

# Western



**Music 9595a  
Performance Research III  
Fall 2021**

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

**Teaching Assistant:** Fiona Evison  
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**Office Hours:** Thursdays 3:00 to 4:00 pm or by appointment

**Location:** MB140

**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 investigated, including topics in tonal analysis (particularly from a Schenkerian perspective), Neo-Riemannian analysis and transformation theory, and hypermetric and rhythmic analysis. A broad range of musical works relevant to the seminar participants will be examined.

**Course Materials**

Participants will be expected to familiarize themselves with assigned readings and/or repertoire in advance of the seminar each week. Lists of readings and repertoire will be posted on OWL prior to each class meeting.

## ***Learning Outcomes and Objectives***

The goals of the seminar are:

- 1) To help participants gain familiarity with a range of theoretical topics
- 2) To develop facility in the interpretation 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
- 4) To implement the results of these investigations in performance

## ***Seminar Format***

The course will be divided into two major units. During the first unit (roughly the first 8 weeks of the seminar), we will explore a variety of theoretical and analytical approaches and discuss their uses, strengths, and limitations as relates to musical performance.

For each week of the first unit, you will be assigned readings and/or repertoire to familiarize yourself with. Seminar meetings will consist of the elucidation of concepts, analysis of works employing those concepts, and discussion of ways these ideas could have an interpretive impact. In addition, an online thread will be set up each week on OWL to allow for written discussion of weekly topics and provide an alternative avenue for engagement.

Short, focused written assignments that relate to the topics discussed will be provided to increase your familiarity and confirm your understanding of the material.

In Weeks 9 and 10, we will pick pieces and discuss them, using analytical techniques addressed earlier in the seminar and with a focus on performance as an end result.

During the latter part of the course, you will work in small groups (the organization of groups will begin during the first week of classes). Each group will pick a piece of reasonable length (c. 5–10 minutes) to analyze and perform. During Weeks 11 and 12, each group will verbally present their analysis of their chosen piece and discuss various ways that their analysis might impact performance decisions.

In the final class, each group will perform their piece.

The delivery of all electronic materials in this course, including readings, polls, notes, scores, recordings, etc., will be made through the course website on OWL unless otherwise specified in class.

## **Course Evaluation**

**Participation – 30%** - Participation in class is weighted quite heavily in the marking scheme. Because this seminar may serve as an introduction to some theoretical ideas, less discussion may occur around certain topics than is typical of a seminar; however, when appropriate, discussion will be strongly encouraged. Participation includes being present, paying attention to the flow of the seminar, familiarizing yourself with the readings and listening examples, and, when possible, contributing your thoughts.

**Assignments – 30% (3x 10%)** - Three short written assignments over the course of the semester will focus on aspects of the material discussed in the preceding seminars. Tentative dates the assignments are listed below in the Course Timeline. Assignments are due one week after they are assigned.

**Verbal Group Presentation – 15%** - After being assigned to a group, you will be expected to select a short piece to analyze and perform (c.5–10 minutes). Sometime during Week 10 or 11, you will present your analysis to the seminar and discuss various ways your analysis might affect a performance of the chosen work. This discussion should be about 20–30 minutes in length, with time for some class discussion afterwards.

**Individual Write-Up of Group Analysis – 15%** - A short write-up (4-5 pages) of your group's findings will be submitted by each participant. In this write-up you will discuss the findings of your group with a particular focus on how those relate to your own part in the chosen piece (e.g., if you are a pianist, you will write in more detail about the piano part). This assignment is to be completed independently.

**Group Performance – 10%** - On the final day of our seminar, we will hold an in-class concert during which your group will perform your chosen piece. This will not be marked with the stringency of a performance jury but rather with the idea that you are looking to put into practice the discoveries you've made in your research and analysis.

## **Course Timeline**

The seminar will be held on Wednesdays throughout the fall term from Sept. 8 to Dec. 8. An outline of when assignments will be due is included below. (N.B.: This calendar is intended as a guideline and may be subject to change.)

### **Wednesdays**

	Sep 8	Introduction	
Week 1:	Sep 15	Tonal Analysis I	
Week 2:	Sep 22	Tonal Analysis II	
Week 3:	Sep 29	Tonal Analysis III	Assignment I available
Week 4:	Oct 6	Rhythm and Phrasing	Assignment I due
Week 5:	Oct 13	Rhythm and Phrasing	Assignment II available

Week 6:	Oct 20	Transformation Theory	Assignment II due
Week 7:	Oct 27 Nov 3	Transformation Theory - Reading Week -	Assignment III available
Week 8:	Nov 10	Applications	Assignment III due
Week 9:	Nov 17	Applications	
Week 10:	Nov 24	Oral Presentations	
Week 11:	Dec. 1	Oral Presentations	
Week 12:	Dec. 8	Final Performance	

### Enrollment Restrictions

Enrollment in this course is restricted to graduate students in MMus in Literature and Performance, as well as any student who has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

### 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 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).

### 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.

Accessible Education Western (AEW)

- Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.