



University of Central Florida School of Performing Arts
MUG 3104 ~ Basic Conducting
 Dr. Kelly A. Miller, Instructor

Course Syllabus ~ Fall 2016	
Time/Location	Class meets on Tuesday/Thursday from 10:30-11:20 in RH 116
Office Hours:	M/W – 10:30-12:00; T/Th – 1:30-2:30; or by appointment
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Catalogue Description

Basic Conducting: Fundamental techniques and practice in conducting.

Purpose of Course

Beginning conducting and the interpretation of literature and score analysis. This course is designed to develop musical and interpersonal skills requisite for successful rehearsal of choral ensembles.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 26. Failure to do so will result in a delay in the disbursement of your financial aid. The academic activity is attendance and participation at the first two classes.

Materials

Baton, DVD+RW, Berol prismacolor pencils or artist quality pencils (black, brown, orange, red, blue, green), ruler

Text

Phillips, Kenneth. *Basic Techniques of Conducting*
 Oxford University Press, 1997

Repertoire

Repertoire may be assigned from the music library. You are responsible for returning scores in good condition or paying replacement fee.

Course Goals:

- Demonstrate appropriate body posture, arm, hand, and wrist movements that communicate clear and expressive musical interpretation.
- Demonstrate preparatory beats for works that begin on upbeats or downbeats.
- Execute a prep gesture indicating desired tempo, dynamic, and articulation.
- Show a clear ictus appropriate to musical style.
- Conduct staccato, marcato, and legato articulation.

- Develop ability to cue sections or important musical ideas
- Develop ability to release musical sound, stopped and/or voiced
- Develop ability to decide length of fermati and execute appropriate release
- Conduct regular and irregular patterns, 1-12 beats per measure with the understanding of metric groups long and short, including various examples of mixed meter.
- Develop independence of hands for expressive purposes.
- Develop expressive gestures in relationship to your musical understanding: shaping phrases, connecting breath to gesture, and communicate your musical ideas effectively.
- Development of analytical techniques in relationship to outlined score study procedures and your own musical understanding.
- Respect your peers as demonstrated by ability to give and receive constructive feedback.

Additional Sources

- westernonline.wiu.edu
- The Music Library found in Sallee Hall, room 108

Evaluation and Assessment:

Conducting Rounds: 40% (200 pts)

Students will neatly prepare a marked score (for each piece) using a format discussed in class. A copy of the marked score is due on the day the student first conducts the piece. Each student will be required to complete a conductor's structural analysis of an assigned piece. The format of this analysis will be discussed in class. Conducting round evaluations will be due one week after completed round.

Because prompt completion of assigned tasks is crucial to success in the workplace, all assignments must be completed on time. Grades for work handed in late will be lowered at the rate of 10% per day.

Self-evaluation Forms/Conducting Round Reflection: 10% (50 pts)

Self-evaluation reflections, based on DVD observation, will follow a conducting round and should be submitted no later than one class period after a scheduled taping.

Attendance: 20% (100 pts)

Conducting is best learned through "hands on" experience. Consequently, attendance at all class meetings is essential. Absences, **for whatever reason**, will result in the lowering of class grade.

- 1 absence = 97
- 2 absences = 93
- 3 absences = 90
- 4 absences = 83
- 5 absences = 73
- 6 absences = 63
- 7 absences = 53

Mid-term Conducting Round: 15% (75 pts)

Student will conduct the class on an assigned piece. Student is expected to fully prepare and mark their score in advance to be handed in after final conducting round.

Final Conducting Round (memorized): 15% (75pts)

Student will conduct the class on an assigned piece. Student is expected to fully prepare and mark their score in advance to be handed in after final conducting round.

The instructor is available for individual coaching sessions during office hours, but it is the **student's responsibility** to seek assistance when needed.

Grading Scale Interpretation

93-100	A	Excellent, exceeds average understanding as evidenced in course work and goes well beyond the basics.
90-92	A-	Excellent, exceeds average understanding as evidenced in course work.
87-89	B+	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts beyond that level.
83-86	B	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts somewhat beyond that level.
80-82	B-	Above average, fully meets average understanding as evidenced in course work.
77-79	C+	Average, meets minimum expectations and satisfies course requirements.
73-76	C	Average, meets minimum expectations and satisfies course requirements.
70-72	C-	Average, meets minimum expectations, but does not satisfy all course requirements.
67-69	D+	Below average, meets many minimum expectations and satisfies all or most course requirements.
63-66	D	Below average, meets many minimum expectations and satisfies all or most course requirements.
60-62	D-	Below average, meets many minimum expectations and satisfies all or most course requirements.
0-59	F	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements.

