

**Humboldt State University  
Department of Music**

**Syllabus**

MUS 387 Advanced Instrumental Conducting and Literature  
Spring, 2017 2 units CRN: 21769, 22821  
MWF 11:00-11:50 a.m. Rm. 131  
Office hours: M 2:00; W 1:00; F 12:00 and by appointment

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**Required Texts and Materials**

Hunsberger, D. & Ernst, R. (1991). *The art of conducting*, 2<sup>nd</sup> edition. NY: McGraw-Hill, Inc.  
*Music Educators Journal*, along with membership in NAFME/CMEA/NCCMEA.

Conductor's Baton

Preferred size is 10-14 inches. Wood handle is best, but cork is acceptable.

**Recommended Texts**

Miles, R. (Ed.). (1997). *Teaching music through performance in band* (Vol. I). Chicago: GIA.

Littrell, D. & Racine, L. R. (Eds.). (2001). *Teaching music through performance in orchestra*.  
Chicago: GIA.

Dvorak, T. (Ed.). (1986). *Best music for young band*. NY: Manhattan Beach.

Dvorak, T. (Ed.). (1986). *Best music for high school band*. NY: Manhattan Beach.

**Course Description**

Advanced Instrumental Conducting and Literature will expand upon basic conducting patterns, gestures, and applications introduced in MUS 334, Fundamentals of Conducting. Students will practice conducting on a regular basis in class with live instrumentalists, piano, and recordings. Rehearsal strategies will be discussed, practiced, and implemented. Further, the course is designed to provide prospective teachers with resources for locating, evaluating, and preparing musical literature for performance with school bands, orchestras, and jazz ensembles. Emphasis will be placed on identifying appropriate compositions and method books based on educationally sound criteria.

**Student Learning Outcomes**

1. Students will be able to clearly conduct basic and advanced beat patterns beyond the level achieved in Fundamentals of Conducting (MUS 334).
2. Students will be able to demonstrate effective technique with unusual conducting issues such as mixed meter, frequently changing tempi, irregular meter, and senza misura.
3. Students will be able to demonstrate effective use of cue and release gestures.
4. Students will be able to understand and apply rehearsal strategies, pacing, and effective podium presence.
5. Students will be able to identify and evaluate printed resources for literature appropriate for school instrumental ensembles.
6. Students will be able to identify and evaluate online resources for literature appropriate for school instrumental ensembles.

7. Students will develop criteria for evaluating literature for use with instrumental ensembles
8. Students will apply criteria to specific scores, revealing suitability of a composition for a particular instrumental ensemble.
9. Students will prepare a prioritized rehearsal plan based on score analysis.
10. Students will be able to locate and assess resources for core repertoire for band, orchestra, and jazz ensemble at K-8 and secondary levels.
11. Students will be able to describe and apply grades of difficulty associated with band/orchestra/jazz band music.
12. Students will be able to determine strengths and weaknesses of several method and warm-up books.

### **Student Learning Outcomes for Music Education Program**

1. Students will demonstrate the ability to hear, identify, and work conceptually with the elements of music – rhythm, melody, harmony, and structure.
2. Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.
3. Students will demonstrate ability in performing areas appropriate to the student’s needs, interests, and degree path.
4. Students will demonstrate effective English writing skills.
5. Conducting and Musical Leadership: Music Education majors will be able to demonstrate knowledge of physical gestures (accurate beat patterns, cuing, entrances, releases, expression) and rehearsal strategies that lead to musically expressive and technically accurate performances with large and small ensembles found in K-12 settings.
8. Analysis/History/Literature: Music Education majors will be able to apply knowledge from music theory, history and literature studies to curriculum development, lesson planning, and daily classroom and performance activities.
9. Motivation: Music Education majors will be able to excite the imagination of K-12 students, motivating them to seek musical knowledge and skills and to develop an appreciation for music as an art form that is part of their intellectual and cultural heritage.
12. Repertoire Selection:  
Music Education majors will study and apply prioritized criteria for selection of music literature to be rehearsed and performed with K-12 students.

### **Music Department Assessment Goals and Outcomes**

This course explicitly contributes to your acquisition of skills and knowledge relevant to these Music Department Goals and Outcomes:

Goal 2: Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.

- Outcome 2A: Students can identify and trace essential developments in Western Art Music history.

- Outcome 2B: When listening to an unfamiliar musical composition, students can identify its historical era, cultural sources, genre, texture, instrumentation, and possible composer when appropriate.

### **HSU Learning Outcomes**

This course explicitly contributes to your acquisition of skills and knowledge relevant to these HSU Learning Outcomes:

HSU graduates will have demonstrated:

- Effective communication through written and oral modes.
- Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
- Competence in a major area of study.
- Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

HSU graduates will be prepared to:

- Succeed in their chosen careers.
- Take responsibility for identifying personal goals and practicing lifelong learning.

### **Quizzes**

Two quizzes will cover material presented in class as well as assigned readings. Dates will be announced at least one week in advance.

2 @ 10 pts. each = 20 pts.

### **Grading**

Homework.....	10%
Quizzes.....	20%
Written, oral and live conducting assignments.....	70%
Total.....	100%

Note requirements for participation below.

### **Participation Grade**

This course requires regular physical participation during the assigned class time on MWF, 11:00-11:50am. As such, there is no way to make up or compensate for missing the regular opportunities to participate in class activities. These activities include conducting with piano accompaniment; conducting with live instrumentalists; practicing beat patterns while receiving instructor feedback; group analysis of conducting scores; and class discussions about the art and practice of conducting. As a result, there will be a “participation grade” penalty of 5% for each instance of no participation or absence beyond four during the semester.

### **Late Assignments**

Late work is defined as anything submitted after the designated class session at which the assignment is due. Assignments turned in late will be penalized by 10% per class session. The maximum penalty for late work is 40%. Exceptions to this policy will be considered on a case by case basis.

### **Format for all Written Work**

With the exception of notes taken in class, all written work should be word-processed. Use a standard font such as Times, New Times Roman, Courier, or Helvetica, in size 12, and print out in black ink.

**Style Manual**

Follow all guidelines for formatting, punctuation, and grammar as indicated in a particular style manual of your choice. The preferred manual for this class is APA, 5th edition.

More detailed information about policies and procedures related to HSU courses may be found here:  
<http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resources-policies>