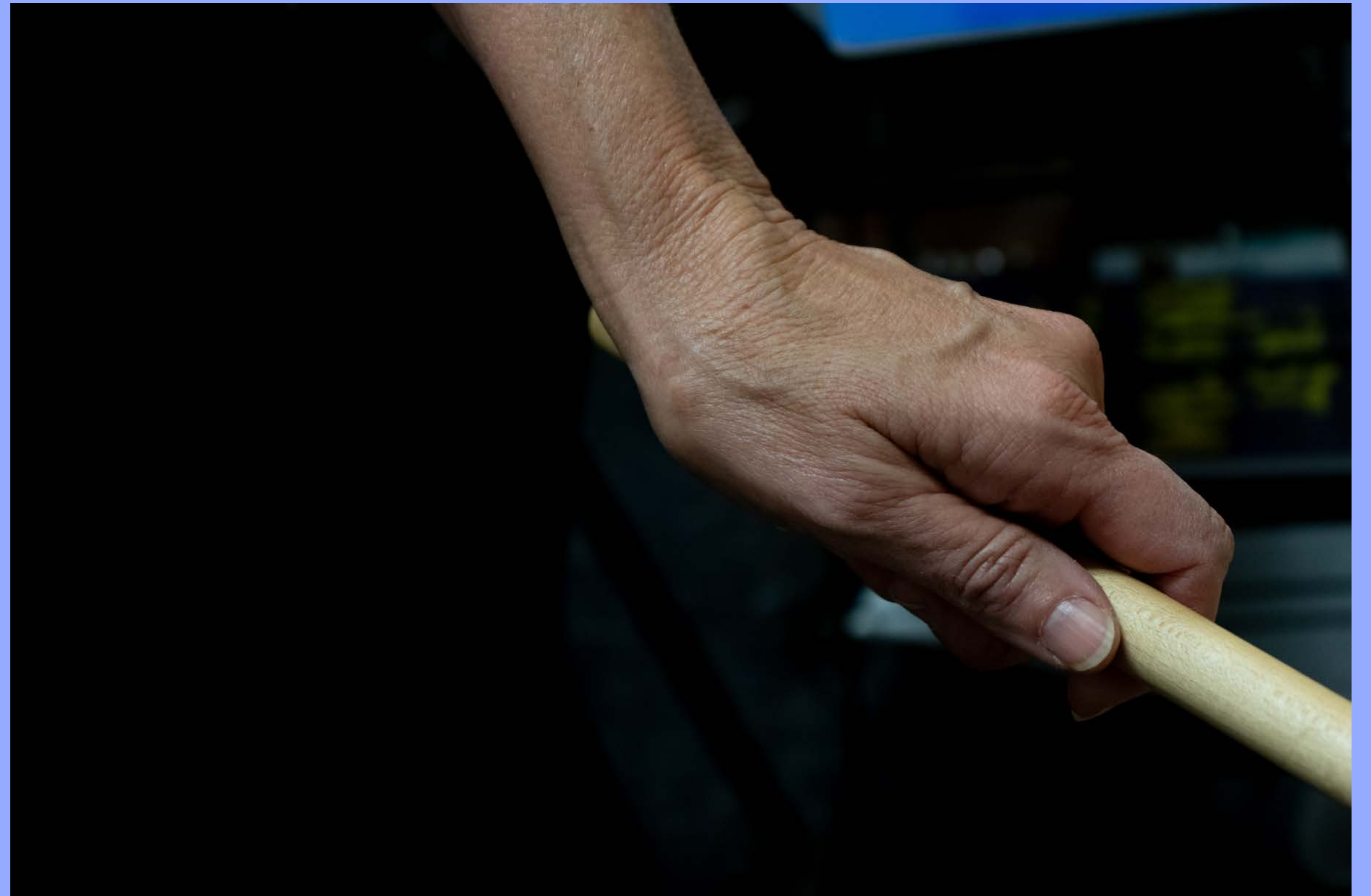


Set up: Neutral Wrist

Bunny Foo-Foo



Cranked



Pushed In



Sinking



No un-natural bends



Basic coordination.... Keep it simple.



$$f(w) = \int_{-\infty}^{\infty} f(x) e^{-2\pi i x w} dx \quad \frac{dt}{do}$$

$$\rho \left(\frac{\partial v}{\partial t} + v \cdot \nabla v \right) = -\nabla p + \nabla \cdot T + f$$

$$H = -\sum p(x) \log p(x)$$

$$\frac{1}{2} G^2 S^2 \frac{\partial^2 V}{\partial S^2} + r S \frac{\partial V}{\partial S} + \frac{\partial V}{\partial t} - r \cdot V = 0$$

$$TC(Q, q_i, m_i) = \sum_{i=1}^n \left[\frac{D_i}{m_i q_i} S_i + c_i^v D_i + \frac{q_i H_i^v}{2} \left(m_i \left(1 - \frac{D_i}{P_i} \right) - 1 + 2 \frac{D_i}{P_i} \right) \right] +$$

$$\left[\frac{d \Delta p(s, \phi)}{d \phi} \right] = \begin{bmatrix} \gamma & -\mathcal{L} \\ -\beta & 0 \end{bmatrix} \begin{bmatrix} \Delta p(s, \phi) \\ \Delta M(s, \phi) \end{bmatrix}$$

$$\int_0^{\frac{\pi}{2}} (\log \sin x)^2 dx = \int_0^{\frac{\pi}{2}} (\log \cos x)^2 dx = \frac{\pi}{2} \left\{ \frac{\pi^2}{12} + (\log 2)^2 \right\}$$

$$\nabla \cdot E = 0 \quad \nabla \times E = -\frac{1}{c} \frac{\partial H}{\partial t} \quad \nabla \cdot H = 0 \quad \nabla \times H = \frac{1}{c} \frac{\partial E}{\partial t}$$

$$i \hbar \frac{\partial}{\partial t} \Psi = H \Psi$$

$$+ \sum_{i=1}^n \frac{q_i}{2} H_i^M + c_s \frac{D}{Q} + c_o D + \frac{Q(p-D)}{2p} \mu^M + F_o N + F_o N + \sum_{i=1}^n D_i w_i d_i \frac{(1+w_i)}{F_i}$$

Basic stroke / full

1.) Basketball analogy, drum does half the work.

2.) Law of Inertia.

3.) Not all or none of either wrist or arm / don't lock anything out.

