

Texas A&M University – Commerce
Department of Music

Applied Instruction in Instrumental Conducting
MUS 351.060
Fall 2013 Course Orientation

Phillip L. Clements, instructor
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Office Hours: By appointment

Meeting Time: Arranged
Location: Music Building 193

Course Description and Assessment Outcome

This course is designed for students to continue to develop a professional conducting approach with emphasis on techniques appropriate to instrumental conducting beyond the second semester. Upon completion of the course the student will demonstrate acquired scholarship in intermediate and advanced conducting techniques, score analysis and preparation, visual/aural discrimination skills and rehearsal techniques. In addition the student will understand the role of the conductor and windband within an historical perspective.

The applied instructor selects literature and plans lessons in a logical sequence specifically designed to prepare each student to meet the stated student learning outcomes. Thus, the literature and skills addressed in each lesson will vary according to each student's experience in performance repertoire and technical strengths and weaknesses. In practice, after assessing a student's skills and needs in the early lessons, the applied instructor often provides a more detailed overview of the semester's activities; however, this overview is specific to that student and the sequential activities are contingent upon that student's continued progress.

Course Materials:

Required Materials:

1. Conducting Baton – 12” or 14” only
2. Conducting Etudes and Materials as assigned
3. *On Becoming a Conductor* –Frank L. Battisti 1st Edition
4. *The Modern Conductor* – Green/Gibson 7th Edition

Reference Materials

1. *The American Wind Band*-(A Cultural History)-Richard K. Hansen
2. *Time and the winds* – Frederick Fennell
3. *Rehearsing the Band* – John E. Williamson ed. Kenneth I. Neidig

Attendance Policy

Unexcused absences will result in a lowering of the final earned grade at the rate of ONE (1) letter grade for each absence.

Example: 1 absence = Grade lowered by 1 letter grade
 2 absences = Grade lowered by 2 letter grades
 3+ absences = Grade of DF if withdrawal requested (or) final grade of F

Note: Excused absences are defined as illness (with note from a physician), family emergency (with release from the Dean of Students), or a University related event or activity (with prior approval) Courtesy dictates calling in advance of an absence whenever possible.

Grading:

Grades will be determined on the basis of:

Daily Preparation and Lesson Assignments	50%
Project Assignments and Exams	50%
Average	100%

Please Note: Assignments will be accepted late only in the event of an excused absence! Appropriate documentation verifying the excused absence should accompany the assignment. Assignments are due at the beginning of the class period. Letter grades will be subtracted from the final average for excessive unexcused absences!

University Mission Statement:

Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social, and economic vitality of Texas and beyond.

Music Department Mission Statement:

The Music Department of Texas A&M University-Commerce promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Dr. David Scott-Music Department

Head (903) 886-5327 or Office of Student Disability Resources and Services-Texas A&M University-Commerce, Gee Library Room 132 - Phone (903) 886-5150 or (903) 886-5835 – Fax (903) 468-8148 StudentDisabilityServices@tamuc.edu

Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Student's Guide Handbook, Policies and Procedures, Conduct).

In order to maintain a focused learning environment it is required that **all cellular phones be turned off or made inaudible during class.**

Objectives of Instrumental Conducting:

Since the art of conducting demands a spontaneous physical and mental response from the conductor, the ultimate objective of instrumental conducting will be the development of each student's ability to critically evaluate technical and musical criteria of the ensemble rehearsal/performance and to clearly demonstrate musical intentions through physical and oral communication.

Because the development of conducting skills and rehearsal techniques are, in fact, directly related to: (1) the innate and learned musical skills of the individual student, (2) the ability to apply listening skills in an analytical manner, (3) the student's pedagogical knowledge of all instruments (winds, strings, percussion), (4) the ability to associate music history and style to performance practices, (5) the personality and confidence of each student to communicate these skills to the performers in the ensemble, each undergraduate conducting student will ultimately be faced with the challenge of developing individual weaknesses, the same as in the study of his/her applied instrument. It is assumed that all students have achieved competence in solfeggio, melodic/harmonic dictation, and a conversant knowledge of the performance fundamentals and practices of all instruments as taught in instrumental techniques and music education classes. Should any of these areas be deficient, the student will be expected to initiate individual practice and/or assistance to improve these essential skills.