

The University of Western Ontario
Don Wright Faculty of Music
M3841 Instrumental Conducting 2023-2024

Instructors:

Dr. Colleen Richardson (Section 004) – Course Coordinator

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Mr. Glenn Waugh – Graduate Teaching Assistant

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Course Description:

An introduction to rehearsal strategies and the fundamentals of conducting. Emphasis will be placed on the terminology, score analysis, and physical dexterity necessary for clear and fluent conducting that is stylistically appropriate. Other pertinent topics will include: the remediation of instrument-specific performance problems; moving from analysis to rehearsing; and affective teaching strategies.

Required Materials:

The M3841a Course Pack.

Battisti, Frank and Robert Garofalo. *Guide to Score Study: For the Wind Band Conductor*. Ft. Lauderdale, Florida: Meredith Music Publications, 1990.

O'Toole, Patricia. *Shaping Sound Musicians*. Chicago: GIA Publications, Inc., 2003.

Instrument (as specified by instructor), stand, metronome, and a tuner

Baton (specifications will be given in class / a representative from L & M will be here Sept. 13)

Readings/Handouts:

The required specific readings for each class are listed on the tentative schedule below.

Resources:

“Professional Resources for the Band Director,” CP41

“Instrumental conducting: Electronic Resource,” CP42

Ms. Wharton’s Video Reviews

Course Reserves:

GIA’s *Teaching Music Through Performance* series (Study Guides and Recordings).

Bruce Pearson’s *Best in Class Book 2 Conductor’s Book*.

O'Toole, Patricia. *Shaping Sound Musicians*. Chicago: GIA Publications, Inc., 2003.

Battisti, Frank and Robert Garofalo. *Guide to Score Study: For the Wind Band Conductor*. Ft. Lauderdale, Florida: Meredith Music Publications, 1990.

Evaluation:

Secondary Instrument Proficiency	10%	Completed by September 29 th
Forum Postings	15%	
Conducting Competency Tests	10%	Due October 6 th and 13 th
Test 2 (Repertoire Based)	15%	Due October 25 th or November 8 th
Score Analysis Project	20%	Due November 17 th

Test 3 (Repertoire Based)
Test 4 (Fermata)

20% Due November 22nd or November 29th
10% Due December 6th

Participation and Attendance Policy:

This course will operate as a lab for students to practice and discuss instrumental ensemble techniques. Within this environment, students will be placed in leadership roles that require a professional attitude, including active participation and punctuality. Because class members will function as both teacher/conductor and student/performer, the punctual attendance of every person is expected.

Assignment Deadlines:

- Failure to turn in a scheduled assignment (without documented medical evidence) will result in a mark of zero for that assignment.
- Video assignments must be posted to your private youtube account with a link provided to the instructor by midnight on the due date.
- Late assignments will not be accepted unless you have made arrangements with the instructor prior to the due date.

I. Notes:

i) **Course Prerequisites:** Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

The prerequisites for M3841a are at least two quarter courses from [Music 2865Q/R/S/T](#), [Music 2866Q/R/S/T](#), [Music 2875Q/R/S/T](#), [Music 2876Q/R/S/T](#).

ii) **Grading scale:** A+=90-100%, A=80-89%, B=70-79%, C=60-69%, D=50-59%, F=0-49%.

iii) **Academic Consideration for Student Absence & Missing Work (≥10%):** Students are responsible for making up any missed classes or assignments as soon as possible. The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. Academic Consideration provides students with consistent, fair, and pedagogically appropriate consideration, without compromising the academic integrity of the course or program, when they have been unable to complete some component of a course due to short-term extenuating circumstances. Students who have long-term or chronic medical conditions (physical or mental) that may impede their ability to complete academic responsibilities are directed to seek Academic Accommodation through Accessible Education ([Academic Accommodation for Students with Disabilities](#)).

