

# Western



**Music 9595a  
Performance Research III  
Fall 2020**

**Course Instructor:** Dr. Brett Kingsbury  
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**Seminar Times:** Wednesdays: 9:30 a.m. – 12:30 p.m.

**Teaching Assistant:** Joseph Moscheck  
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**Location:** Online only

**Course Description**

This seminar will focus on ways that music theory and analysis can inform music performance. A variety of theoretical perspectives and analytical tools will be discussed. These will include topics from Schenkerian analysis, Neo-Riemannian analysis and transformation theory, hypermetric and rhythmic analysis, and post-tonal analytical techniques. We will examine a broad range of musical works relevant to the participants in the seminar. The goals of the seminar are:

- 1) To help participants gain familiarity with a range of theoretical topics
- 2) To become more comfortable with the presentation of analyses in academic literature focused on music theory
- 3) To examine and discuss various ways in which thinking about music theory and analysis can supplement the performer's goal of creating engaging performances

### ***Special statement for 2020 iteration of this seminar***

This is going to be an unusual school year for all of us. It is important that we all approach the coming year with a spirit of flexibility and understanding so that we can focus on our primary goal of learning new things and improving our toolsets as performing musicians. To help mitigate the unusual stresses this year will impose on us, I encourage you to feel free to communicate at any time with myself and/or the teaching assistant about difficulties and concerns you may experience as we move forward. There are cases where technological difficulties, scheduling, or limited access to necessary tools may mean that you cannot participate in the course as fully as you'd like. As much as possible, please don't let these issues, which will happen, cause any more stress than can be avoided. Please make an effort, where possible, to keep lines of communication open and we will figure out together ways to adapt and make this seminar a rewarding and fruitful experience.

### ***Learning Platform***

The main methods we'll be using to interact this term will be:

- 1) Online recorded videos by the instructor
- 2) Microsoft Teams and Zoom
- 3) Discussion threads on Microsoft Teams

The exact schedule for our sessions will likely change a little from week to week but you will be expected to be available between 9:30 am and 12:30pm on Wednesdays to participate in seminar activities. Please do not schedule other activities during seminar time even though this is an entirely online course.

The schedule will be flexible inside of the 3 hours from 9:30am to 12:30pm on Wednesday and will change depending on the needs of the material under consideration and adjustments that we may make as we go along. That said, for the first weeks at least, a typical seminar session will likely consist of:

- 1) 2-4 short videos which outline concepts and discussion points related to a topic. This will total no more than 45 mins of viewing time each week.
- 2) An hour of synchronous online meeting using the Zoom app in Microsoft Teams.
- 3) Discussion board posts where you will be divided into smaller groups and discuss specific questions related to the week's topic. This might involve either group online messaging in private channels or smaller videoconferencing groups depending on each small group's preference. This would last for 30-45 mins or so.

This is only an example of the type of format we might use in the seminar but is meant to give an idea of the ways in which the seminar will be held. With this in mind, I'd encourage

you to have a look at Microsoft Teams by accessing it through Western's Office 365 page here:

<https://www.office.com/?auth=2&home=1>

You can either download an app and access it with your Western credentials or you can access it through an app in a web browser. If you have any issues, please email me at [bkingsb@uwo.ca](mailto:bkingsb@uwo.ca) and we'll get things sorted out.

Outside of seminar time, there will be some readings, and occasional assignments. These will be made available through Teams as well.

### ***Course Materials***

Each week, participants will be expected to familiarize themselves with assigned readings and/or repertoire in advance of the seminar. Lists of readings and repertoire will be posted on Teams in a timely fashion to allow everyone enough time to familiarize themselves with them before seminar time.