R R R R R

L L L L L

R R L L

R R L L

L R R R R

L R R R R

R L R R

L R L L

“End the bead where you need it next.....”

Stroke Mechanics

Full: Start Up / End Up mf / f / ff

****Down:** Start up / End Down (transition loud to soft) wrist stops fingers follow.

Tap: same as Full, but lower mp / p / pp

**** Up:** Start low / end high (transition soft to loud)

F F F D

T T T U

F F D T

T U D U

T T T U

F F D U

D U D U

F D T U

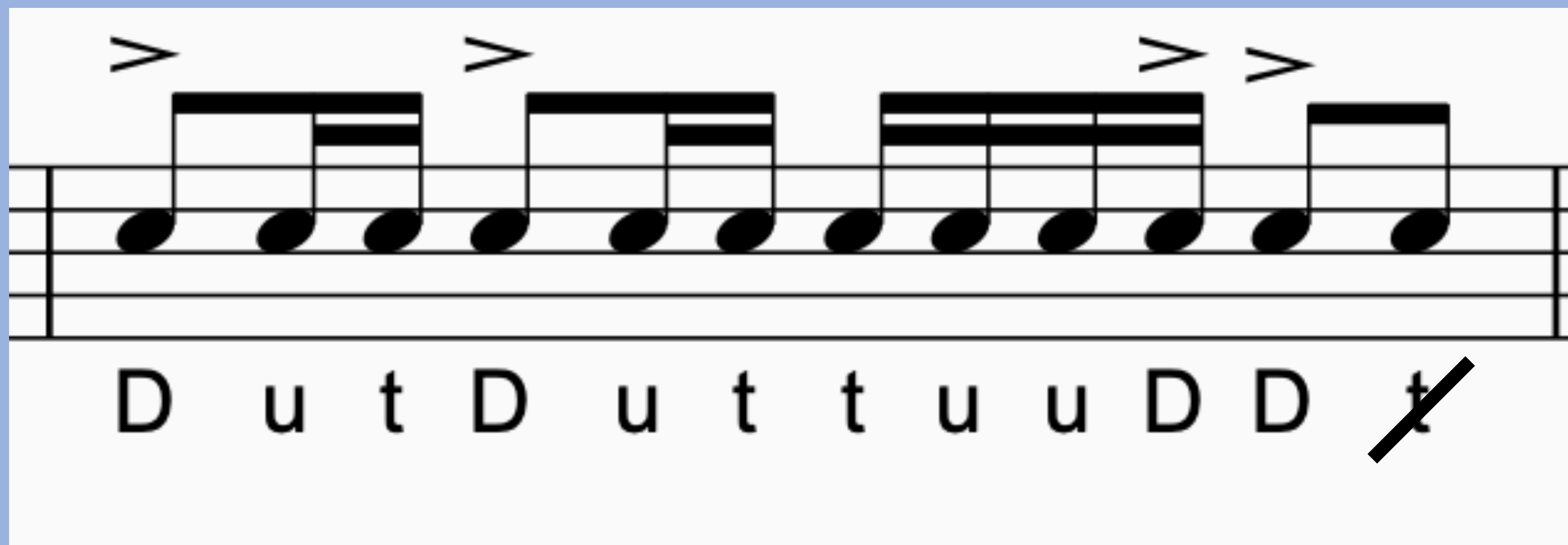
Applying stroke mechanics....

Efficient / minimizes drastic motions (spurts) / improves flow and quality in phrasing

Paradiddle



More musical examples....



A musical staff with a treble clef and a key signature of one sharp (F#). The staff contains a sequence of notes: D4, E4, F#4, G4, A4, B4, C5, D5, E5, F#5, G5, A5, B5, C6, D6. Above the staff, there are four accents (>) placed over the notes D4, E4, F#4, and G4. Below the staff, the notes are transcribed as: D u t D u t t u u D D t. A diagonal slash is placed over the final 't'.



A musical staff with a treble clef and a key signature of one sharp (F#). The staff contains a sequence of notes: D4, E4, F#4, G4, A4, B4, C5, D5, E5, F#5, G5, A5, B5, C6, D6. Above the staff, there are four accents (>) placed over the notes D4, E4, F#4, and G4. Below the staff, the notes are transcribed as: u D u r D t t u t D t u__ D. A horizontal line is placed under the 'u' before the final 'D'.

Right Hand lead sticking chart

Consistency and momentum



R L R ~~✓~~



R ~~✓~~ R L



R L ~~✓~~ L



~~✓~~ L R L



R L R



R R L



R L L



L R L



Rudiments...

BUILDING BLOCKS TO ADVANCE SKILLS

Vocabulary, Coordination, calisthenics (going to the gym)

- 1.) Slow and right
- 2.) Hands Separate / divide and conquer (paradiddles and flams)
- 3.) Apply stroke mechanics / improve flow

KNOW EM, PLAY EM, REFINES EM

Basic fundamentals → advanced



Multiple bounce, concert, orchestral rolls.

