



University of Central Florida
School of Performing Arts
MUG 3302 – Instrumental Conducting & Materials
Spring 2019
Monday/Wednesday 9:30-10:20 AM
PAC-M120 / PAC-T115

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Course Description:

Instrumental Conducting & Materials (MUG 3302) builds upon content learned in MUG 3104: Basic Conducting, both applying basic conducting techniques and exploring more advanced techniques and concepts through activities related to score study and preparation, rehearsal planning, technique, execution, and pedagogy, and is tangentially complementary to the Instrumental Methods II course. The class itself will function as a lab ensemble, with each student conducting and rehearsing representative excerpts from band & orchestra literature.

Prerequisites for enrollment in MUG 3302 include:

1. Successful completion of MUG 3104 – Basic Conducting
2. Acceptance as a Music Education major in the Department of Music (MEd Majors)
3. Acceptance to the Teacher Education program in the College of Education (MEd majors)

Student Goals/Objectives, upon successful completion of this course, include:

1. Understanding of how to adequately research and study an instrumental score, both to develop an informed interpretation and to prepare successful individual and sequential rehearsal units of the work for appropriately leveled instrumental ensembles
2. Ability to effectively convey an informed personal interpretation of an instrumental score through gesture
3. Competence in demonstrating a synthesis of the knowledge of musical & historical context as applied through conducting technique, musical score reading/study, rehearsal planning & implementation, and podium leadership by conducting music with live musicians
4. Ability to correctly identify performance errors and provide clear recommendations for improvement (diagnosis / remedy)

Attendance:

Students must be present and on time for every class session and activity. If ill (too sick to get out of bed), e-mail *prior* to class. Students' final course grade will be dropped one grade level (including + or –) for each unexcused class absence, and the same for each unexcused tardy.

Require Texts/Materials:

Guide to Score Study for the Wind Band Conductor – Battisti/Garofalo (ca. \$25.00)

Error Detection: Exercises for the Instrumental Conductor – Spradling (ca. \$35.00)

Additionally, each student may be required to purchase 1-2 scores (ca. \$15.00-\$25.00)

Students will also need the following:

1. Conducting Baton
2. Instrument
3. Notebook for observation sheets, score analysis diagrams, notes, handouts, etc.

Video Review:

Following each conducting exercise, students will be expected to do the following:

- 1) Watch the video of his/her conducting and note self-observations on the critique form made available via UCF WebCourses
- 2) Sign up for an individual review/critique appointment with Dr. Lubaroff via online scheduling signup. Bring your completed self-critique form with you.
- 3) Each critique must be completed prior to moving on to the next conducting exercise.

Failure to complete the individual self-critique form will result in a lowering of the exercise grade by a minimum of one full letter grade (irrespective of + or -). Failure to complete the critique appointment with Dr. Lubaroff will also (additionally) result in the lowering of the exercise grade by one full letter.

Grading:

Students will be evaluated on participation in class as well as on assignments throughout the term. The final course grade will be calculated based on the following breakdown:

Initial Score Analysis & Considerations Assignment	5%	25 pts
Individual Lesson Plan Assignment	10%	50 pts
Score Mechanics, Terminology & Transpositions Assignment	5%	25 pts
Progressive Podium Projects (analysis, planning, implementation)	15%	75 pts
Observation Reports (x3) + Summative Essay	15% (total)	75 pts
Error Detection/Diagnosis & Conducting Activities	15%	75 pts
Final Unit/Conducting/Rehearsal Project	15%	75 pts
Class Participation	<u>20%</u>	<u>100 pts</u>
TOTAL:	100%	500 pts

Course Calendar *(subject to change)*

January

- 7 Course Introduction / Reconciliation & Synchronization w/MUG 3104
“...from learning the rules to breaking them”
[Initial Course Activity – *Perception: Elements of Rehearsal Planning?*]

[**Assignment** = read *Conducting in Music, Not in Time*, by McMurray (WebCourses)]
- 9 Discussion: McMurray Reading; Understanding Basic Rehearsal Philosophies: Macro-Micro-Macro; Proactive v. Reactive (see diagram available via WebCourses)

[**Assignment** – “The Score Study Guide,” pp. 3-9 in *Guide to Score Study* and consider application to the sample score provided]
- 14 NO CLASS – MLK Holiday
- 16 Basics of Score Study & Preparation: Research; Superficial v. Event-Based/In-Depth, using *Salvation Is Created* (score available via WebCourses)