Documentation shall be submitted, as soon as possible and no later than 48 hours after the end of the period of absence covered, to the Academic Counselling unit or Office of the Associate Dean, Undergraduate (TC210), of the student's Home Faculty together with a request for relief specifying the nature of the academic consideration being requested. Students are directed to read the Senate Policy on Academic Consideration for Medical Illness at the following website for further details regarding various requirements and procedures for the supporting documentation: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf

Whenever possible, students who require academic consideration should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

iv) **Academic Consideration for Missing Work (<10%):** In cases where students miss work that is worth less than 10% of the total course grade due to medical illness or compassionate grounds, if documentation is voluntarily submitted to the Associate Dean's office and the Associate Dean grants an accommodation, then the missed assignment(s) or quiz(zes) will be discounted in the calculation of the final grade for the course. If documentation

is not voluntarily submitted then the missed assignment(s) will receive a grade of zero. Students who have been denied accommodation by an instructor may appeal this decision to the Associate Dean's office but will be required to present appropriate documentation.

v) **Academic Offences:** Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

vi) **Mental Health & Wellness:** Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in Thames Hall room 2170. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in Thames Hall 2170 or to click on the big green "I Need Help Now" button on the Health and Wellness page above.**

vii) **Accommodation for Students with Disabilities:** Students work with Accessible Education which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

viii) **Religious Accommodation:** Students should consult the University's list of recognized religious holidays (other than statutory holidays), and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. The Diversity Calendar from the Canadian Centre for Diversity and Inclusion provides information on multifaith, multicultural and diversity related holidays and observances and links to resources for more information.

<https://www.edi.uwo.ca/resources/2816-2023-Diversity-Calendar-PDF.pdf>

ix) **Contingency Plan:** Although the intent is for this course to be delivered in-person, should any university-declared emergency require some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience), the course will adapt accordingly. The grading scheme will **not** change. Any assessments affected will be conducted online as determined by the course instructor.

x) **Gender-Based and Sexual Violence:** Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at

https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519 661-3568.

xi) **Electronic Devices in Classrooms:** The in-class use of electronic devices (other than for instructor-approved in-class uses) is expressly prohibited. Students found guilty of disrupting the class with electronic devices will be asked to leave the class and may be subject to disciplinary measures under the Code of Student Conduct.

xii) **Plagiarism Detection Software Usage:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism, which includes AI writing detection tools. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Tentative Schedule:

- September 8 (F) Course expectations: Secondary Instrument Proficiency Test Guidelines; Forum Posting Guidelines
Conducting: Posture; Limb independence/calisthenics; Wrist flexibility/tapping gesture
- Watch
Posture and Stance *Link* (11:58) ... these links are found on OWL
Limb Independence *Link* (3:15)
- Resources
“Focus on Fundamentals,” CP12b (p. 32-35)
“Basic Calisthenics,” CP1 (p. 4-5)
See Feldman videos for help on your assigned instrument:
<https://routledge textbooks.com/textbooks/9781138921405/instrument-pedagogy.php>
**Always bring the assigned readings and resources to class.*
- September 13 (W) Conducting: Basic terminology; Preparatory beat; Prep practice with instrumentalists; Beat point placement; Legato 4 (no baton); Mirroring in 4
Other: Interpreting percussion rolls (i.e., sticking); Chromatic fingerings
**Instruments needed on Wednesdays unless otherwise stated.*
(Prepare *Best in Class* p. 32 Concert B-flat Major Scale; and #68, 84, 21, 56)
- Watch
Basic Terminology *Link* (1:38)
The Prep *Link* (5:38)
Beat Point Placement *Link* (11:25)
- Resources/Bring
“Chromatic Fingerings,” OWL Resource
“Best in Class Bk. 2 Text: Percussion Rolls, p. 240,” OWL Resource
“Sterile patterns,” CP2 (p. 6)
L & M sells batons at 10:00am today
(\$27.00 Visa/MC/Cheque/Cash = Cheques payable to: Long & McQuade Musical Instruments)
- September 15 (F) Conducting: Score orientation; Baton grip; Wrist flexibility/tapping gesture with baton; Legato patterns
- Read/Post
Battisti Introduction and Step 1 (p. 4–7)
- Watch
Power Point #1
The Baton Grip *Link* (3:08)
Legato in 4; No Baton *Link* (5:49)
Legato Patterns in 3 and 2 *Link* (6:31)
- September 20 (W) Conducting: Skills/Philosophy; *Apply* and discuss Battisti’s score orientation; Musical styles cont.; RH Releases (fermata/held vs. continue, re-give, circular); RH dynamics
Other: Be prepared to play *Best in Class* excerpts: 5, 7, 34

