

Music Department
Syllabus for ADVANCED CONDUCTING, MUS 359
SPRING 2019; A/M Rm. 205; MW 11:15 am-12:00 pm; Credit Hours – 2

Instructor Name: Dr. Dana Ihm

Instructor Office: A/M Rm. 156

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Office Hours: As posted or by appointment

COURSE DESCRIPTION: Continuing instruction in the conducting of music in the student's choice of emphasis areas.

PREREQUISITES: Successful completion of MUS 358.

COURSE OBJECTIVES/INSTRUCTIONAL METHODS: The purpose of this course is to provide instruction in choral conducting. The various elements of conducting will be examined and each student will learn the skills necessary in becoming a competent choral conductor.

NASM STANDARDS: "By the conclusion of the **Advanced Conducting** course, students must demonstrate an ability to conduct all traditional beat patterns, properly execute the expressive gestures, develop an independent left hand for giving cues, and adequately prepare the choral score for conducting. Students should also be able to use the piano proficiently as an instrument for independent study of music theory, analysis of scores, and preparation of compositions or arrangements, as appropriate to the common tasks of a professional musician."

STUDENT LEARNING OUTCOMES

1. Conduct all traditional beat patterns.
2. Properly execute the expressive gestures, including the fermata.
3. Develop an independent left hand for giving cues.
4. Adequately prepare the choral score for conducting.
5. Interpret the choral score and transfer to conducting gestures.
6. Read, analyze, and perform music with fluency in at least one performance medium and in a variety of performance styles.
7. Use the piano proficiently as an instrument for independent study of music theory, analysis of scores, and preparation of compositions or arrangements, as appropriate to the common tasks of a professional musician.
8. Demonstrate proficiency in aural recognition and analysis of music, and in singing musical lines at sight, as appropriate to the common tasks of a professional musician.
9. Recognize and describe representative selections of music from all the significant style periods and genres of western art music.
10. Conduct large and small ensembles in their primary performance medium;

TEXT:

Required: Choral Conducting: Focus on communication, Harold Decker, Colleen Kirk

Precision Conducting: Achieving Choral Blend and Balance, Timothy W. Sharp

Other Materials: Baton

REQUIREMENTS:

Attendance:

The student is expected to attend every class session. Because of the nature of the material, missed sessions must be made up with extra practice. More than 4 absences will result in failure of the course.

Assignments:

1. Complete reading assignments before designated class session. All reading material is available in the library or in the textbook.
2. Be prepared to conduct in class each day as assigned. Failure to do so will result in an F for the day.

Participation:

1. Students must become members of the National American Choral Directors Association.

Examinations:

1. Graded conducting every week beginning February 5. Assignments will be made a week in advance.
2. Final Exam in two parts:
 - Conduct a piece in class (60%)
 - Written comprehensive exam (40%)

Grading:

Playing /Singing Grades	10%
Weekly conducting	40%
Projects and Score Analysis	20%
Final Exam	30%

Grading Scale:

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 or below

Drop Date: January 28, 2019

Extra Credit: Extra credit is generally not accepted for this performance based course. Individual exceptions may be made for illness or death in the family.

Other Policies: ELECTRONIC DEVICES: Please turn off and put out of sight all electronic devices during class time. The interruptions they cause disrupt class and interfere with the learning process. A repeat offender may lose credit for the day's work.

INSTRUCTOR:

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Reading Assignments (to be completed by date listed)

Jan. 16, Wed.	Decker, Ch. 2 (p. 69-80) & Ch. 3
Jan. 28, Mon.	Decker, Ch. 2 (p. 30-69) & Sharp, Ch. 4
Feb. 18, Mon.	Decker, Ch. 4
Mar. 11, Mon.	Decker, Ch. 7
Mar. 27, Wed.	Sharp, Ch. 1 & 2
Apr. 3, Wed.	Sharp, Ch. 3
Apr. 15, Mon.	Decker, Ch. 5

