

The University of Western Ontario
Don Wright Faculty of Music
M4840b Instrumental Ensemble Pedagogy 2021-2022

Class Times and Locations:

Wednesday	8:30-10:20	MB27 (zoom when required to be online; link posted in OWL)
Friday	9:30-10:20	MB27 (zoom when required to be online; link posted in OWL)

Instructor:

Dr. Colleen Richardson

E-mail Address: cricha33@uwo.ca

Office: TC 112

Phone: ext. 86873

Office Hours: by appointment

Teaching Assistants:

Sidnee McCleod – Graduate Teaching Assistant

E-mail Address: smcleo25@uwo.ca

Office Hours: by appointment

Office: TC 411

Xiao Dong – Graduate Teaching Assistant

E-mail Address: xdong224@uwo.ca

Office Hours: by appointment

Office: TC 125

Course Description:

A continuation of M3841a with a focus on pedagogical and organizational aspects of instrumental teaching. Topics include rehearsal strategies, programing for comprehensive musicianship, beginning band techniques, writing objectives, assessment ideas, conducting, and resources for the instrumental music educator.

Required Materials:

The M3841a Course Pack.

Jagow, Shelley. *Teaching Instrumental Music: Developing the Complete Band Program*, 2d ed.
Galesville, Maryland: Meredith Music Publications, 2020.

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

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

Baton

Readings/Handouts:

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

Resources:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf>

OWL Course Reserves:

GIA's *Teaching Music Through Performance* series (Study Guides where available).

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

Evaluation:

Teaching/Conducting Tests

65%

Test 1 = 15%

Due January 28

Test 2 = 20%

Starts February 16

Test 3 = 15%

Starts March 9

Test 4 = 15%	Starts March 30
Forum Postings	20%
Curriculum Project	15% Due March 25

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.

Please know that live teaching/conducting tests are extremely difficult, and sometimes impossible, to reschedule due to class time restraints.

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 via OWL assignments 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 prerequisite for M4840b is M3841a.

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:** Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student’s final grade. **Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus.** Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student’s final grade,
- if a student has already used the self-reporting portal twice during the academic year.

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. **Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.**

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of the student's Home Faculty.

For the Western University policy on Consideration for Student Absence, see:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

and for the Student Medical Certificate (SMC), see:

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

Special Note for Covid-19-related Situations:

As a guideline, if a student has been contacted by the Middlesex-London Health Unit (MLHU) to self-quarantine due to a Covid-19-related situation, then the Self-Reported Absence system is not to be used to report this absence or to request an academic accommodation. The student should contact the Academic Counselling office as soon as they are notified.

In general, even when the MLHU has not advised students to self-isolate, students are advised to follow the most recent directions from the university and the MLHU concerning when to self-isolate and for how long. Specifically, if a student believes they have Covid-19 then the student is directed to report this to the Academic Counselling office as soon as possible for further direction on receiving accommodation consideration.

iv) **Academic Consideration for Missing Work:** In cases where students are unable to submit work due to medical illness or compassionate grounds, if an online self-reported absence is submitted, or if appropriate supporting documentation is submitted to the Associate Dean's office, and the accommodation is granted, then the missed assessments may be rescheduled or discounted in the calculation of the final grade for the course, at the discretion of the instructor. If neither a self-reported absence nor an appropriate supporting document is submitted to the appropriate office, then the missed assignments will receive a grade of zero.

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 UCC room 76. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in UC11 or to click on the green "I Need Help Now" button on the Health and Wellness page above.**

vii) **Accommodation for Students with Disabilities:** Students work with Accessible Education Western (AEW, formerly SSD) 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

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viii) **Religious Accommodation:** Students should consult the University's list of recognized religious 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. Additional information is given in the Western Multicultural Calendar.

<http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

ix) **Contingency Plan:** Although the intent is for this course to be delivered in-person, the changing COVID-19 restrictions may necessitate 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 grading scheme will **not** change. Any assessments affected will be conducted online as determined by the course instructor.

x) **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.

