The University of Western Ontario  
Don Wright Faculty of Music  
M4840b Instrumental Ensemble Pedagogy 2022-2023

<table>
<thead>
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<th>Class Times and Locations:</th>
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<tr>
<td>Wednesday 8:30-10:20 MB27</td>
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<td>Friday 9:30-10:20 MB27</td>
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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

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

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

Required Materials:
The M3841a Course Pack.  
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  
OWL Course Reserves: GIA’s Teaching Music Through Performance series (Study Guides where available).  
Evaluation:
Teaching/Conducting Tests  70%
  Test 1 = 10%  Starts January 25
  Test 2 = 20%  Starts February 15
  Test 3 = 20% (Rehearsal Focused)  Starts March 8
  Test 4 = 20% (Conducting Focused)  Starts March 24
Forum Postings  15%
Curriculum Project  15%  Due March 24

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 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 & 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
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(izes) 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.
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 (2022-2023)
Scores on reserve in the library.
**Music Return Date:** April 7, 2023

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<tr>
<th>Title</th>
<th>Composer</th>
<th>MBD #</th>
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<tr>
<td>Best in Class Book 2</td>
<td>Pearson</td>
<td>MWP 40*</td>
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<td>*Students that were in M3841a should keep their method book from term 1.</td>
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**Test 1**
- Canticle (2:45) Wagner 2971
- Last Voyage of Queen Anne’s Revenge (2:55) Meeboer 3166
- Joy (2:22) Ticheli 2192

**Test 2**
- Colliding Visions (2:42) Balmages 3189
- The Legend of Castle Armagh (3:11) Murtha 3182
- Celtic Air and Dance (3:07) Sweeney 3190

**Test 3/4 and Conducting Exam Project** (List your first and second choices)
- Two British Folksongs (3:08) Del Borgo 2193
- A French Canadian Suite (All 3:24) MacLaughlan 2209
- Crystal Moon (3:00) Clark 3153

**Guest Artist/2022 Gift Fund:**
**Dr. Erik Leung** serves as the director of bands at Oregon State University where he conducts the Wind Ensemble, teaches undergraduate and graduate conducting and oversees all aspects of the band program. Prior to his appointment at OSU, Leung was the director of bands at Fresno Pacific University. Groups under his direction have been featured at the Western International Band Clinic, the Percy Grainger Wind Festival, the NW NAfME Conference, the WNW CBDNA Conference and the first-ever small band program showcase at the College Band Directors National Association.

Leung is a native of Calgary, Alberta, Canada. He received his Doctor of Musical Arts in wind conducting from Northwestern University and has earned degrees from the University of Toronto (M.Mus) and the University of Calgary (B.Mus with distinction; B.Ed). His teachers include Mallory Thompson, Gillian Mackay, Glenn Price, Mark Hopkins and Jeremy Brown.

Leung has written articles for the Canadian Winds and created the critical edition of Jan Meyerowitz’s “Three Comments on War” for concert band, published through the E.B. Marks Music Company. His book *The Horizon Leans Forward ... Stories of Courage, Strength, and Triumph of Underrepresented Communities in the Wind Band Field* was published in 2020 by GIA Music Publications. He has presented at a variety of conferences throughout North America and Europe including the Midwest Band and Orchestra Clinic, the national College Band Directors National Association convention and the World Association of Symphonic Bands and Ensembles in Utrecht, Netherlands.
**Tentative Schedule:**

**January 11 (W)**
Course expectations
What to do when you don’t know where to start; Introducing a new piece
Other: Forum Posting Guidelines; Test 1 Guidelines; Practice test 1 music

*You should already have picked-up your folders from the CBO.*
*(Do you have the correct parts for all of the Repertoire?)*

Read
“The Rehearsal Hierarchy,” CP31 (p. 122-127)

Resources/Bring
“Long-Term…,” CP 12a (p. 28-31)
*Always bring the assigned readings and resources to class.*
*Instruments, music stands, and music folders are always needed.*

