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

Ms. Linda Wharton (Section 003)
E-mail Address: lwharto@uwo.ca

Mr. Glenn Waugh – Graduate Teaching Assistant
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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. 13)

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:
Secondary Instrument Proficiency 10% Completed by September 29th
Forum Postings 15%
Conducting Competency Tests 10% Due October 6th and 13th
Test 2 (Repertoire Based) 15% Due October 25th or November 8th
Score Analysis Project 20% Due November 17th
Test 3 (Repertoire Based) 20%  Due November 22nd or November 29th
Test 4 (Fermata)         10%  Due December 6th

**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. Academic Consideration provides students with consistent, fair, and pedagogically appropriate consideration, without compromising the academic integrity of the course or program, when they have been unable to complete some component of a course due to short-term extenuating circumstances. Students who have long-term or chronic medical conditions (physical or mental) that may impede their ability to complete academic responsibilities are directed to seek Academic Accommodation through Accessible Education (Academic Accommodation for Students with Disabilities).

Documentation shall be submitted, as soon as possible and no later than 48 hours after the end of the period of absence covered, to the Academic Counselling unit or Office of the Associate Dean, Undergraduate (TC210), of the student’s Home Faculty together with a request for relief specifying the nature of the academic consideration being requested. Students are directed to read the Senate Policy on Academic Consideration for Medical Illness at the following website for further details regarding various requirements and procedures for the supporting documentation: [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf)

Whenever possible, students who require academic consideration 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 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

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 Thames Hall room 2170. Students in crisis in need of
immediate care are directed to go directly to Student Health Services in Thames Hall 2170 or to click on the
big green “I Need Help Now” button on the Health and Wellness page above.

vii) Accommodation for Students with Disabilities: Students work with Accessible Education 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
(other than statutory 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. The Diversity
Calendar from the Canadian Centre for Diversity and Inclusion provides information on multifaith, multicultural
and diversity related holidays and observances and links to resources for more information.
https://www.edi.uwo.ca/resources/2816-2023-Diversity-Calendar-PDF.pdf

ix) Contingency Plan: Although the intent is for this course to be delivered in-person, should any university-declared emergency require 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 course will adapt accordingly. 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. To connect with a case manager or set
up an appointment, please contact support@uwo.ca or call 519 661-3568.

xi) 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.

xii) Plagiarism Detection Software Usage: All required papers may be subject to submission for textual similarity
review to the commercial plagiarism detection software under license to the University for the detection of
plagiarism, which includes AI writing detection tools. All papers submitted for such checking will be included as
source documents in the reference database for the purpose of detecting plagiarism of papers subsequently
submitted to the system. Use of the service is subject to the licensing agreement, currently between The University
of Western Ontario and Turnitin.com (https://www.turnitin.com/).
Tentative Schedule:

September 8 (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)
See Feldman videos for help on your assigned instrument:
https://routledgetextbooks.com/textbooks/9781138921405/instrument-pedagogy.php
*Always bring the assigned readings and resources to class.*

September 13 (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
($27.00 Visa/MC/Cheque/Cash = Cheques payable to: Long & McQuade Musical Instruments)

September 15 (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 20 (W)  Conducting: Skills/Philosophy; Apply and discuss Battisti’s score orientation; 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
Read/Post
Battisti Introduction and Step 1 cont. (p. 8–14)

Watch
Power Point #2
Staccato and Marcato Patterns Link (10:10)
Releases Link (3:48)

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

September 22 (F) Conducting: Score reading; Score study versus score cramming; Musical styles cont.; Mirroring in 2 and 3; Review RH Releases.
Other: Conducting Competency Test 1a and 1b Guidelines

Read/Post
Battisti Step 2 (p. 22–25)

Watch
Power Point #3
RH Dynamics Link (5:52)

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

September 27 (W) Everyone conducts today *Classes start divided!*
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 to show your interpretation.
- Practice without looking at the music; look at the musicians!