### ***Course Evaluation***

***Participation – 30%*** - Participation in class will be weighted quite heavily in the marking scheme. Because this seminar may serve as an introduction to some theoretical ideas (particularly those related to Schenkerian analysis), less discussion may occur around certain topics than is typical of a seminar. These topics will be presented in the short videos mentioned in the ***Learning Platform*** section above. Discussion and an exchange of ideas is at the heart of the seminar experience and so your engagement will be critical. This may involve us becoming used to new ways of interacting in an academic setting since we will be entirely online. There will be a variety of ways to engage in class (e.g. chat panels and speaking during synchronous meetings, discussion board posts, reading articles, listening to and thinking about pieces, etc.). You are not necessarily expected to participate in every type of interaction every week but do make an effort to present your thoughts through whatever method you feel most comfortable. This is probably new for most of us so we'll all need to reach outside our comfort zones to some extent to make this a rewarding experience. When you are not able to engage with the seminar for technical or other reasons, it's very important that you keep the instructor apprised of your situation in as much as it's appropriate to your circumstances.

***Assignments – 25%*** - There will be three written assignments over the course of the semester focusing on aspects of the material discussed in the preceding seminars. Tentative dates the assignments will be made available are listed below in the Course Calendar. They will be due a week or so after they are assigned. These will be submitted electronically. Clear assignment descriptions will be made available via Microsoft Teams and discussed in class.

**Final Test – 15%** - Although it is unusual to have a final test in a graduate seminar, this seminar will deal with a lot of new terminology and labelling systems that the test will encourage you to become familiar with. It will take place towards the end of the term with the format to be determined and discussed in class no later than 1 month prior to the date of the test.

**Final Paper - 30%**

The final paper will be a research paper roughly 6 to 8 pages in length. Potential topics for the paper will be determined by Nov. 4<sup>th</sup>. The paper will focus on a piece to be chosen by each student in consultation with the seminar instructor. It will outline performance decisions for that piece as informed by various analytical observations. Details about the format and content of the paper will be made clear as the term progresses. This will be submitted electronically.

**Course Calendar**

The seminar will be held on Wednesdays throughout the fall term from Sept. 9 to Dec. 2. An outline of when assignments will be due is included below. (N.B. This calendar is tentative and will be confirmed by the first day of class)

Wednesdays			
Sep 9		Oct 28	Assignment II available
Sep 16		Nov 4	Reading Week
Sep 23		Nov 11	Assignment II due
Sep 30	Assignment I available	Nov 18	
Oct 7	Assignment I due	Nov 25	Assignment III available
Oct 14		Dec. 2	Assignment III due
Oct 21		Dec. 9	Final test

Statement on Online Etiquette

- Some components of this course will involve synchronous online interactions. To ensure the best experience for both you and your colleagues, please honour the following rules of etiquette:
  - Use your computer and/or laptop if possible (as opposed to a cell phone or tablet).
  - “Arrive” to class on time.
  - Ensure that you are in a private location to protect the confidentiality of discussions.
  - To minimize background noise, kindly mute your microphone when you are not speaking.
  - Unless invited by the instructor, do not share your screen.
  - Be prepared to turn your video off at the instructor’s request if the internet connection becomes unstable.
- General considerations of “netiquette”:
  - Keep in mind the different cultural and linguistic backgrounds of the students in the course.

- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable.

#### Statement on Academic Offenses

- Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:  
[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf)

#### Statement on Accommodation for Medical Illness

- The Graduate Program in Music recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by physical or mental illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The Graduate Program in Music further recognizes that physical or mental illness situations are deeply personal and respects the need for privacy and confidentiality in these matters. 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 his/her academic responsibilities.
- Documentation shall be submitted, as soon as possible, to the office of the Associate Dean (Graduate Studies), not to the course instructor.
- Students with special learning needs or other circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be considered.

#### Statement on Health and Wellness

- As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health-related services to help students achieve optimum health and engage in healthy living while pursuing a graduate degree. Students seeking help regarding mental health concerns are advised to speak to someone in whom they feel comfortable confiding, such as a faculty supervisor, a program advisor, or the Associate Dean (Graduate Studies). Campus mental health resources may be found at [http://www.health.uwo.ca/mental\\_health/resources.html](http://www.health.uwo.ca/mental_health/resources.html).