

The University of Western Ontario
Don Wright Faculty of Music
M4841a Instrumental Literature and Techniques 2021-2022

Class Times and Locations:

Monday	10:30-12:20	MB27
Thursday	9:30-10:20	MB27

Instructors:

Dr. Colleen Richardson

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Office: TC 112

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Office Hours: by appointment

Xiao Dong – Graduate Teaching Assistant

E-mail Address: xdong224@uwo.ca

Office Hours: by appointment

Office: TC 125

Course Description:

This course will operate as a learning laboratory where students function as both student and teacher. Topics will include: rehearsal strategies; a review of instrument fundamentals; repertoire; comprehensive musicianship; curriculum planning (e.g., long-term planning, lesson plan development, writing learning objectives, assessment); improvisation and composition; conducting techniques; communication; and organization/administration. Assignments will be practical and relevant to your future work as professional teachers. Students will be asked to teach mini-lessons and demonstrate appropriate rehearsal strategies using repertoire that they will conduct in class. Therefore, this class will build upon the skills and concepts introduced in M3841a and M4840b.

Because this class is part of a sequence designed to prepare students for their teaching practicum as well as professional employment; attendance, punctuality, and active participation are basic expectations.

Required Materials:

Feldman, Evan and Ari Contzius. *Instrumental Music Education: Teaching with the Musical and Practical in Harmony*, 3d ed. New York: Routledge, 2021.

Baton, Instrument (as specified by instructor), and a stand

The class course pack.

Readings/Handouts:

The required readings for specific classes are listed on the tentative schedule below. The textbook pages and the handout number have been specified. Handouts are in the course pack. Please be prepared to answer questions about the readings.

Resources:

Ontario Arts Curriculum Documents

<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>

(Electronic and hard copy)

Evan Feldman's Companion Website

www.routledge.com/cw/Feldman

OWL Course Reserves:

GIA's *Teaching Music Through Performance* series (Study Guides and Recordings where available).
Battisti, Frank and Robert Garofalo. *Guide to Score Study: For the Wind Band Conductor*. Ft. Lauderdale, Florida: Meredith Music Publications, 1990.
Jagow, Shelley. *Teaching Instrumental Music: Developing the Complete Band Program*, 2d ed. Galesville, Maryland: Meredith Music Publications, 2020. (Electronic and hard copy)

Evaluation:

Forum Postings	15%	
Test 1	20%	Starts October 4 th
Test 2	20%	Starts October 25 th
Test 3 (Creativity Based)	15%	Starts November 15 th
Assessment Project	15%	December 2 nd
Conducting Test with SB	15%	Tuesday, December 7 th

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.
- Written assignments must be uploaded to your OWL Drop Box by midnight on the due date.
- 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 prerequisite for M4841a is M4840b or M3840y.

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, students are advised to not self-determine when to self-isolate. Unless directed by the MLHU students should go about their business as usual. But if a student chooses to self-isolate due to a suspected Covid-19-related situation while waiting to receive direction from the MLHU then the student is directed to contact 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

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:** In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely 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 remaining assessments will also be conducted online at the discretion of 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.

Fall 2021

September 9 (H)

Tentative Schedule (readings and assignments are listed):

Topics: Course expectations; Resources; Conducting pattern review (Simple vs. compound meters; Fermatas)
Other: Test 1 Guidelines; Forum Posting Guidelines

Resources

Evan Feldman's Companion Website

www.routledge.com/cw/Feldman

Feldman's List of Instrument Pedagogy Videos (p. 357)

Conducting Videos (access through OWL)

CBO folders ready for pick-up today (Do you have the correct part for each piece?)