Student Rights and Responsibilities

Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)	The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.
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Academic integrity	UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a text, quiz, or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism. Cheating, dishonesty, or plagiarism is grounds for grade reduction or failure in this course. Please review the behavior standards at: http://www.goldenrule.sdes.ucf.edu/11_behavior.html
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The UCF Creed	
Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

Course Outline

All lesson and topic dates are subject to change.

Week	Date	Lesson	Topic	Reading/Preparation
1	8/23		Introduction	Lesson 1
	8/25	1	The Study of Conducting; Score Analysis	Lesson 2
2	8/30	2	Posture, Position, and Preparatory Gesture	Lesson 3
	9/1	3	Elements of the Pattern; The Four Pattern	Lesson 4
3	9/6	4	The Four Pattern con't.; Varying Articulation	Lesson 5
	9/8	5	Conducting Round #1	Lesson 6
4	9/13	6	The Three Pattern; The Two Pattern; Selecting a Baton	Lesson 7

Week	Date	Lesson	Topic	Reading/Preparation
	9/15	7	Selecting a Baton; Dynamic Changes	Lesson 8
5	9/20	8	Baton Grip	Lesson 9
	9/22	9	Conducting Round #2	Lesson 10
6	9/27	10	The One Pattern; Release on One;	Lesson 11
	9/29	11	Release on Beat Two; Entrance on a Pickup Note;	Lesson 12
7	10/4	12	Conducting Round #3	Lesson 13
	10/6	13	Conducting Round #4	Lesson 14&15
8	10/11	14-15	Mid-term Conducting	
	10/13	14-15	Mid-term Conducting	Lesson 16
9	10/18	16	The Left Hand	Lesson 17-18
	10/20	17-18	Strengthening the Left Hand	Lesson 19
10	10/25	19	Conducting Round #5	Lesson 20
	10/27	20	Subdivision; Cues (Dr. Miller in Colorado)	Lesson 21-22
11	11/1	21-22	Composer's Intent; Listener's Response Entrances on Incomplete Beats	Lesson 23
	11/5	23	Conducting Round #6	Lesson 24
12	11/8	24	Fermatas; Compound Meters: Six, Nine, and Twelve	Lesson 25
	11/10	25	Asymmetric Meters: Conducting in Five and Seven;	Lesson 26
13	11/15	26	Conducting Round #7	Lesson 27
	11/17	27	Accents; Tempo Alterations; Section Cues	
14	11/22		Special Topics 28-29 Conducting Synthesis 1 & 2	Lesson 28-29 Lesson 30
	11/24		Thanksgiving Break/No Class	

Week	Date	Lesson	Topic	Reading/Preparation
15	11/29	30	Conducting Round #8	
	12/1		Review for Final Conducting Round	
16	12/6		Tuesday, 10:00am; Final Conducting Round	

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Mid-term and Final Conducting Evaluation

NAME _____

Posture and positioning (5pts):

Gesture centered in breath space (2pts.) _____

Tall, "performing" posture (3pts) _____

Batan Use (5pts)

Grip/fingers; Direction of baton; Ictus at tip _____

Preparation (30pts):

Mental set/eye contact (10pts) _____

Initial prep gesture reflects (10pts):
appropriate size
(tempo, articulation, volume)
clear beginning _____

Release gesture reflects (10pts)
appropriate size
(tempo, articulation, volume)
clear stop _____

Gesture (35pts):

Clarity in chosen articulation (10pts)
(legato, marcato, staccato, tenuto) _____

Appropriate use of space (10pts)
(horizontal, frontal, vertical planes) _____

Communicates gestures effectively (10pts)
Clear ictus
Rebound freedom/control _____

Clear idea about phrasing (5pts)
Dynamic indications (appropriate size)
Crescendo/Decrescendo _____

Additional Comments:

TOTAL _____