**January 13 (F)**
Long-term rehearsal strategies (i.e., regular/consistent attention): Tone quality;
Warm-ups (3 components)

Read/Post
“Tone Quality,” Jagow ch. 6 (p. 43-54)
“Warm-Up,” Jagow ch. 8 (p. 86-88)

Resources/Bring
“Focus on Fundamentals—Where to Start,” CP12b (p.32-35)

**January 18 (W)**
Gift Fund Guest Lecturer: Dr. Erik Leung (Oregon State University)
“The Intangibles of Music: The Core Sound”

Read/Post
“Balance and Blend,” Jagow ch. 7 (p. 55-66)

Resources
“Setting up for Success,” CP19a/19b (p. 54-60)

**January 20 (F)**
Gift Fund Guest Lecturer: Dr. Erik Leung (Oregon State University)
“Things that I wish I knew when I first started teaching music.”

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
“Oboe, Bassoon, Clarinet Starter Kit,” CP21(p. 63 “Oboe Intonation…”)
“Clarinet Tuning Guide,” CP32 (p. 128-129)

**January 25 (W)**
**Test 1 starts!**

**January 27 (F)**
Short-term rehearsal strategies/Rehearsing the piece; Identifying and fixing note and rhythm problems
Other: Test 2 Guidelines
Read/Post
“Technique, Style and Articulation,” Jagow ch. 12 (p. 105-109)
“Long-Term…,” CP12a (p. 29 “Listening Strategies”)
“The Rehearsal Hierarchy,” CP31 (p. 125 “Style Inconsistencies”)

February 1 (W)  **Test 1 continued**

February 3 (F)  Teaching rhythmic independence; Creating a sequenced rhythm curriculum
Other: Curriculum Project Guidelines; Test 3/Curriculum Project Choice Forms

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 8 (W)  **Test 1 continued**

February 10 (F)  Using the method book and the sound-to-symbol technique; Writing Objectives:
TSWBAT, Action verbs (i.e., the directing word);
Other: Test 3/Curriculum Project Choice forms Due

Read/Post
“From the Unknown,” CP10a (p. 23-24)
“Rehearsal Plans,” Jagow ch. 24 (p. 199 “TSWBAT” up to p. 203)
“Long-Term…,” CP12a (p. 30 “Teaching Declarative …”)

Resources/Bring
Your score for Test 2
“Understanding Music-Learning Outcomes,” CP11a (p. 25-26)
“The Score: Nucleus for Teaching and Learning,” CP8 (p. 19-22)

February 15 (W)  **Test 2 Starts!**

February 17 (F)  **Test 2 continued**
Other: Test 3 Guidelines; Test 4 Guidelines

Read/Post
“Rehearsal Plans,” Jagow ch. 24 (p. 203-210)

February 20 – 24  **Reading Week!**

March 1 (W)  **Test 2 Continued**

March 3 (F)  **Test 2 Continued**

March 8 (W)  **Test 3 Starts!**
March 10 (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)

March 15 (W)  Test 3 continued

March 17 (F)  Assessment ideas: Performance-based; The relationship between motivation, assessment, and planning

Read/Post
“Motivation, Assessment, Planning,” CP17a (p. 44-45)
“Assessment,” O’Toole ch. 4 (p. 77 up to the end of p. 83)

Resources
“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)

March 22 (W)  Test 3 continued

March 24 (F)  Test 4 starts!
Curriculum Project Due!

March 29 (W)  Test 4 continued

March 31 (F)  Wrap-up; Bring questions/concerns

Read/Post
“Setting up for Success,” CP19a (p. 54-58)

Resources/Bring
“Thoughts on Teaching,” CP36 (p. 136)
“Thoughts on scheduling,” CP19a (p. 58)
“Budget and Finance,” CP39 (p. 137-151)
“Ensuring Success When Matching Beginners with Instruments,” CP23
“Developing Successful Beginning Band Students,” CP24

April 5 (W)  Test 4 continued