Friday, September 10th

L & M sells batons at 10:10am (outside MB27)

(\$24.00 Visa/MC/Cheque/Cash = Cheques payable to: Long & McQuade Musical Instruments)

September 13 (M) Topics: Rehearsal strategies; Errors as a way to improve; Asking Questions;

Conducting/baton needed (Are they fit to be conducted; Gesture of syncopation; Subdivision techniques)

Read/Post

“Rehearsals,” Feldman ch. 13 (p. 213 up to “Lesson Planning,” p. 225)

Resources/Bring

“Subdivision of Beats,” CP26 (p. 121-123)

“GOS,” OWL Resources (In the M3841a Course Pack)

**Always bring the assigned readings and resources to class.*

**Instruments, music stands, and music folders are always needed on Mondays.*

September 16 (H)

Topics: Correcting basic rhythm and notes issues; Developing your conductor’s ear; Directed listening; Misdiagnosing

Read/Post

“Rehearsals,” Feldman ch. 13 Part III (p. 238 up to “The Dunning–Kruger Effect,” p. 246)

Resources/Bring

Your test 1 score

September 20 (M)

Topics: Teaching melodic patterns and literacy; Method books vs. sound-to-symbol; Reinforcing note-names; Conducting (Showing the rhythm)

Read/Post

“Tonality, Melody, and Singing,” Feldman ch. 3 (p. 53-58)

Resources/Bring

“From the Unknown to the Known,” CP 43a

“Beginning a Kodaly Program with Older Students,” CP 30a

“Sound-to-Symbol in the Beginning Instrumental Classroom,” Feldman, ch. 18

September 23 (H)

Topics: Structuring the rehearsal; Misconceptions about learning; The testing effect; Interleaved practice; Verbal praise

Read/Post

“Rehearsals,” Feldman ch. 13 (p. 225 “Lesson Planning” up to the end of p. 237)

Resources/Bring

“The Relationship Between Motivation, Assessment, and Planning,” CP55 (p.253-254)

September 27 (M)

Topics: Context- and content-based creativity; Harmonic patterns
Other: Test 3 (Creativity) Guidelines

Read/Post

“Teaching Improvisation and Composition,” Feldman ch. 4 (p. 59-69)

Resources/Bring

“Agrell Melody Games,” CP 41

“The Creative Band and Orchestra,” CP 12

“Colgrass’ Graphic Notation,” CP 44a
“Developing Musicianship Through Improvisation,” CP45 (p. 195-218)
Jim Karas, “Handout,” CP62 (p. 275-280)

September 30 (H) Topics: Differentiated instruction; Creative repetition
Other: Test 2 Guidelines

Read/Post

“Rehearsals,” Feldman ch. 13 Part III (p. 246 “Differentiated Instruction”
up to “Additional Ways,” p. 253)

Resources/Bring

”Long-Term vs. Short-Term Rehearsal Strategies,” CP54 (p. 249-252)

October 2nd = OBA’s Online Beginning Band Symposium (Guest Speaker: Vince Gassi)

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

October 4 (M) **Test 1 Starts!**

October 7 (H) Topics: Motivation; Warm-ups; Remediating common performance deficiencies

Read/Post

“Ideas for Avoiding the Warm-up Rut,” CP40 (p. 152-155)

“Motivation and the Likeability factor,” CP30 (p. 128-129)

Resources/Bring

“Most Common Performance Issues,” CP7 (p. 35-36)

“Focus on Fundamentals—Where to Start,” CP53 (p. 245-248)

“Balance Paradigms,” CP60 (p. 269-272)

October 11 (M) *Thanksgiving! No Class*

October 14 (H) Topics: The spiral curriculum; What to teach—Curriculum; Assessment
Other: SB Conducting Test/Assessment Project Choice Form; Assessment Project
Guidelines

Read/Post

“Curriculum, Assessment, and Grading,” Feldman ch. 8 (p. 113 up to
“NAfME Core Music Standards,” p. 116; p. 119 “What to Teach” up
to “Using Rubrics,” p. 127)

Resources/Bring

“What to Teach,” CP50 (p. 229)

“The New ASBDA Curriculum Guide,” CP51 (p. 230-234)

October 18 (M) **Test 1 Continues!**

October 21 (H) Topics: Written assessment ideas; Declarative and procedural knowledge

Read/Post

“Curriculum, Assessment, and Grading,” Feldman ch. 8 (p. 135 “Writing
Assignments” up to “Grading Systems,” p. 144)

Resources/Bring

“Concert Band-Course Outline,” CP13 (p. 48-59)

“Central’s Grade 11 and Grade 9 Course,” CP16a

“HB Beal Samples,” CP17

October 25 (M)

Test 2 Starts!

