

Music 322: Conducting II

Conrad Grebel University College/University of Waterloo

Winter 2021

Instructor: Dr. Mark Vuorinen

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Class Schedule and Location: Tuesday 11:30-12:30, remote synchronous on Zoom.

[Weekly meeting link](#)

Course Description: A continuation of MUS 222, Conducting I. MUS 322: Conducting II is designed for students interested in developing the necessary skills for leading choral rehearsals and performances.

Basic Learning Objectives:

1. The refinement and development of an expressive gestural language and conducting technique.
2. Development and refinement of musicianship and listening skills in the context of conducting.
3. Development of the skills and techniques for score study.
4. Continued development of rehearsal strategies and techniques and approaches for 'teaching the score'.

Learning Outcomes:

1. Conduct 2, 3, 4, 5, and 6 patterns and irregular metres, and their subdivisions with ease and confidence.
2. Demonstrate control of: preparations and cut-offs, cueing, fermatas, dynamics, articulations, tempo changes, complex and irregular meters, phrasing, and expressive gestures.
3. Demonstrate score study skills, involving ear training, analysis, research, style interpretation, score reading, and score study by conducting and rehearsing effectively.
4. Demonstrate a gestural vocabulary that is clear and makes a musical connection with the ensemble.
5. Conduct efficient and well-planned rehearsals, diagnosing musical problems and
6. generating appropriate solutions.

Required Materials:

- White Mollard Baton (or other); available at area music stores

- Electronic device and internet connection suitable for connecting on Zoom and other web-based resources (Tonesavvy and wevu)
- Repertoire package (provided on Learn)
- Readings as assigned (provided on Learn)

Student Responsibilities:

- Practice daily! Whether its gestural work, ear training or sight singing, build practice time into your day.
- Be prepared for each class session on Tuesday by learning assigned material.
- Participate and contribute to the best of your ability.
- Be supportive of peers and help create a positive learning environment.
- Ask questions! Bring your questions to our class time together (there's a good chance another student is also wondering about the same question), or email me/set up a meeting.

Assessments:

Practical Evaluations	Weighting	Date
Student evaluation is, in part, based on active participation in course activities: Weekly and ongoing preparation of course repertoire, contributions to class discussion and conducting activities, exercises, score analysis, rehearsal plans and conducting sessions with self, peer and faculty assessments	15%	ONGOING
Hearing and Skills Assessments: error detection, McElheran, Hindemith.	15%	Jan. 29, Feb. 12, March 9.
Tonesavvy ear training exercise assignments	10%	Ongoing (weekly 1-10)
Midterm conducting assignment	10%	March 5
Final conducting assignment	20%	April 16

Written Assignments	Weighting	Date
Score Analysis: Complete a thorough harmonic and structural analysis of a score of your choice (approved ahead of time by MV), and submit a detailed 5-rehearsal plan for the bringing the piece to performance with a university ensemble.	10%	March 26

Written Assignments	Weighting	Date
Listening Reflections (see below for description)	10%	Jan 22 Feb 5 & 26, March 12 April 2
Rehearsal Video Observation:	10%	March 19

Conducting Sessions: Students will prepare, learn and conduct assigned repertoire. Each class focusses on a particular conducting skill, gesture or genre (listening & responding, recitative, mixed/odd-metres, subdivisions, polyphony).

- January 19: Tavener: *The Lamb*
- January 26: Tavener
- February 2: Britten *Rejoice in the Lamb*
- February 9: Britten
- Feb 23: Mozart *Requiem: Introit and Kyrie*
- March 2: Mozart
- March 9: Handel: *Messiah, Thus saith the Lord*
- March 23: Haydn: *Symphony 6, I*
- March 30: Haydn

Listening Reflection: Students will write five journal entries (see due dates) after listening to a piece of music several times. Reflection should be given to the overall form, with commentary on musical parameters (eg. Melody, harmony, texture, timbre, voicing, tempo, metre, affect, etc.)

- Listening 1: A Renaissance motet (January 22)
- Listening 2: a 20th/21st century a cappella vocal piece (Feb 5)
- Listening 3: the second movement of a Brahms Symphony (Feb 26)
- Listening 4: an accompanied recitative from an opera or oratorio (March 12)
- Listening 5: a piece/movement for chorus and orchestra from a large work (April 2)

Comment on the performance itself drawing in discussion of the musical qualities of the work. Be sure to clearly identify the composer, name of the work (subtitle, if necessary) and who the performers are (conductor, soloists (if applicable) and ensemble), and where the recording is from (ie. CD, youtube, streaming site).

