

# Western



**Music 9595  
Performance Research III  
Fall 2023**

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**Course Description**

This seminar will explore ways that music theory and analysis can inform music performance. Our investigation will be multi-faceted. A variety of readings from the academic literature will inform in-seminar discussion. We will explore various topics including Schenkerian analysis and Gestural theory. Focused assignments will help participants to clarify their ideas through practice and reflection. The seminar will culminate in a series of short lectures/performances based on analysis of various chamber works presented by groups formed during the semester.

**Course Materials**

Participants will be expected to familiarize themselves with assigned readings and/or repertoire in advance of the seminar each week. Lists of readings and repertoire will be posted on OWL prior to each class meeting. Also, pdfs of readings will be provided on OWL by the instructor.

## ***Learning Outcomes and Objectives***

The goals of the seminar are:

- 1) To foster an interest in Theory and Analysis as tools that can inform performance choices.
- 2) To examine thoroughly what are theory, analysis, and performance.
- 3) To become familiar with different theories and types of analysis by examining their various scopes and domains.
- 4) To develop skills in discussing theoretical and analytical ideas with others.
- 5) To gain some familiarity with academic theoretical literature.
- 6) To examine more closely the choices we make as performers and our reasons for them.

## ***Seminar Format***

The course will be divided into several distinct sections. During Week 2, we will discuss some academic literature about Theory and Performance to start us thinking about the relationships between the two.

For a few weeks after that (Weeks 3 – 6), we will delve in some detail into Schenkerian theory, becoming familiar with certain concepts which might be especially useful to us as performers. We will close this section of the course by reading closely an analysis informed by Schenkerian theory from the book *Performative Analysis* by Jeffrey Swinkin.

Short, focused written assignments that relate to the topics discussed will be provided to increase your familiarity with, and confirm your understanding of, the material.

In Week 7 & 9 we'll begin our discussion of gestural theory, examining articles by Roger Graybill and Alexandra Pierce.

Week 8 will be a guest lecture, in tandem with the other Performance Research class, by Rory McLeod.

Week 10 will involve a return to a broader view of our topic, and we will think about the relationship between performance and theory generally using articles from the academic literature ( by Robert Hatten and Joel Lester) as a starting point for discussion.

During the latter part of the course, you will work in small groups (the organization of groups will begin during the first weeks of the seminar). Each group will pick a piece of reasonable length (c. 5–10 minutes) to analyze and perform. During Weeks 11 and 12, each

group will verbally present their analysis of their chosen piece and discuss various ways that their analysis might impact performance decisions. This discussion will be followed by a performance of the work.

The delivery of all electronic materials in this course, including readings, polls, notes, scores, recordings, etc., will be made through the course website on OWL unless otherwise specified in class.

### ***Course Evaluation***

***Participation – 30%*** - Participation in class is weighted quite heavily in the marking scheme. Because this seminar may serve as an introduction to some theoretical ideas, less discussion may occur around certain topics than is typical of a seminar; however, when appropriate, discussion will be strongly encouraged. Participation includes being present, paying attention to the flow of the seminar, familiarizing yourself with the readings and listening examples, and, when possible, contributing your thoughts.

***Assignments – 30% (3x 10%)*** - Three short written assignments over the course of the semester will focus on aspects of the material discussed in the preceding seminars. Tentative dates for the assignments are listed below in the Course Timeline. Assignments are due one week after they are assigned.

***Verbal Group Presentation and Performance – 25% (15%+10%)*** - After being assigned to a group, you will be expected to select a short piece to analyze and perform (c.5–10 minutes). Sometime during Week 11 or 12, you will present your analysis to the seminar and discuss various ways your analysis might affect a performance of the chosen work. This discussion should be about 20 minutes in length, with time for some class discussion afterwards. Your discussion will be followed by a performance of your piece. This performance will not be marked with the stringency of a performance jury but rather with the idea that you are looking to put into practice the discoveries you've made in your research and analysis.

***Individual Write-Up of Group Analysis – 15%*** - A short write-up (4-5 pages) of your group's findings will be submitted by each participant. In this write-up you will discuss the findings of your group with a particular focus on how those relate to your own part in the chosen piece (e.g., if you are a pianist, you will write in more detail about the piano part). This assignment is to be completed independently.

### **Course Timeline**

The seminar will be held on Wednesdays throughout the fall term from Sept. 15 to Dec. 6. An outline of when assignments will be due is included below. (N.B.: This calendar is intended as a guideline and may be subject to change.)

#### **Wednesdays**

Week 1:	Sep 13	Introduction
Week 2:	Sep 20	Opening discussion: Performance and Theory
Week 3	Sep 27	Tonal Analysis I
Week 4:	Oct. 4	Tonal Analysis II
Week 5:	Oct. 11	Tonal Analysis III Assignment 1 available
Week 6:	Oct. 18	Swinkin Reading from <i>Performative Analysis</i>  Assignment 1 due
Week 7:	Oct. 25	Gestural Analysis 1: Roger Graybill and Alexandra Pierce
	Nov. 1	Reading Week
Week 8:	Nov. 8	Joint meeting with MU9593 (Prof. Helsen's Performance Research seminar) featuring a a lecture / workshop on disability and accessibility in the arts / performance <b>( Phrase and Gestural Analysis</b>  Assignment 2 due
Week 9:	Nov. 16	Gestural Analysis continued.
Week 10:	Nov. 22	Hatten and Lester Assignment 3 due
Week 11	Nov. 29	Final Presentations
Week 12	Dec. 6	Final Presentations

### Enrollment Restrictions

Enrollment in this course is restricted to graduate students in the DMA in Literature and Performance program.

### Statement on Academic Offenses

- Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:  
[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf)

### Statement on Health and Wellness

- Students who are in emotional or mental distress should refer to Mental Health Support for a complete list of options about how to obtain help.  
<https://www.uwo.ca/health/psych/index.html>

### Statement on Accommodation for Medical Illness

- The Graduate Program in Music recognizes that a student's ability to fulfill academic responsibilities may, on occasion, be impaired by illness or injury. To ensure fairness and consistency for all students, academic shall be granted only in cases where there is documentation indicating that the student could not reasonably be expected to meet the academic responsibilities. Documentation shall be submitted, as soon as possible, to the office of the Associate Dean (Graduate Studies), not to the course instructor.
- Students with special learning needs or other circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be considered.

### Accessible Education Western (AEW)

- Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Statement on 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 contact at:  
[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](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](mailto:support@uwo.ca) or call 519-661-3568