

MUSC 4843 Section 101 – Beginning Conducting

Fall 2022

TR 9:30-10:50 AM
Fain Instrumental Music Building 105

Contact Information / Office Hours

Dr. Thomas Wininger
Music Wing, C117I — Office Hours MWF 11–12, TH 1:30–2:30
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Course Description

Beginning Conducting is designed as a “capstone” course to provide students with a continuing study of artistic and professional issues related to three main areas: Music Education, Music Performance, and Music Administration. The design of the course allows the instructor as well as the students to progress in an environment that cultivates personal, social, and musical growth.

Overview of Student Learning Outcomes

Upon successful completion of MUSC 4843 the student will be able to:

- Possess and utilize a complete repertoire of gestures, movements, and facial expressions designed to enhance ensemble preparation in rehearsal and performance.
- Write a daily rehearsal schedule.
- Create a unified and systematic rehearsal plan for a large ensemble concert cycle.
- Synthesize multiple approaches to the rehearsal process relating to large ensemble practice and performance.
- Analyze a musical score and prepare it for rehearsal / performance

Course Objectives

This course will guide the student in the exploration of pedagogical practices associated with conducting. Students will demonstrate:

1. A clear, efficient, and expressive conducting technique based in a personal style.
2. A more thorough knowledge of music throughout history including important pieces from musical eras.
3. An ability to interpret a score in a way that allows for deeper understanding of the music and more efficient teaching / performance of the music.
4. An ability to conceive of and plan concerts — with the ability to set up sequential rehearsals in order to be ready on time.

5. An ability to express musical ideas through gesture; an ability to respond in rehearsal to the ensemble's performance; and an ability to deliver clear, concise verbal directions.
6. An ability to choose appropriate non-verbal cues to shape and develop sound.
7. Ability to self-assess (this is so important!) with self-observation techniques.
8. Error detection and prescriptive skills.
9. A proficiency in conducting patterns and gestures (e.g. preparatory exercises, basic beat patterns, cueing and release gestures, fermatas, mixed meters, asymmetrical meters, gradual changes in tempo, dynamics, and articulation contrasts).
10. Become an active observer in your ensemble rehearsals (responding to conductors' directives, thinking about conductors' decisions, both gestural and musical, during rehearsal).

Student Learning Outcomes

Students will possess a better understanding of performing and instructing as conductors, a familiarity with common words, phrases, and techniques associated with high-level music-making, and techniques required to prepare ensemble works of varying genres/mediums for public performance.

Required Materials (Books Readings Will Be Uploaded to D2L)

- A professional-level baton to the accepted measurements (this includes choral and instrumental students)
- Green, Elizabeth. *The Modern Conductor* (7th Edition). ISBN-13: 978-0131826564
- Metronome/Tuner App for your phone (recommend Total Energy Tuner)

Student Assessment

Students will be assessed on their ability to arrive to the assigned events and their performance in recital class (this does not apply to first semester students).

Grading

The grading will be represented by the following formula:

30% Class Discussion and participation

30% Assignments and Conducting Demonstrations

20% Exams (with listening section)

Two exams at 30% of Examination Grade Final Exam at 40% of Examination Grade*

20% Semester long pop music conducting unit

Grading Scale

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0 – 59

Attendance/Active Discussion/Participation

Students are expected to attend the class sessions and participate actively in discussions and presentations. Everyone is expected to perform in the in-class ensemble (as needed) **AND BE PREPARED TO PERFORM THE MUSIC AS ASSIGNED.**

Attendance Policy: 3 unexcused absences will result in the maximum grade of a B, 4 unexcused-maximum grade of C, 5 unexcused-maximum grade of D, any more and you should probably drop the class. This is your career. Make the most of it!

Every time you conduct, you will receive a grade based off of your preparation, musicality, expressiveness, and overall command of the podium. While conducting can be somewhat arbitrary in what looks “good,” people can tell when you don’t know what you are doing. Be prepared for ALL classes to conduct.

COVID-19 Disclaimer regarding Attendance

This course is designed for flexibility and adaptive to instructional requirements due to abrupt calendar changes. Online instruction may be a necessary component throughout the semester; there will be NO interruption of instruction in the event of a shutdown. If you require any technology accommodations due to financial or technological restrictions, please notify the instructor immediately for an appointment.