Projects and Score Analysis

Jan. 28, Mon.	“Flight Song” – Kim Andre Arnesen, Score Analysis
Feb. 20, Wed.	“Wie lieblich Sind deine Wohnungen” from Requiem - Brahms, Score Analysis
Mar. 25, Mon.	Project, Rehearsal Plan
Apr. 3, Wed.	A cappella choral piece, TBD, Score Analysis
Apr. 8, Mon.	Project, Building a Concert Program
Apr. 17, Wed.	“Hallelujah Chorus” from Messiah - Handel, Score Analysis

Part Playing and Singing Grades

Jan. 29, Tues.	“Flight Song” – Kim Andre Arnesen
Feb. 14, Thurs.	“Wie lieblich Sind deine Wohnungen” from Requiem - Brahms
Mar. 26, Tues.	A cappella choral piece
Apr. 16, Tues.	“Hallelujah Chorus” from Messiah - Handel

Conducting Grades

Feb. 4, Mon.	“Flight Song” – Kim Andre Arnesen
Feb. 25, Mon.	“Wie lieblich Sind deine Wohnungen” from Requiem - Brahms
Mar. 11, Mon.	Recitative from “Elijah”, #3 – Mendelssohn
Apr. 5, Fri.	A cappella choral piece (during chamber choir, 12:20-1:15)
Apr 25, Thurs.	Conducting Final – (during Concert Choir, 2:30-3:20 p.m.) “Hallelujah Chorus” from Messiah - Handel
Apr 30, Tues.	Take Home Written Comprehensive Final , over both Textbooks, DUE: 10:30 AM

ACCOMMODATIONS:

This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: the Disability Resource and Support Center, which is located in the Library and Academic Resources Center, Suite 169.

ACADEMIC DISHONESTY: *(Can use the suggested University policy language below, or an existing Instructor, Department or College Policy)*

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

HEALTH AND SAFETY OF MUSICIANS:

The health and safety of our students is of paramount concern.

Specific health and safety issues confronting musicians are summarized at:

<http://www.music.iastate.edu/info/advising/healthandsafety.pdf>

From that publication:

"Hearing health is essential to your lifelong success as a musician. Noise induced hearing loss is largely preventable. You must avoid overexposure to loud sounds, especially for long periods of time."

"Musicians use their bodies in specific and highly trained ways, and injuries can occur that can have lasting impact on performance ability. Performers need to be* aware of vocal and musculoskeletal health issues that affect them. Musicians at all levels of achievement can suffer from repetitive stress injuries, neuromuscular conditions or dystonias, and psychological issues including severe performance anxiety."

For additional information regarding health and safety concerns for musicians, please contact David Volk, Chair, Department of Music [175 Music, 549-2552, david.volk@csupueblo.edu].

Vocal health is addressed in the following publication:

<http://www.dukehealth.org/repository/dukehealth/2010/12/22/13/57/10/0598/DVCC%20vocal%20health.pdf>

Additional information regarding repetitive strain injury may be found here:

<http://web.eecs.umich.edu/~cscott/rsi.html>

Additional information specific to percussionists may be found here:

<http://jpp.percussionpedagogy.com/02-1-wellness.html>

MANDATORY REPORTING

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

Please familiarize yourself with the reporting requirements of this policy. Because I am a faculty member, I am a "Responsible Employee." That means I have to report to the Director of the Office of Institutional Equity if you tell me that you were subjected to, or engaged in, of any of the following acts: *discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.*

EARLY PERFORMANCE SURVEY:

This course participates in the Starfish student success program. Early in the semester, information about student performance in this class will be communicated to each student by email and/or text from Starfish. Attention to suggested actions is encouraged. This information is also available to academic advisors and others involved in supporting student success. Your advisor may then ask to meet with you to discuss your plans for success. The program is designed to promote success among students through proactive advising, and through referral to appropriate resources. Efforts to inform and assist students continues throughout the semester, with a mid-semester survey, and instructor concerns or kudos can be posted to Starfish at any time.