Arm / lever concept and overlap vs. pass

Overlapping exercise

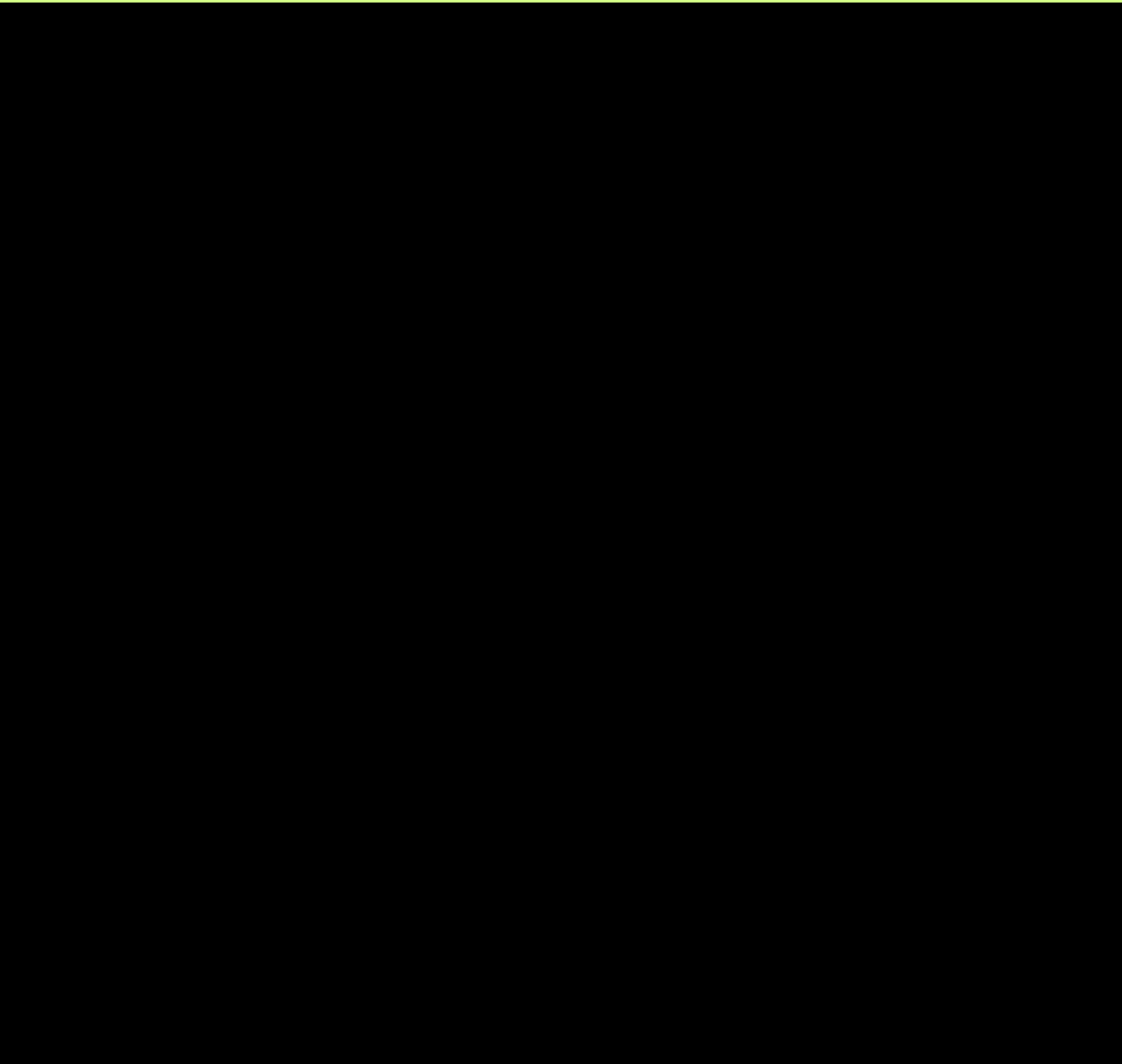


Check pattern / rhythm in the hand to hand exchange

- 1.) Determine check pattern via tempo (insert video of two slow or two fast examples)
- 2.) Notate the rhythm on music. (Insert musical examples)
- 3.) Strategy: have students play only check pattern.

TOO SLOW

TOO FAST

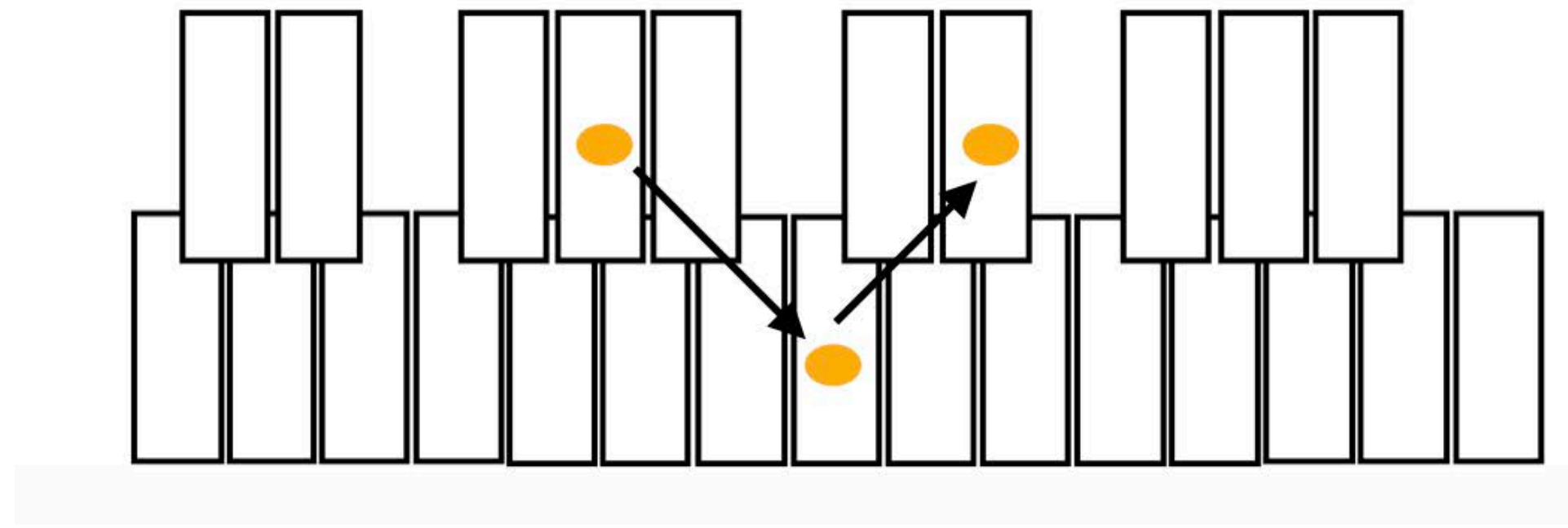


Two Mallets.....