Listening Assignments and Score Eval.

Students will be required to complete five listening assignments over the course of the semester. These listening assignments will have a rubric provided. Students will listen to a piece from each of the major musical historical eras and write a reflection on what they observed and the challenges of conducting said piece.

Score Evaluation and Analysis: We will have an entire unit dedicated to score analysis. As part of the unit, students will be required to complete the following score assessment / evaluation assignment. Pick a piece from our library and provide the following information:

1. Title: Title, with opus or number; composer information; nationality and date; other information
2. Information about this work: arranger, editor, transcriber; grade
3. Duration of work, including three separate recordings (with full citation)

4. Publisher
5. Score type (full, condensed, compressed)
6. Publication quality (score and parts)
7. Other band compositions by this composer: List title, year, and grade for each.
8. Score review: Instrumentation and scoring
9. Complete chart regarding Form and other observations: See Appendix C
10. General impressions of the work.
11. Composition resources: Print and recordings.
12. Composer resources: Print and recordings.

Popular Music Unit (Parallel Instruction)

One of the unfortunate consequences of many beginning conducting curriculums is they rob the learning experience of any sense of individualism. Conducting is an incredibly personalized language and set of gestures! We will be attempting a new approach in order to address this problem.

Weekly assignments will be turned in to D2L and at the end of the semester students will write a short reflection on how the unit impacted their development of their own gestural language for conducting.

Examinations

There are three exams for this class, each counting ten percent towards your total grade. The three exam dates are (in order):

Tuesday, October 5 – Exam One
Tuesday, November 9 – Exam Two
Tuesday, December 7 – Final Exam

We will have reviews before each exam.

Special Needs

If a student needs class accommodation(s) because of a documented disability, (2) has an emergency medical condition that may interfere with class performance, or (3) requires special handling in case the building must be evacuated, he/she is encouraged to contact the office of Disability Support Services in room 168 Clark Student Center (940) 397-4140 and make an appointment with the professor as soon as possible.

Student Conduct

Behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to

benefit from the instruction will result in the instructor removing the disruptive student(s) from the class, either temporarily or permanently (instructor drop), and assigning a final lower grade, up to and including an F. In addition and depending on the nature of the behavior or conduct, the student(s) may be subject to further disciplinary actions as per MSU policies.

Academic Dishonesty

Academic dishonesty including plagiarism and giving or receiving unauthorized assistance is prohibited. Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not the individuals to whom credit is given. If a student in the class plagiarizes material, appropriate disciplinary action will be taken. The Student Honor Creed developed and adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the creed reads, "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else do so." Plagiarism is lying, cheating, and stealing.

To be clear, academic dishonesty is regarded as an offense, which is disciplinary in nature although its control is essential to the academic enterprise. The list that follows includes examples, although not all-inclusive, of academic dishonesty.

Copying from another student's exam

- Purchase of term papers turned in as one's own
- "Padding" items on a bibliography
- Feigned illness to avoid an exam
- Submission of same term paper to another class without permission
- Study of a copy of an exam prior to taking a make-up exam
- Providing another student answers during an exam
- Use of notes or book during the exam when prohibited
- Turning in a "dry lab" without doing the experiment
- Sabotage of someone else's work (on disk, in lab, etc.)
- Collaboration on homework or take-home exams when instruction called for independent work
- Providing test questions to student(s) in another section of the class
- Sharing of answers during an exam by using a system of signals
- Plagiarism: appropriating or passing off as one's own work the writings, ideas, etc. of another, i.e.,
- copying without giving credit due, forgery, literary theft, or expropriation of some other's work
- Writing a term paper(s) for another student
- Alteration or forging of official college document
- Submission of tutor or other resource work assignments as one's own
- Violation of copyright(s)
- Cheating on exams, papers, assignments, etc.

Privacy Statement

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside

of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss a students' academic progress or other matters with his/her parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

Social Justice

Social justice is one of Midwestern State University's stated core values, and the professor considers the classroom a place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The professor's expectation is that ALL students consider the classroom a safe environment.

Campus Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [MSU Campus Carry Policy](#).