[**Assignment** – Study *Salvation Is Created* (both) editions in WebCourses; Complete formal analysis started in class and list YOUR top 3 considerations re: choral-band]
- 21 Fundamentals of Rehearsal Planning: Single v. Sequential (Unit); The Anticipatory Set, and Resources to Support Your Rehearsal Goals (see examples via WebCourses)

[**Assignment** – Anticipatory Set designs for *Salvation Is Created*; Prepare *Salvation...*]
- 23 In-Class Conducting & Rehearsal: *Salvation Is Created*
- 28 **GUEST INSTRUCTOR**
In-Class Conducting, cont. (*Salvation*)
- 30 Introduction to Spradling *Error Detection* (Bring Instruments) In-Class Error Detection Exploration; Level-I Error Detection Group Assignments Made

[**Assignment** – Score Study Group-Assigned Error Detection Excerpts; Develop list of issues you expect you might encounter w/a young ensemble]

February

- 4 Error Detection Through Opposing Rehearsal Philosophies: Proactive v. Reactive; Lab Rehearsals on Group-Assigned Excerpts

[**Assignment** – Continued Preparation, Assigned Error Detection Excerpts]
- 6 Error Detection & In-Class Conducting & Rehearsal/Feedback, cont.
- 11 Interpretive/Expressive Considerations: Melding; “Who, What, Where & How” v. “Why”

[**Assignment** – Practice Melding/Expressive Excerpts from *Guide to Score Study* text]
- 13 Interpretive/Expressive Considerations & Practice/Implementation (using *Irish Tune* score from *Guide to Score Study*)
- 18 In-Class Conducting: Melding & Expressive Conducting (*Irish Tune*); Score mechanics, Terminology & Transposition, discussion & application

[**Assignment** – transposition assignment activities; score prep, *Irish Tune*]

- 20 Error Detection, Level II: In-Class Conducting & Exploration of Level-II; Individual Level II Scores Assigned
 [Assignment – Research & Prepare Newly Assigned Excerpts]
- 25 Score Mechanics, cont.: Higher-order application in rehearsal planning/implementation
 [Assignment – Continued Prep of Newly Assigned Error Detection & Rehearsal Scores + Rehearsal Plans]
- 27 Error Detection: In-Class Conducting & Rehearsal Feedback, Level II
- March**
- 4 Error Detection: In-Class Conducting & Rehearsal/Feedback, Level II, cont.
- 6 Error Detection: In-Class Conducting & Rehearsal/Feedback, Level II, final session
- 11 No Class – Spring Break
- 13 No Class – Spring Break
- 18 **GUEST INSTRUCTOR**
 Individual Score & Unit Study Assignments Made
 [Assignment – *What do you want v. what do you need?* essay (submit via WebCourses)]
- 20 Rehearsing at & with varying levels: Trust v. Control
 [Assignment – Prepare Assigned Scores & Lesson/Unit Plans]
- 25 In-Class Conducting & Rehearsal Projects & Presentations, Level III
- 27 In-Class Conducting & Rehearsal Projects & Presentations, Level III, cont.
- April**
- 1 In-Class Conducting & Rehearsal Projects & Presentations, Level III, cont.
- 3 Final Project Assignments Distributed; Programming Philosophy
 [Assignment – Read *Healthy Repertoire for Successful Band Programs*, by Cochran and *Program Planning*, by Grimo (WebCourses)]
- 8 Programming Philosophy, continued
 [Assignment – *Top 10* lists]
- 10 Programming Presentations
 [Assignment – Prepare assigned scores for collaborative design & implementation]
- 15 *Putting it All Together: Developing collaborative lesson designs*
 [Assignment – Prepare for In-Class Conducting & Lesson Implementation]
- 17 Final Individual In-Class & Rehearsal Projects & Presentations
- 22 Final Individual In-Class & Rehearsal Projects & Presentations, cont.

The UCF Creed

Integrity, scholarship, community, creativity and excellence are the core values that guide our conduct, performance and decisions.

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.

Academic Integrity

UCF is committed to a policy of honesty in academic affairs. Conduct that comprises a breach of this policy may result in academic action and disciplinary action. Academic action affects student assignments, examinations or grades. Disciplinary action affects student enrollment status. Please review the behavior standards at <http://www.goldenrule.sdes.ucf.edu>.

Accommodations for Students with Special Needs

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.

The contents of this syllabus are subject to modification by the professor due to unexpected circumstances. In such cases, the academic integrity of the course will be maintained.