October 28 (H)

Topics: Written assessment ideas continued; Writing outcomes

Other: SB/Assessment Project Choice Form Due

Resources/Bring

“Understanding Music-Learning Outcomes,” CP48

“Teaching Objectives, Action Verbs,” CP10

November 1-5

Fall Break! No Class

November 8 (M)

Test 2 Continues!

November 11 (H)

Topics: Teaching the curriculum through the repertoire

Other: SB Conducting Test Guidelines

Read/Post

“Repertoire,” Feldman ch. 9 (p. 159 “Teaching the Curriculum through Repertoire,” up to the bottom of p. 163)

Resources/Bring

“Selecting and Presenting Music for Teaching Musicianship,” CP3 (p. 7-20)

November 15 (M)

Test 3 Starts! (Creativity Based)

November 18 (H)

Topics: Adjusting scores to fit your band; Transcriptions; Festival participation; Teaching towards appreciation

Read/Post

“Repertoire,” Feldman ch. 9 (p. 165 “Repertoire Logs,” to the end of the chapter)

November 22 (M)

Test 3 Continues!

November 25 (H)

Test 3 Continues!

November 29 (M)

Topics: Teaching students how to emote; Teaching students how to practice; Instrument management; Recruitment

Resources/Bring

“Setting up for Success,” CP56 (p. 255-259)

“Some Ideas About Interpretation,” CP18 (p. 83-86)

“Stages of Development to Becoming an Expressive Musician,” CP19 (p. 87-90)

“Rehearsals,” Feldman ch. 13 (p. 255 “Teaching students Good Practice

Habits” to the end of the chapter)
 “Practice Record,” CP11 (p. 38)
 Lindahl, CP pages 56-57
 Heidenheim, CP pages 73–76

December 2 (H) Topics: Budgeting; Professional growth
Assessment Project Due!

Resources/Bring

“Planning for Professional Growth,” CP47
 “Budgeting for your Band Program,” CP61 (p. 273-274)
 “High School Needs Assessment,” CP32 (p. 134-140)
 “Projected School-Owned-Instrument Needs,” CP36 (p. 141-148)

December 6 (M) No class

December 7 (Tuesday) *Conducting Test with SB from 3:30-5:20 (MB227)

M4841A Repertoire 2021-2022

First Term folders ready by September 7, 2021
 Scores on reserve in the library by this same date.

Music Return Dates:

M4841a = December 11, 2021

Title:	Composer or Arranger:	MBD #:
Best in Class Book 1	Pearson	MWP35
To A Skylark (1:35)	Mixon	Richardson
Basic Training Concert Time Folio	John Kinyon	MBC 15

Test 1

Ancient Voices (3:48)	Sweeney	3106
Dark Adventure (3:23)	Ford	3186
The Burning of the Royal Fortune (3:28)	Meeboer	3181
Newfoundland Folksong (3:12)	Duff	1916

Test 2

Pevensey Castle (4:06)	Sheldon	3120
Procession of the Sardar (3:27)	Ivanov/Williams	3143
A Quiet Rain (4:08)	Cummings	2236

Test 4 (Creativity/Improvisation Lesson)

M4841a Conducting Test ... with Symphonic Band on Tuesday, December 7th.

Scores should be on reserve, but these parts will not be in your folders.

Covington Square – Swearingen (mm. 1-100 = 3:48; mm. 42-end = 4:09)	1866
Into the Storm – Smith (mm. 1-107 = 4:10; mm. 70-end = 3:26)	2010
Three Folk Miniatures (1/2 = 3:24 or 2/3 = 3:38) – Jutras	2107
Three Czech Folk Songs – Vinson (1/2 = 3:50; 2/3 = 3:40)	3107