The University of Western Ontario  
Don Wright Faculty of Music  
M3841a Instrumental Conducting 2022-2023

Class Times and Locations:
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>8:30-10:20</td>
<td>MB27 (If divided: Section 003 in MB227; Section 004 in MB27)</td>
</tr>
<tr>
<td>Friday</td>
<td>9:30-10:20</td>
<td>MB27 (If divided: Section 003 in MB227; Section 004 in MB27)</td>
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</tbody>
</table>

Instructors:
Dr. Colleen Richardson (Section 004) – Course Coordinator  
E-mail Address: cricha33@uwo.ca  
Office: TC 112  
Phone: ext. 86873

Ms. Linda Wharton (Section 003)  
E-mail Address: lwharto@uwo.ca  
Office Hours: by appointment  
Office: TC 317

James Winchell – Graduate Teaching Assistant  
E-mail Address: jwinchel@uwo.ca  
Office Hours: by appointment  
Office: TC 429

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.  
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. 14)

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.*  
### Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Instrument Proficiency</td>
<td>10%</td>
<td>Completed by September 30th</td>
</tr>
<tr>
<td>Forum Postings</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Conducting Competency Tests</td>
<td>10%</td>
<td>Due October 7th and 14th</td>
</tr>
<tr>
<td>Test 2 (Repertoire Based)</td>
<td>15%</td>
<td>Due October 26th or November 9th</td>
</tr>
<tr>
<td>Score Analysis Project</td>
<td>20%</td>
<td>Due November 18th</td>
</tr>
<tr>
<td>Test 3 (Repertoire Based)</td>
<td>20%</td>
<td>Due November 23rd or November 30th</td>
</tr>
<tr>
<td>Test 4 (Fermata)</td>
<td>10%</td>
<td>Due December 7th</td>
</tr>
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</table>

### 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. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

Documentation shall be submitted, as soon as possible, to the Office of the Associate Dean, Undergraduate (TC210), together with a request for relief specifying the nature of the accommodation being requested. Students are directed to read the Senate policy on accommodation for medical illness at the following website for further details regarding requirements and procedures for the supporting documentation: [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)
Whenever possible, students who require academic accommodation 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 (i.e., two or fewer assignments) 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](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/](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](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](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) **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](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.
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.

**Tentative Schedule:**

**September 9 (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)

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

**September 14 (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 ($26.00 Visa/MC/Cheque/Cash = Cheques payable to: Long & McQuade Musical Instruments)

**September 16 (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 21 (W)  Conducting: Skills required; Philosophy; 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

Watch
- Staccato and Marcato Patterns *Link* (10:10)
- Releases *Link* (3:48)

Resources/Bring
- “Managing Releases,” CP 2 (p. 7)

September 23 (F)  Conducting: *Apply* and discuss Battisti’s score orientation; Musical styles cont.; Mirroring in 2 and 3; Review RH Releases
Other: Conducting Competency Test 1a and 1b Guidelines

Read/Post
- Battisti Introduction and Step 1 cont. (p. 8–14)

Watch
- Power Point #2
- RH Dynamics *Link* (5:52)

Resources/Bring
- “Managing Releases,” CP 2 (p. 7)

September 28 (W)  Everyone conducts today! #Classes divide today! (Section 003 is in MB227)
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 in order to show your interpretation.
- Practice without looking at the music; look at the musicians!

September 30 (F)  Conducting: Score reading; Score study versus score cramming; Starting on any beat; Practice Conducting Competency Test 1a
*Secondary Instrument Proficiency Test Completed!*

Read/Post
- Battisti Step 2 (p. 22–25)

Watch
- Power Point #3
- Starting on Any Beat *Link* (5:54)

Resources/Bring
- “Starting on any beat,” CP 2 (p. 6)

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October 1st = OBA’s Online Beginning Band Symposium (Guest Clinician: Brian Balmages)
[https://www.onband.ca/york-oba-beginning-band](https://www.onband.ca/york-oba-beginning-band)

October 5 (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 7 (F)  Conducting: Synthesis analysis (flow charting and identifying texture); Practice Conducting Competency Test 1b
Other: Other: Score Analysis Project Guidelines
Conducting Competency Test No. 1a Due! (patterns/dynamics/mirroring)

Read/Post
  Battisti Step 3 cont. (p. 33–35) and p. 53
Watch
  Power Point #5

October 12 (W)  Everyone conducts today *Classes divide today! (Section 003 is in MB227)
Prepare to conduct and play the following Best In Class Book 2 excerpts: 40, 44
• Use LH reinforcement for dynamics.
• Plan your releases.

October 14 (F)  Conducting: Transposing instruments; Score Analysis Project cont. (harmony)
(Different room: MB140)
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 19 (W)  Conducting: Score Analysis Project cont. (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 21 (F)  Conducting: Fractional beat preparations (one-beat versus two-beat)
Watch
  One Beat Preps for Fractional Beat Entries Link (4:22)
Resources/Bring
October 26 (W) **Conducting Test 2 starts**  
*Classes divide today! (Section 003 is in MB227)*

October 28 (F) Conducting: From analysis to teaching; Asymmetrical meters
Read/Post  
“Analysis,” O’Ttole ch. 1 (p. 18–24)
Watch  
Lopsided Patterns Link (6:54)

**October 31 – November 4  Fall Break**

November 9 (W) **Conducting Test No. 2 continues**  
*Classes divide today! (Section 003 is in MB227)*

November 11 (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”)  
Watch  
Power Point #7

November 16 (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 18 (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 23 (W) **Conducting Test No. 3 starts**  
*Classes divide today! (Section 003 is in MB227)*

November 25 (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 30 (W)  **Conducting Test No. 3 continues**
*Classes divide today! (Section 003 is in MB227)

December 2 (F)  Conducting: Review the fermata exercise; Conducting/teaching questions?

December 7 (W)  **Test No. 4 (Fermata exercise)**
*Classes divide today! (Section 003 is in MB227)

M3841a Instrumental Conducting Repertoire (2022-2023)

**Professors: Dr. Colleen Richardson, Ms. Linda Wharton**
First Term folders ready by September 7, 2022
Scores on reserve in the library by this same date.

**Music Return Date:** December 12, 2022

<table>
<thead>
<tr>
<th>Title</th>
<th>Composer or Arranger</th>
<th>MBD #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best in Class Book 2</td>
<td>Bruce Pearson</td>
<td>MWP 40*</td>
</tr>
</tbody>
</table>
| *Please sign this method book out to the students for the full year (i.e., both terms).*

**Repertoire Term 1**

**Conducting Test #2**
Enchantment (1:28)  Balmages  2972
Glorioso (1:46)     Smith     3187
To Reach the Summit (1:45)  Oare   2956

**Conducting Test #3 and Score Analysis Project**
Mythos (2:22)  Bernotas  3253
Pinnacle (2:53)  Grice  2208
The Curse of Tutankhamun (2:48)  Story  3250