M4840b Instrumental Ensemble Pedagogy Repertoire (2021-2022)

Professor: Dr. Colleen Richardson

Folders needed by December 3, 2021

Scores on reserve in the library by this same date.

Music Return Date: April 14, 2022

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

*Students that were in M3841a should keep their method book from term 1.

Repertoire Term 2

Test 1

Colliding Visions (2:42)	Balmages	3189
Celtic Air and Dance (3:07)	Sweeney	3190

Test 2

Pinnacle (2:53)	Grice	2208
Canticle (2:45)	Wagner	2971
Last Voyage of Queen Anne's Revenge (2:55)	Meeboer	3166

Test 3/4 and Conducting Exam Project (List your first and second choices)

Fanfare, Ode and Festival (II/I = 3:30 or II/III = 3:44)	Margolis	1986
Little Suite for Band (II/I = 3:20 or II/III = 3:20)	Grundman	209
The Legend of Castle Armagh (3:11)	Murtha	3182

Tentative Schedule:

- January 12 (W)
Zoom Course expectations
What to do when you don't know where to start; Planning rehearsals; Fixing note and rhythm problems
Other: Forum Posting Guidelines; Test 1 Guidelines
- You should already have picked-up your folders from the CBO.
(Do you have the correct parts for all of the Repertoire?)*
- Resources/Bring
"The Rehearsal Hierarchy," CP31 (p. 122-127)
*Always bring the assigned readings and resources to class.
- January 14 (F)
Zoom Long-term rehearsal strategies (i.e., regular/consistent attention): Tone quality
- Read/Post
"Tone Quality," Jagow ch. 6 (p. 43-54)
- Resources/Bring
"Long-Term..." CP12a (p. 28 "Tone Development")
"Focus on Fundamentals—Where to Start," CP12b (p.32-35)
- January 19 (W)
Zoom Balance and blend; Warm-ups (why and what?); Introducing a new piece
Other: Test 2 Guidelines
- Read/Post
"Balance and Blend," Jagow ch. 7 (p. 55-66)
- Resources/Bring
Your score for Test 1
"Long-Term..." CP12a (p. 28-31)
"Warm-Up," Jagow ch. 8 (p. 86-88)
- January 21 (F)
Zoom Tuning the ensemble; The relationship between tone, blend, balance, and Intonation; Directed listening
- Read/Post
"Pitch/Intonation," Jagow ch. 8 (p. 67 up to the end of p. 69; p. 71 "Pure Tuning of Ensemble Chords" up to "Intonation Training Software," p. 85)
- Resources/Bring
"Oboe, Bassoon, Clarinet Starter Kit," CP21(p. 63 "Oboe Intonation...")
"Clarinet Tuning Guide," CP32 (p. 128-129)
- January 26 (W)
Zoom Gift Fund Guest Lecturer: Jacquie Dawson (University of Manitoba)
Does Everyone Get to Play? The Inclusive Band Room
- Read/Post
"Technique, Style and Articulation," Jagow ch. 12 (p. 117-122)
"Long-Term..." CP12a (p. 29 "Listening Strategies")
"The Rehearsal Hierarchy," CP31 (p. 125 "Style Inconsistencies")