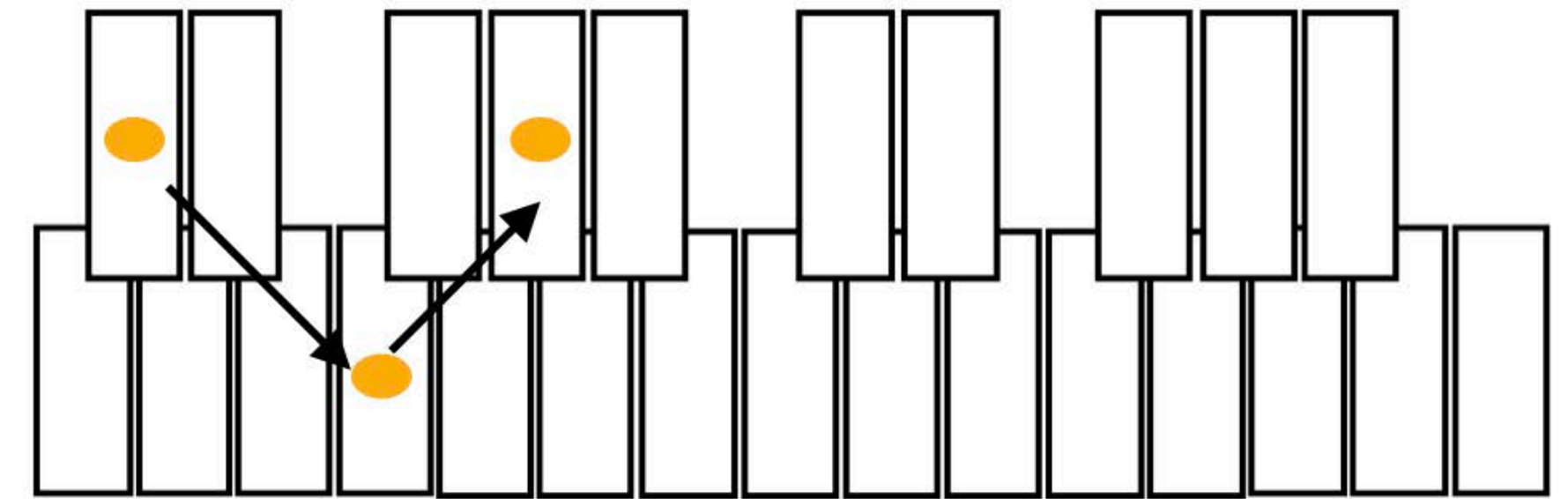
- 1.) Transferable grip**
- 2.) Coordination of lateral / vertical**
- 3.) Minimize memorization**
- 4.) Improved music literacy.**

