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Music 2350

Conducting Fundamentals

Syllabus

Description

This course covers the fundamentals of conducting music. Topics include: beat patterns, tempo indications, dynamics, cuing, releases, subdivisions, baton technique, fermatas, transpositions, clef reading, and score reading.

Objectives

1. Students successfully function as a musical ensemble performing assigned literature for other student conductors.
2. Students successfully demonstrate a thorough knowledge of the musical score and make a detailed diagnosis of rehearsal and performance issues.
3. Students successfully conduct short excerpts of standard ensemble repertoire giving clear entrances, cues, beat patterns, releases, and interpretative indications.
4. Students successfully demonstrate effective rehearsal methods to make improvements to each musical performance.

Class Procedures

1. During the first few class periods much of the time will be spent conducting in unison. However, after the second week, each student will conduct the entire ensemble. Each student should be prepared to conduct approximately once each week, or as the assignments become longer near the end of the semester, as frequently as possible.
2. The order of the class list will be followed so that no one misses a chance to conduct. Be prepared to conduct any of the assigned material.
3. Take over the class when it is your turn. Make any changes in the ensemble or give other instructions as quickly and clearly as possible. Rehearsal time is always precious! Get as much done as you can during the allotted time.

Rehearsing at Home

1. You must study and practice everyday.
2. Study the scores until you can sing every part.
3. Analyze the phrases and the overall structure.
4. Develop a convincing interpretation.

Practice singing and conducting in front of a mirror; at first, this may shatter some illusions about yourself, but that will soon pass and this practice will be a great help. As a conducting student, you will become much more aware of what other conductors are doing—the details of their technique, how they interpret, and how they rehearse. Study every conductor you see as carefully as possible and try to learn as much as you can.

Evaluation

Letter grades may not be given for the first few times you conduct the class. After that, you will receive a grade each time that you conduct. You may be given brief oral comments, or the instructor may make written comments. Make a careful note of these comments so that you can use them to practice effectively.

The instructor may fill out evaluation forms for some of your performances. Use them as checklists as you practice. Notice that the physical or visual aspects of the conducting are not the only important factors.

You must also demonstrate:

1. A good grasp of the score
2. An ability to diagnose the performance and make corrections, and
3. An ability to make the ensemble play at its best.

Attending class is essential, because it is unfair for a student to conduct the class and then be absent while others are conducting. The instructor should approve any absence, in advance if possible. If you are absent, you should then provide a competent substitute to perform in class. More than one absence—whether excuse or not—may result in forfeiting an opportunity to conduct and therefore lower a grade.

Final Examination

1. A final examination, consisting of assigned conducting material, will be scheduled.
2. The final exam will have twice the value of a regular assignment.
3. The final grade will be determined by averaging all the grades.
4. The instructor may decide to raise the final grade a half level if the exam and assignments during the last weeks are generally higher than the overall average of the grades.
5. The final grade may be lowered a full level or more if the student (a) does not perform in the ensemble, (b) does not cooperate for the other student conductors by following instructions and playing/singing well, and/or (c) misses class.

Grades will be assigned as follows:

100-94%	A	82-80%	B-	69-66%	D+
93-90%	A-	79-76%	C+	65-63%	D
89-86%	B+	75-73%	C	62-60%	D-
85-83%	B	72-70%	C-	59-0%	E

Course Sequence

Week 1

- Posture^[SEP],
- 4 Pattern

Week 2

- 3 Pattern
- Style of Articulation

Week 3

- Dynamics^[1]_[SEP]
- 2 Pattern

Week 4

- Using the Baton^[1]_[SEP]
- 1 Pattern
- Left Hand
- Releases

Week 5

- Entrances on Beats 2, 3, and 4
- Cues

Week 6

- Score Study^[1]_[SEP]

Week 7

- Score Study

Week 8

- Subdivision of Beats
- Entrances of Incomplete Beats

Week 9

- Dynamic Accents
- Subito Dynamic Changes^[1]_[SEP]

Week 10

- Fermatas

Week 11

- Fermatas

Week 12

- Asymmetrical Meters

Week 13

- Sustaining Gestures
- Pattern Modification

Week 14

- Programming

Week 15

- Audience Rapport
- Administrative Responsibilities

Week 16

- Final

Students who would like counseling and support for stress, anxiety, substance abuse problems, depression or debilitating illness may contact the Health and Wellness Center (Redwood SC 035; SCC W175; 957-4268; www.slcc.edu/hw).

Americans with Disabilities Act (ADA)

SLCC embraces both the letter and the spirit of the Americans With Disabilities Act (ADA), which in part says, “. . . No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any such entity.”

For more information, STUDENTS should contact the Disability Resources Center at (801) 957-4659 (Voice) or (801) 957-4646 (TTY). EMPLOYEES should contact Human Resources at (801) 957-4212. For the SLCC ADA Coordinator, call (801) 957-4041

ADA COMPLIANCE

ADA regulations and the Department of Education dear colleague letters make it clear that access for students with disabilities must be “equally effective” and “equally integrated” or the material is not appropriate for instructional use through that particular electronic platform.

Questions?? Please contact Risk Management X4041 or the DRC Director X4659.

Student Code of Conduct: As a student of SLCC, you are expected to read, be familiar with, and abide by the SLCC Student Code of Conduct (www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf).

Plagiarism in any form may be considered cause for immediate failure of the course.

SLCC is committed to fostering and assessing the following **student learning outcomes** in its programs and courses:

1 – Acquire Substantive Knowledge

2 – Communicate Effectively

3 – Develop Quantitative Literacy

4 – Think Critically and Creatively

5 – Civic Engagement

6 – Work Professionally and Constructively

7 – Develop Computer and Information Literacy

8 – Lifelong Wellness