Five (5) entries, are to be made in the course of the semester (300-400 words each), with due dates as noted above.

Rehearsal Observation: Students will watch a video of a rehearsal of a musical ensemble (vocal or instrumental) from a list of online sources provided. Write a review of the rehearsal experience with rehearsal pedagogy and techniques in mind. Address the effectiveness of the

rehearsal and teaching strategies used by the conductor(s), rather than merely listing techniques. In other words, focus on WHY things appear to be done, rather than WHAT things are happening. The purpose of this assignment is to encourage you to think like a conductor/educator rather than a singer or player who responds to directives without reflection.

Maximum length: 3 pages, double-spaced.

Score analysis, score preparation and rehearsal plan:

Students will, in consultation with the instructor, choose a piece of choral-instrumental music.

1. Prepare a marked score and written analysis using methods taught in class.
2. Develop a rehearsal plan for the work to be implemented over five 20-minute rehearsals.
3. Include in your rehearsal plan 2 vocal warm-ups/exercises designed to aid in the learning of the piece.
4. This piece will become part of the conducting assignment for the final exam.

Error Detection/Playing or singing of repertoire:

1. Conduct, tap and sing Hindemith exercise (Jan 29)
2. 2-part chorale dictation (Feb 12)
3. Error detection (Tuesday March 9)

ToneSavvy Ear Training: Students will be given access to ToneSavvy, an online musical skills building platform. There are 10 assignments to complete, one per week. You may complete the assignments as many times as you like to improve your score. The goal of these repeated exercise assignments is to improve your ears and musical skills.

Week of:

Jan 12- Intervals

Jan 19- Intervals

Jan 26- Chords

February 2- Chords

February 9- Chords Progressions

February 23- Chord Progressions

March 2- Melodic Dictation

March 9- Melodic Dictation

March 23- Scale Degrees

March 30- Scale Degrees

Mid-term and Final Exams: Each student will prepare and upload a video of assigned material. Details for both evaluations will be confirmed several weeks before the due dates (March 5 and April 16).

Overall Course Calendar:

Tuesdays (Class content on Zoom)		Friday (Assignments due before midnight)	
Jan 12	Introduction class	15	
19	Tavener	22	Reflection1
26	Tavener	29	Hindemith Exercise-video upload
Feb 2	Britten	5	Reflection2
9	Britten	12	Brahms-video upload
15-19	READING WEEK	19	
23	Mozart	26	Reflection3
Mar 2	Mozart	5	Midterm Assignment- video upload
9	Handel/Error Detection	12	Reflection4
15-16	NO CLASSES	19	Rehearsal video review
23	Haydn	26	Score Analysis assignment
30	Haydn	2	Reflection5
6	Student Presentation	9	
13	Student Presentation	16	Final Assignment- video upload

UW Policies on Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Refer to Academic Integrity website (<https://uwaterloo.ca/academic-integrity/>) for details.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) For typical penalties, check Guidelines for the Assessment of Penalties (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties>)

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - [Student Petitions and Grievances](#), Student Petitions and Grievances, Section 4. When in doubt, please contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals). <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72>

Note for students with learning differences: AccessAbility Services (<https://uwaterloo.ca/accessability-services/>), located in Needles Hall Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the office at the beginning of each academic term.

Counselling Services: Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: www.adm.uwaterloo.ca/infocs, ext. 33528, NH Room 2080.

Accommodation for Illness: A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information

can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre.

Mental Health Support:

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

Full details can be found online at the Faculty of ARTS [website](#). Download [UWaterloo and regional mental health resources \(PDF\)](#). Download the [WatSafe app](#) to your phone to quickly access mental health support information.

Territorial Acknowledgement:

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River. For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

Some Expectations: MUTUAL RESPECT

Electronic devices: Please turn off cell phones and other electronic devices during class: they distract your peers.

Listening and speaking: Speak and listen to each other with courtesy and respect.

Late arrivals: Arrive on time and be ready to begin by 11:30am (or let the instructor know if you must be late).

Attendance: Students are expected to attend all classes and to have completed all reading and listening assignments (as indicated on the class schedule) before class. It is the student's responsibility to catch up on any missed lectures.