*Classes come back together at 10:00am*
Conducting: Starting on any beat; Practice Conducting Competency Test 1a

Watch
Starting on Any Beat Link (5:54)

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

September 29 (F) No Class; In recognition of the National Day of Truth and Reconciliation

Secondary Instrument Proficiency Test Completed before today!

Sat., September 30th = OBA’s Online Beginning Band Symposium (Guest Clinician: Darryl Ferguson)
https://www.onband.ca/york-oba-beginning-band

October 4 (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
October 6 (F)  Conducting: Synthesis analysis (flow charting); Practice Conducting Competency Test 1b; LH gestures (dynamics, interaction with players)
Other: Other: Score Analysis Project Guidelines
Conducting Competency Test No. 1a Due! (patterns/dynamics/mirroring)

Read
Battisti Step 3 cont. (p. 33–35) and p. 53

Watch
Battisti Step 3 (p. 29–32)

Power Point #4
LH Cues Link (5:32)

Resources/Bring
“Conducting Check List” (OWL Resources)

October 11 (W)  Everyone conducts today *Classes divide today!
Prepare to conduct and play the following Best In Class Book 2 excerpts: 40, 44
• Use LH reinforcement for dynamics.
• Plan your releases.

October 13 (F)  Conducting: Transposing instruments; Score Analysis Project cont. (harmony)
Conducting Competency Test No. 1b Due! (LH cues/dynamics)

Read/Post
Battisti p. 72–73; p. 74 (Example 5 only)

Watch
Battisti Step 3 cont. (p. 33–35) and p. 53

Power Point #5

Resources/Bring
Battisti p. 75 (Example 7: Alto Sax and Bari Sax) and p. 41

October 13-14th = Western/OBA Intermediate Honour Band!
Volunteers needed.
https://www.onband.ca/western-oba-intermediate

October 18 (W)  Conducting: Score Analysis Project cont. (identifying textures, 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 20 (F)  Conducting: Fractional beat preparations (one-beat versus two-beat)

Watch
One Beat Preps for Fractional Beat Entries Link (4:22)
Resources/Bring
“Fractional Beat Preps,” CP4 (p.8-9)

October 25 (W)  **Conducting Test 2 starts**
*Classes divide today!*

October 27 (F)  Conducting: From analysis to teaching; Asymmetrical meters
Other: Test 3 Guidelines

Read/Post
“Analysis,” O’Toole ch. 1 (p. 18–24)

Watch
Power Point #7
Lopsided Patterns Link (6:54)

*October 30 – November 3  Fall Break*

November 8 (W)  **Conducting Test No. 2 continues**
*Classes divide today!*

November 10 (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”)

November 15 (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 17 (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 22 (W)  **Conducting Test No. 3 starts**
*Classes divide today!*
November 24 (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 29 (W) Conducting Test No. 3 continues
*Classes divide today!

December 1 (F) Conducting: Review the fermata exercise; Slow 6 patterns; Asymmetrical patterns continued

Watch
Slow 6 and Asymmetrical Patterns Link (12:02)

December 6 (W) Test No. 4 (Fermata exercise)
*Classes divide today!

December 8 (F) Wrap-up; Conducting/teaching questions?

M3841a Instrumental Conducting Repertoire (2023-2024)
Professors: Dr. Colleen Richardson, Ms. Linda Wharton
First Term folders ready by September 6, 2023
Scores on reserve in the library by this same date.

Music Return Date: December 12, 2023

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<th>Title</th>
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<tr>
<td>Best in Class Book 2</td>
<td>Bruce Pearson</td>
<td>MWP 40*</td>
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<td>*Please sign this method book out to the students for the full year (i.e., both terms).</td>
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**Repertoire Term 1**

**Conducting Test #2**

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<td>Affirmation (1:33)</td>
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<td>Glorioso (1:46)</td>
<td>Smith</td>
<td>3187</td>
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<td>To Reach the Summit (1:45)</td>
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**Conducting Test #3 and Score Analysis Project**

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<td>Wagner</td>
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<td>Colliding Visions (2:42)</td>
<td>Balmages</td>
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<tr>
<td>Quest of the Nights Templar (2:00)</td>
<td>Sheldon</td>
<td>3271</td>
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