Read/Post

Battisti Introduction and Step 1 cont. (p. 8–14)

Watch

Power Point #2

Staccato and Marcato Patterns *Link* (10:10)

Releases *Link* (3:48)

Resources/Bring

“Managing Releases,” CP 2 (p. 7)

September 22 (F)

Conducting: Score reading; Score study versus score cramming; Musical styles cont.; Mirroring in 2 and 3; Review RH Releases

Other: Conducting Competency Test 1a and 1b Guidelines

Read/Post

Battisti Step 2 (p. 22–25)

Watch

Power Point #3

RH Dynamics *Link* (5:52)

Resources/Bring

“Managing Releases,” CP 2 (p. 7)

September 27 (W)

Everyone conducts today *Classes start divided!

Prepare to conduct the following *Best In Class Book 2* excerpts: 5, 7, 34

Conducting practice suggestions:

- Sing the melody musically, demonstrating exactly how you would like it to sound (i.e., Interpretation: phrasing/breathing, dynamics, style, tempo).
- Practice your conducting to show your interpretation.
- Practice without looking at the music; look at the musicians!

*Classes come back together at 10:00am

Conducting: Starting on any beat; Practice Conducting Competency Test 1a

Watch

Starting on Any Beat *Link* (5:54)

Resources/Bring

“Starting on any beat,” CP 2 (p. 6)

September 29 (F)

No Class; In recognition of the National Day of Truth and Reconciliation

Secondary Instrument Proficiency Test Completed before today!

Sat., September 30th = OBA’s Online Beginning Band Symposium (Guest Clinician: Darryl Ferguson)

<https://www.onband.ca/york-oba-beginning-band>

October 4 (W)

Conducting: Score analysis = a process for completing an overall analysis of the major structural components; LH cues and nuance gestures; Practice Conducting Competency Test 1a

Other: Test 2 Guidelines; Be prepared to play and conduct *Best in Class* excerpts: 40, 44

Read/Post

Battisti Step 3 (p. 29–32)

Watch

Power Point #4

LH Cues *Link* (5:32)

Resources/Bring

“Conducting Check List” (OWL Resources)

October 6 (F)

Conducting: Synthesis analysis (flow charting); Practice Conducting Competency Test 1b; LH gestures (dynamics, interaction with players)

Other: Other: Score Analysis Project Guidelines

Conducting Competency Test No. 1a Due! (patterns/dynamics/mirroring)

Read

Battisti Step 3 cont. (p. 33–35) and p. 53

Watch

Power Point #5

October 11 (W)

Everyone conducts today *Classes divide today!

Prepare to conduct and play the following *Best In Class Book 2* excerpts: 40, 44

- Use LH reinforcement for dynamics.
- Plan your releases.

October 13 (F)

Conducting: Transposing instruments; Score Analysis Project cont. (harmony)

Conducting Competency Test No. 1b Due! (LH cues/dynamics)

Read/Post

Battisti p. 72–73; p. 74 (Example 5 only)

Watch

Power Point #6

Resources/Bring

Battisti p. 75 (Example 7: Alto Sax and Bari Sax) and p. 41

October 13-14th = Western/OBA Intermediate Honour Band!
Volunteers needed.