Scale shapes in lead hand

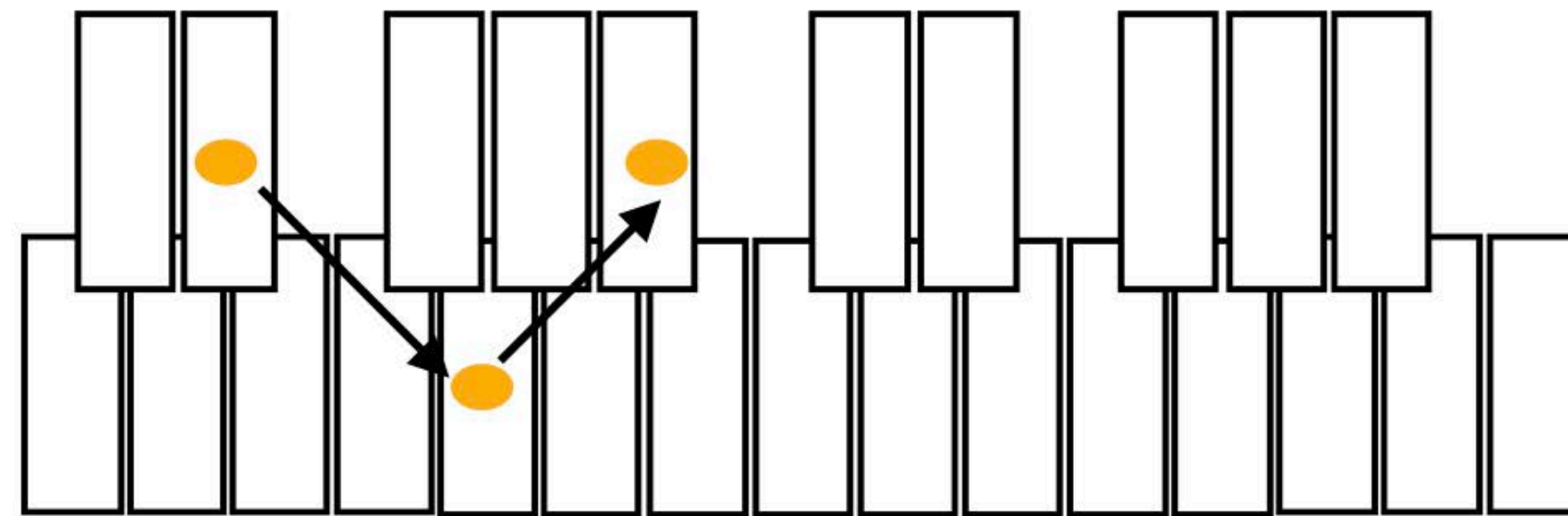
Ab



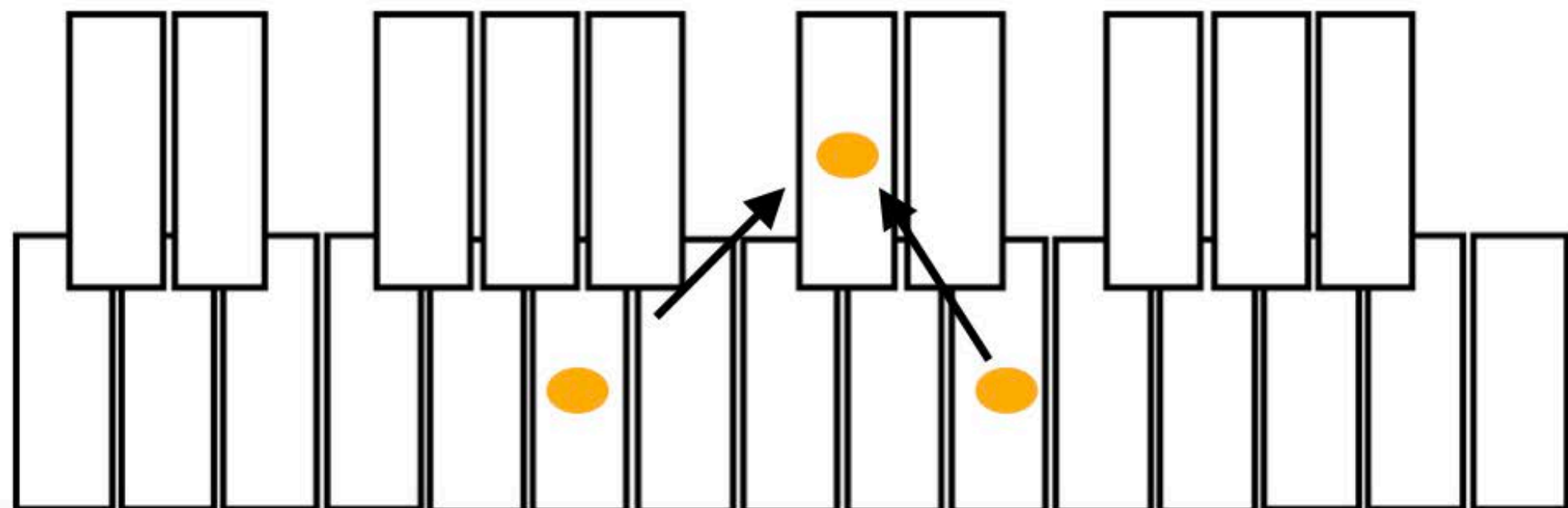
Db



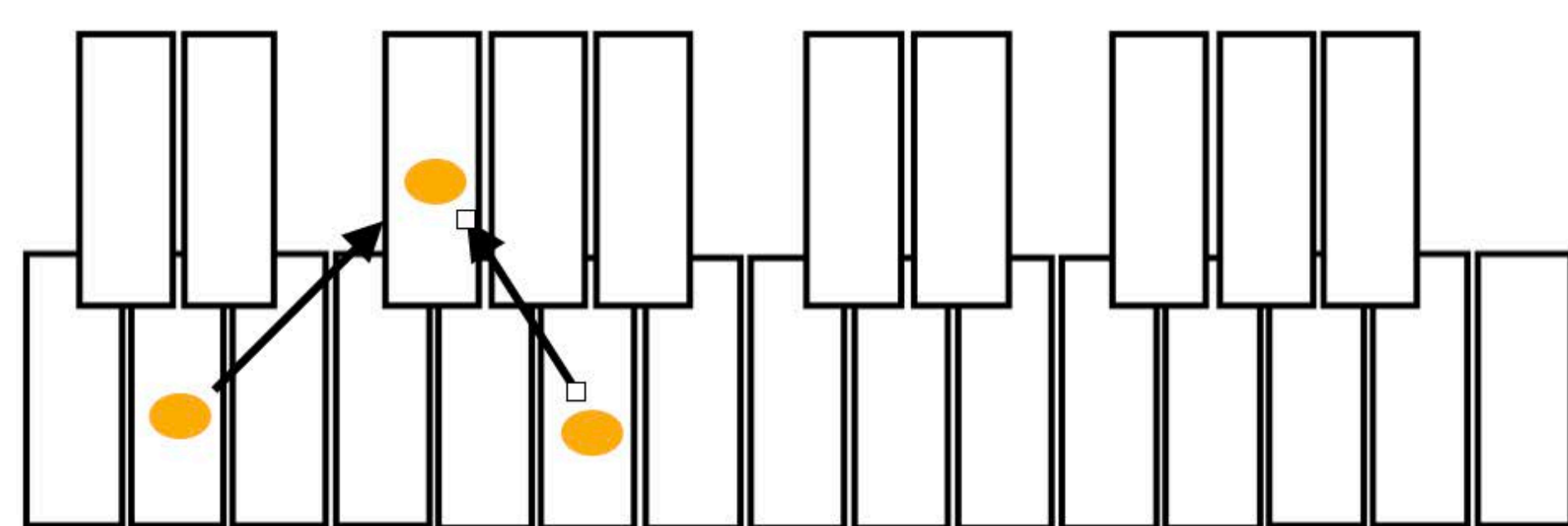
Eb



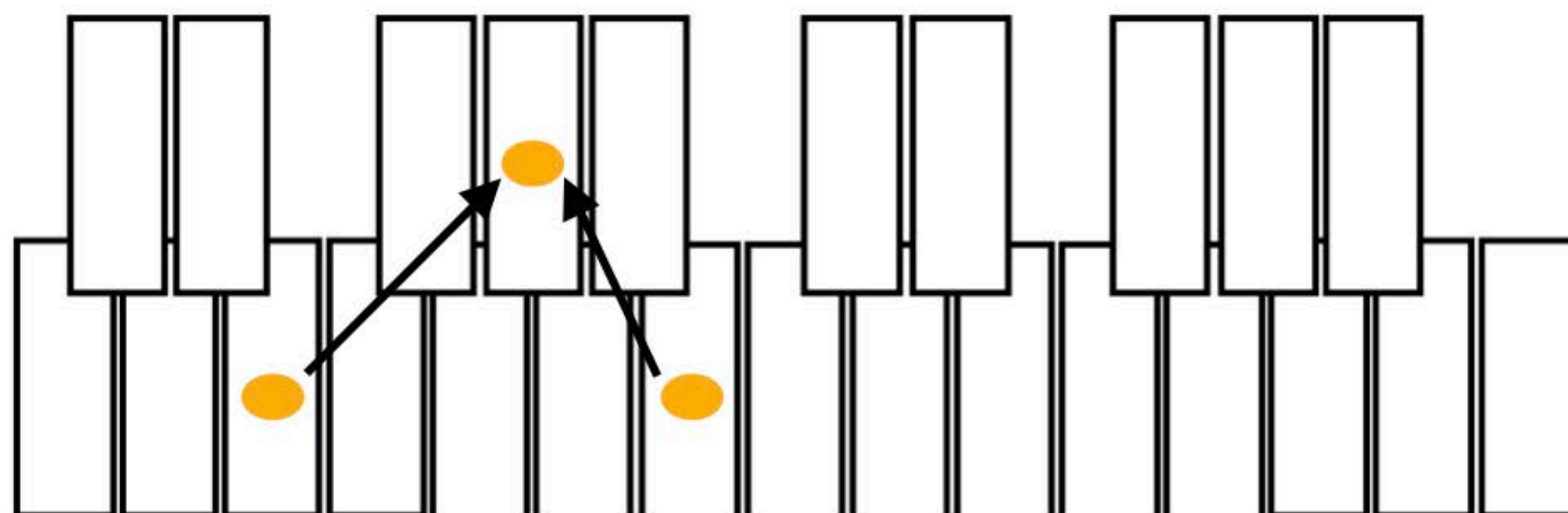
A



D



E



Minimize memorization.....

