**Instrumental Conducting 3**

MUG 4311

one (1) Credits

Pre-requisite: MUG 4304 (Instrumental Conducting 2)

Spring 2019, in-person lecture, Fridays 10:00 – 10:50, room AL(9) 260

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**Course Description:**

Instrumental Conducting 3 continues the rigorous course of professional development for the future instrumental music educator/conductor. Students completing this course will be prepared to successfully conduct secondary school concert ensembles.

**Course Objective:**

This course is designed to provide the advancing undergraduate conducting student with advanced skills and knowledge in the area on instrumental conducting. At the conclusion of this course, the student will be able to prepare a score of a major work at publisher’s grade 4 or above and duration of at least 8 minutes. The student will demonstrate advanced facility in conducting technique, exhibiting a wide variety of musically specific and appropriate gestures.

**Specific Objectives/ Learning Outcomes:**

1). The advanced conductor will be able to demonstrate in performance the gestures covering all areas in the following matrix:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fast to  Slow | Slow to  Fast | Steady State | Vertical  plane | Horizontal  plane | Sagittal  plane | Diagonal  plane |
| Straight: Angular  Design |  |  |  |  |  |  |  |
| V-form: Angular  Design |  |  |  |  |  |  |  |
| Box: Angular Design |  |  |  |  |  |  |  |
| Arc: Curvilinear  Design |  |  |  |  |  |  |  |
| Inverted Arc:  Curvilinear Design |  |  |  |  |  |  |  |
| Figure Eight: Curvilinear Design |  |  |  |  |  |  |  |

Each box on the chart will be demonstrated using the following joints and hinges independently: Finger, Wrist, Elbow, Shoulder w/ counter-weight. The successful student will perform a minimum of four distinct discriminations for each of the 42 boxes in the matrix above).

2). The advanced conductor will demonstrate a variety of hand gestures in the left hand alone, including the following Laban motions at a variety of scales:

Glide, Dab, Float, Punch, Slash, Flick, Wring, Press. Gather and Scatter.

3). The conductor will prepare an assigned full score using the following system of comprehensive score reading and analysis:

1). Non musical notation

2) Scan for texture

3). Scan for form

4). Read for melody

5). Read each individual line through

6). Read lines with timbral discrimination

7). Read score as three-dimensional idea, with timbre and texture.

8). Read to discover interpretation

**Evaluation Method and Grading**

Objective one mastery (through 2 performance exams) 30%

Objective two mastery (through written project) 30%

Objective three mastery (through 2 performance exams) 30%

Final Performance Exam 10%

**Grading Scale**

Final grades will be assigned as follows:

93% - 100% A

90% - 92% A-

87% - 89% B+

83% - 86% B

80% - 82% B-

77% - 79% C+

73% - 76% C

70% - 72% C-

67% - 69% D+

63% - 66% D

60% - 62% D-

0% - 59% F

**Methods and Materials**

Text:

Battisti, Frank L. On Becoming a Conductor: Lessons and Meditations on the Art of Conducting. (Galesville, MD: GIA Publications)

Materials:

Approved conducting baton

Video receding media (may be video phone)

Methods:

Weekly lesson will include live and video-recorded demonstrations of assign gestures. Objectives one and two are each assessed with a rubric detailing the percentage of skill development. Objective three will be assessed through written assignments and aural quizzes of score details. Final authentic assessment will be the performance of the studied work with a fully instrumented ensemble.

**Calendar/ Topical outline**

Week 1: Shape and Scale in gesture, linear, curvilinear and hybid shapes

Week 2: Velocity within the gesture, accelerating and decelerating

Week 3 Tempo recall, 60bpm through 132 bpm, performance exam

Week 4: Metric modulations for the conductor, performance exam

Week 5: Score reading

Week 6 and 7: Score analysis, marked score due

Week 8: Left hand gesture, including gathering and scattering

Week 9: Laban gestures 1-3

Week 10 Laban gestures 4-6, performance exam

Week 11: Conducting chamber music

Week 12-13 Synthesis of conducting gesture, score analysis and interpretation

Week 14: Authentic performance of large-scale work with ensemble

**Important University policies:**

**RELIGIOUS ACCOMMODATION:**

[http://www.fau.edu/regulations/chapter2/Reg 2.007 8-12.pdf](http://www.fau.edu/regulations/chapter2/Reg%202.007%208-12.pdf)

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination. <http://www.fau.edu/provost/files/religious2011.pdf>

**DISABILITY POLICY STATEMENT:**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses.

**CODE OF ACADEMIC INTEGRITY POLICY STATEMENT:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.