- January 28 (F)
Zoom
Gift Fund Guest Lecturer: Jacquie Dawson (University of Manitoba)
Articulation: Developing Skills for Effective Articulation in Young Players
Conducting Test 1 Video Due!
- February 2 (W)
Everyone gets to conduct through their test 1 piece
**Instruments, music stands, and music folders are always needed on Wednesdays.*
- February 4 (F)
Finish the test 1 conducting practice; Writing objectives; TSWBAT,
The cognitive, affective, and psychomotor domains
Instruments needed today.
- Read/Post
“Rehearsal Plans,” Jagow ch. 24 (p. 199 “TSWBAT” up to p. 203)
- Resources/Bring
“Long-Term...,” CP12a (p. 30 “Teaching Declarative ...”)
Your score for Test 2
- February 9 (W)
Rehearse Test 2 Repertoire; Preparing your piece for a successful reading; The directing word (i.e., the action verb); Repertoire selection/planning
Other: Curriculum Project Guidelines; Test 3/4/Curriculum Project Choice Forms
- Read/Post
“Understanding Music-Learning Outcomes,” CP11a (p. 25-26)
- Resources/Bring
Your score for Test 2
“Repertoire Selection,” CP7 (p. 15-18)
“Repertoire Resource List,” CP6 (p. 13-14)
“The Score: Nucleus for Teaching and Learning,” CP8 (p. 18-22)
- February 11 (F)
Teaching rhythmic independence; Creating a sequenced rhythm curriculum
Other: Test 3/4/Curriculum Project Choice forms Due
- Read/Post
“Teaching Students to be Rhythmically Independent,” CP13 (p. 36-38)
- Resources/Bring
“Exercises in Eighth Notes,” CP15 (p. 40-41)
“A Little Concert Suite,” CP14 (p. 39)
“Blackwater Study Guide,” CP16 (p. 42-43)
- February 16 (W)
Conducting Test 2 Starts!
Feedback/new goals before repetition
Other: Test 3 Guidelines
- Read/Post
“Motivation, Assessment, Planning,” CP17a (p. 44-45)
- February 18 (F)
Assessment ideas: Written
- Read/Post
“Assessment,” O’Toole ch. 4 (p. 69 up to the end of p. 76)

Resources/Bring

- “Beginning Band Worksheets,” CP28 (p. 112-117)
- “Sample Worksheets,” CP26 (p. 96-105)
- “CJS Exams,” CP27 (p. 106-109)
- “CJS Special Projects,” CP27 (p. 110-111)
- “Jazz and Copland Worksheets,” CP29 (p. 118-121)
- “The Rehearsal Hierarchy,” CP31 (p. 124 “Tempo Problems”)

February 21 – 25 Reading Week!

March 2 (W)

Conducting Test 2 Continued

The rehearsal structure; Macro-micro-macro

Read/Post

- “Rehearsal Plans,” Jagow ch. 24 (p. 203-210)
- “The Rehearsal Hierarchy,” CP31 (p. 122, p. 126-127)

March 4 (F)

Using the method book and the sound-to-symbol technique
Other: Beginning band-Instruments played/ranked

Read/Post

- “From the Unknown,” CP10a (p. 23-24)

Resources/Bring

Instruments and folders needed today!

March 9 (W)

Test 3 Starts!

Other: Beginning band demo instrument assignments

March 11 (F)

Assessment ideas: Performance-based; The relationship between motivation, assessment, and planning

Read/Post

- “Assessment,” O’Toole ch. 4 (p. 77 up to the end of p. 83)

Resources/Bring

- “Lucas Worksheet/Gr. 12 Syllabus Samples,” CP35 (p. 132-135)
- “CJS Gr. 11/12 Band Syllabus,” CP34 (p. 130-131)
- “Farrell’s Sample Evaluations,” CP18 (p.46-53)
- “Motivation, Assessment, Planning,” CP17a (p. 44-45)

March 16 (W)

Test 3 continued

March 18 (F)

Beginning heterogeneous band class demonstration Part 1

Resources/Bring

- “Beginning Band Sequence Sample Time Line,” CP20 (p. 61)
- Instruments needed for the demo band!**

March 23 (W)

Test 3 continued

- March 25 (F) Beginning heterogeneous band class continued
Curriculum Project Due!
- Resources/Bring
 “Ensuring Success When Matching Beginners with Instruments,” CP23
 “Developing Successful Beginning Band Students,” CP24
 Instruments needed for the demo band!
- March 30 (W) **Test 4 starts!**
- April 1 (F) Recruitment; Instrument allocation/budgeting; Scheduling
- Read/Post
 “Setting up for Success,” CP19a (p. 54-58)
- Resources/Bring
 “Budget and Finance,” CP39 (p. 137-151)
- April 6 (W) **Test 4 Continued.**
- April 8 (F) Wrap-up; Bring questions/concerns
- Resources/Bring
 “Thoughts on Teaching,” CP36 (p. 136)