Music stand set up

Employ a balance of reading & kinesthetic exercises

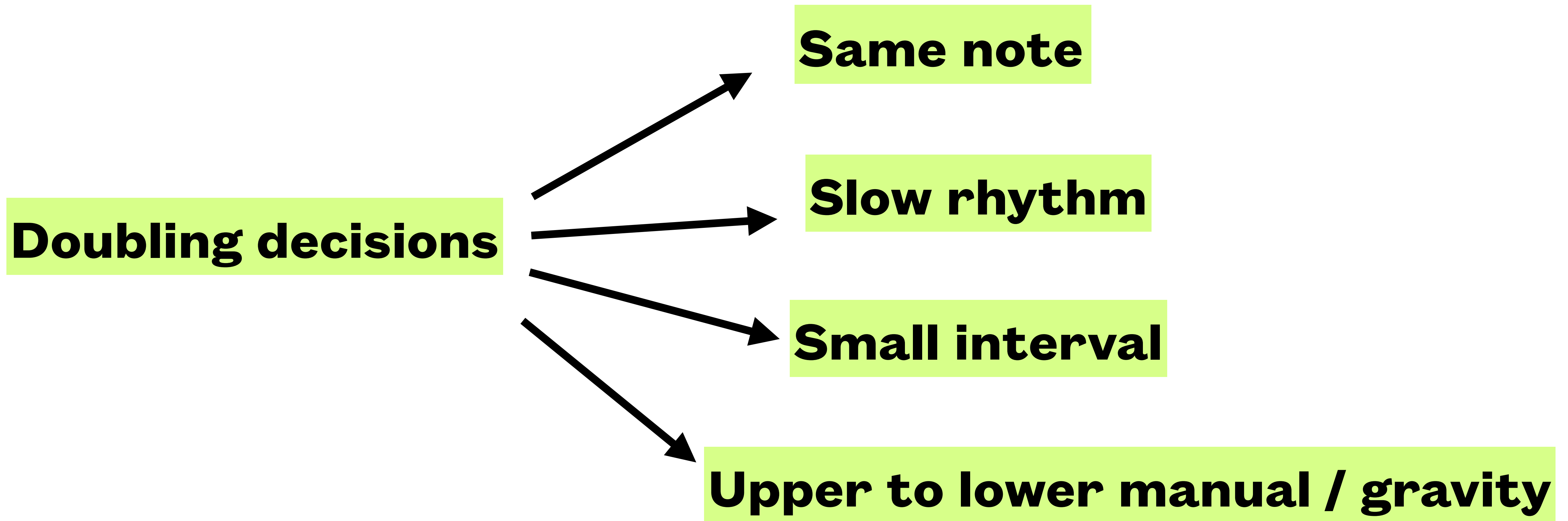
Discuss stepwise, direction, & leaps

Be patient

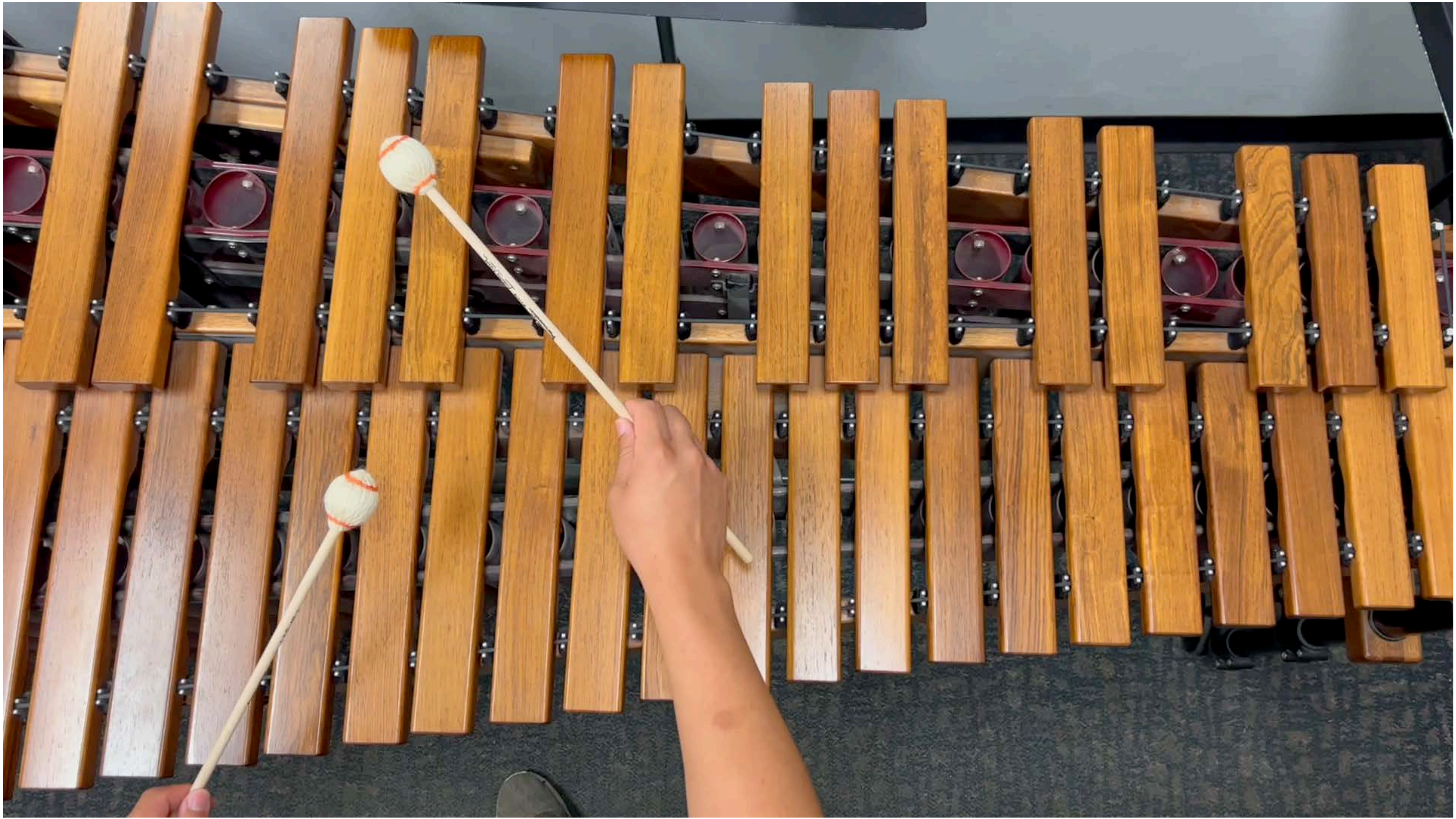
Improve music literacy

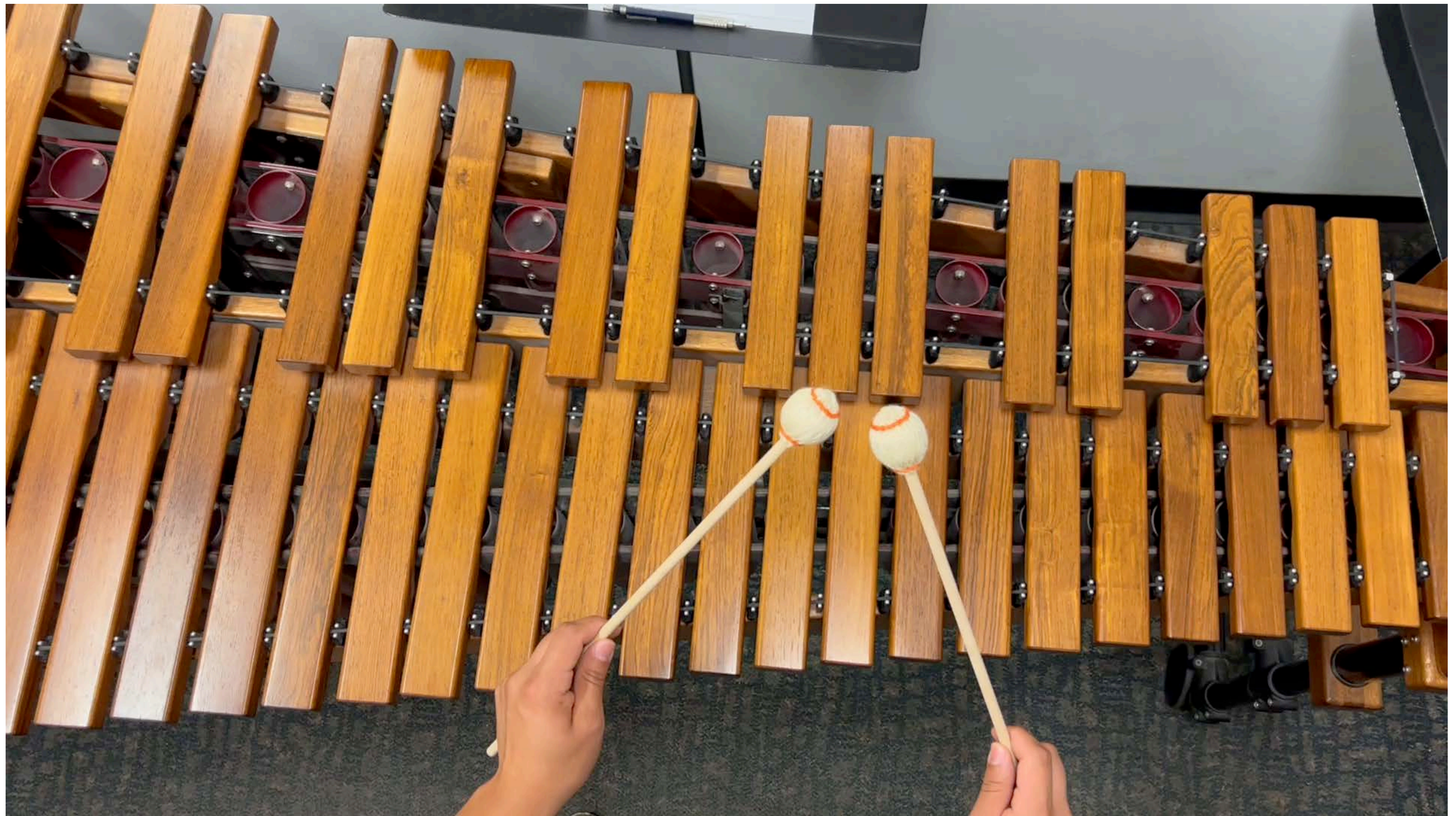