<https://www.onband.ca/western-oba-intermediate>

October 18 (W)

Conducting: Score Analysis Project cont. (identifying textures, historical information); Compound meters; Compound vs Simple meters; Fractional beat entries

Other: Practice Test 2 repertoire; Transposition practice (bring your test 2 score)

Watch

Compound Meters *Link* (8:03)

Two Beat Preps for Fractional Beat Entries *Link* (5:01)

Resources/Bring

“Fractional Beat Preps,” CP4 (p.8-9)

October 20 (F)

Conducting: Fractional beat preparations (one-beat versus two-beat)

Watch

One Beat Preps for Fractional Beat Entries *Link* (4:22)
Resources/Bring
“Fractional Beat Preps,” CP4 (p.8-9)

October 25 (W) **Conducting Test 2 starts**
*Classes divide today!

October 27 (F) Conducting: From analysis to teaching; Asymmetrical meters
Other: Test 3 Guidelines

Read/Post
“Analysis,” O’Toole ch. 1 (p. 18–24)
Watch
Power Point #7
Lopsided Patterns *Link* (6:54)

October 30 – November 3 *Fall Break*

November 8 (W) **Conducting Test No. 2 continues**
*Classes divide today!

November 10 (F) Other: Three broad categories of learning objectives; Long-term vs. short-term
outcomes; Resources for determining outcomes; ON Curriculum

Read/Post
“Outcomes,” O’Toole ch. 2 (p. 25– up to p. 31 “Writing Good Outcomes”)

November 15 (W) Conducting: Fermatas (Short, Long, and No Caesuras)
Other: Writing Good Outcomes; Bloom’s Taxonomy and it’s relation to action
verbs; How do we reach more meaningful affective outcomes; Practice Test 3
repertoire

Read/Post
“Outcomes,” O’Toole ch. 2 (p. 31 “Writing Good Outcomes” to p. 41)
Watch
Fermatas *Link* (14:08)

November 17 (F) Conducting: Review the fermata exercise
Other: Practical considerations for repertoire selection; Test 4 Guidelines
Score Analysis Project due (Based on your Test No. 3 score)

Resources/Bring
“Repertoire Selection,” CP7 (p. 15-18)
Watch
Fermata Exercise *Link* (6:18)

November 22 (W) **Conducting Test No. 3 starts**
*Classes divide today!

- November 24 (F) Other: Teaching strategies for different learning modalities; Referring to the Music
Read/Post
“Strategies,” O’Toole ch. 3 (p. 43–49, p. 55 “Take Out the Piece” to p. 56)
- November 29 (W) **Conducting Test No. 3 continues**
*Classes divide today!
- December 1 (F) Conducting: Review the fermata exercise; Slow 6 patterns; Asymmetrical patterns continued
Watch
Slow 6 and Asymmetrical Patterns *Link* (12:02)
- December 6 (W) **Test No. 4 (Fermata exercise)**
*Classes divide today!
- December 8 (F) Wrap-up; Conducting/teaching questions?
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M3841a Instrumental Conducting Repertoire (2023-2024)

Professors: Dr. Colleen Richardson, Ms. Linda Wharton

First Term folders ready by September 6, 2023

Scores on reserve in the library by this same date.

Music Return Date: December 12, 2023

Title:	Composer or Arranger:	MBD #:
Best in Class Book 2	Bruce Pearson	MWP 40*

*Please sign this method book out to the students for the full year (i.e., both terms).

Repertoire Term 1

Conducting Test #2

Affirmation (1:33)	Owens	3272
Glorioso (1:46)	Smith	3187
To Reach the Summit (1:45)	Oare	2956

Conducting Test #3 and Score Analysis Project

Over the Sea to Skye (2:21)	Wagner	3282
Colliding Visions (2:42)	Balmages	3189
Quest of the Nights Templar (2:00)	Sheldon	3271