- 1.) Don't write in notes, write in **STICKINGS** (for consistency)
 - entanglement slows them down. open sticking logic
 - 2.) Play in the written register!!
 - 3.) Discuss directions, steps & leaps
-

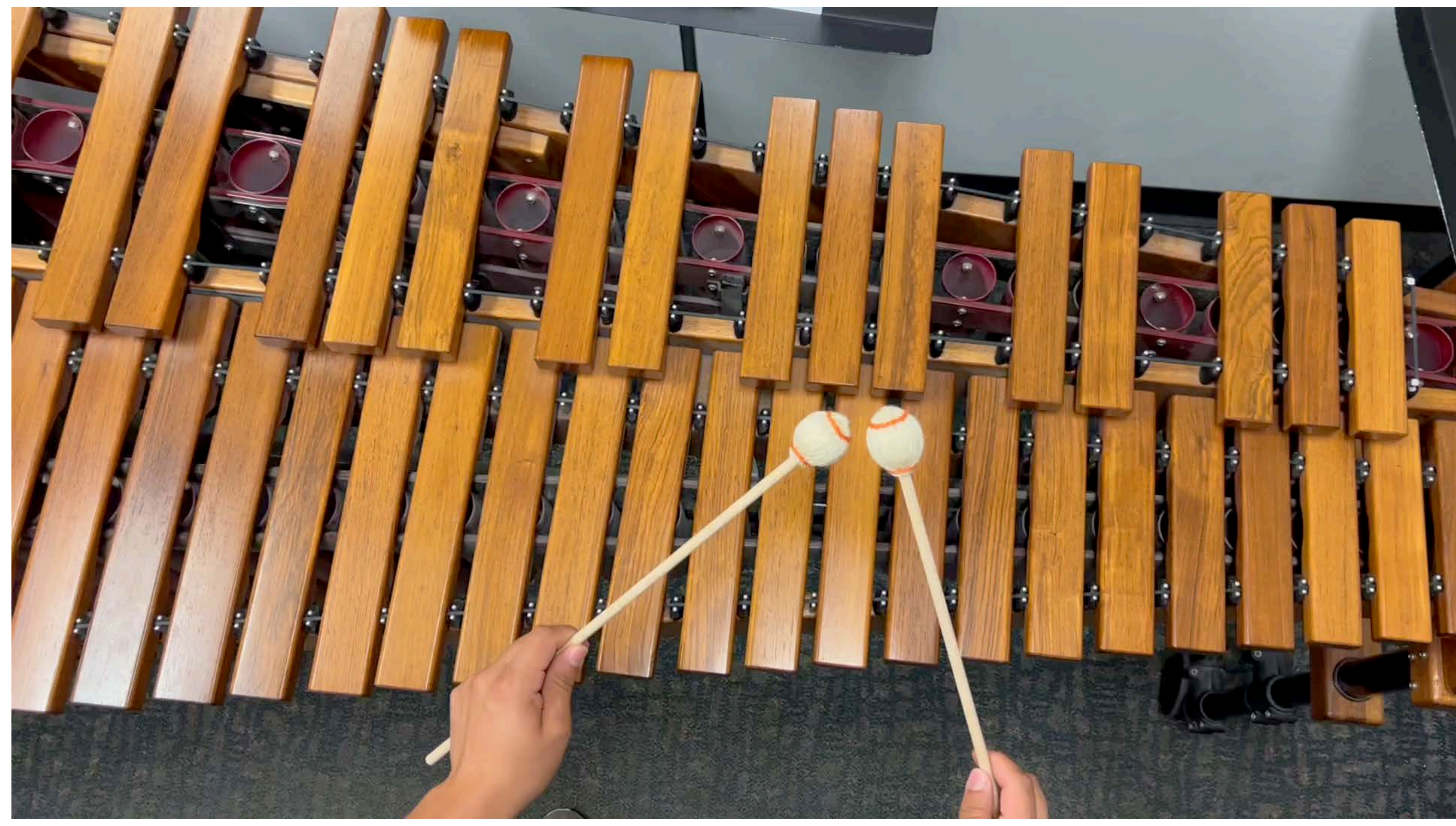
Facilitating open sticking.....





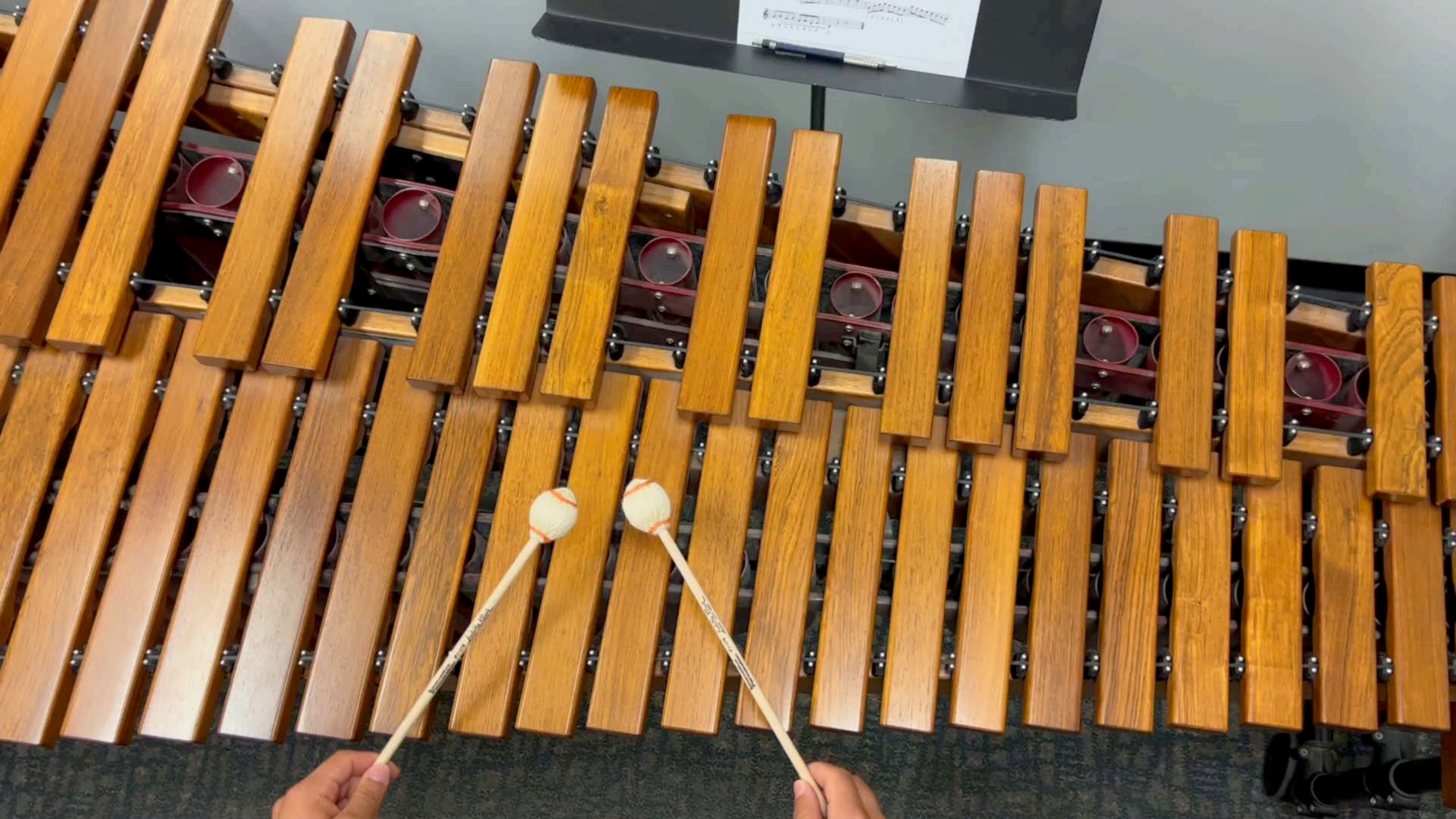












Cymbals....

Crash cymbals: Grip, straps (no pads), stance

Set up / no slide / flam / fundamental pitch /sound

Note value / sustain / choke

March technique



Suspended cymbals

Implement, playing area, speed, articulation, dark and bright depending on size. W/ stick bell or body, crash choke = neck.

Teach percussionists to strive for Intentional Sounds via touch, implement, characteristics





Educational resources

[PAS.ORG](https://pas.org)

Group memberships

Thanks to Midwest and following sponsors !



Stay connected.....



Facebook: Julie Sutton Davila



Instagram: sistajules9397

juliedavila65@gmail.com