

Syllabus for
MUS 333 - Conducting I
2 Credit hours
Spring 2024

I. COURSE DESCRIPTION

A practical lab course in both choral and instrumental conducting that stresses baton technique, interpretation, rehearsal techniques, and score reading as specifically related to the needs of the elementary and secondary choral and instrumental school music teacher as well as the church musician.

Prerequisites: MUS 101 and 102

II. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the following program: All Music degrees - General Music

- A. To provide opportunities for students to develop their music capabilities and interests through the use of music as a socializing force, as an aid to compassionate understanding of themselves and their environment and as an avenue of self-expression.
- B. To stimulate an appreciation and love for music through the study of its various disciplines.
- C. To develop techniques for mature evaluation of musical standards.
- D. To give an adequate background for further study in graduate school and cultivate tools for teaching in public and private schools, teaching in private studios, performing in professional music organizations and working in related music fields.
- E. Prepare for various church ministries and worship.

III. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

- A. Spiritual Integrity
- B. Personal Resilience
- C. Intellectual Pursuit
- D. Global Engagement
- E. Bold Vision

IV. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Demonstrate the proper grip of the baton.
- B. Demonstrate the basic beat patterns needed to conduct in simple, compound, and mixed meters.
- C. Show competence in manipulating the baton as a point of reference for the music ensemble.
- D. Perform the basic patterns in a variety of expressive styles including, legato, staccato, marcato, and tenuto.
- E. Execute appropriate gestures of expression with the left-hand show dynamics, phrasing, and other gestures needed when conducting.
- F. Coordinate both hands in executing cues, entries, cut-offs, fermatas, ritards, and accelerandos.

V. TEXTBOOK AND OTHER LEARNING RESOURCES

- A. Required Materials

1. Textbooks
McElheran, Brock. *Conducting Technique: for Beginners and Professionals*, Revised Edition, New York: Oxford University Press, 1989. ISBN 978-0193868540
2. *Choose Something Like a Star* (SATB sheet music) by Randall Thompson, published by Schirmer Music Co. UPC 6540083933
3. *The Moon is Distant From the Sea* (SATB sheet music) by David Childs, published by Santa Barbara Music Publishing, Inc. SBMP-540 (2004) UPC 964807005401
4. *Rejoice and Sing Out His Praises* (SATB sheet music) by Mark Hayes, published by Hinshaw Music, HMC-764 (1985)
5. Conducting baton

B. Optional Materials

1. Textbooks
None
2. Other
None

VI. POLICIES AND PROCEDURES

A. Department Policies and Procedures---See Music Student Handbook

B. Course Policies and Procedures

1. Evaluation Procedures
 - a. Textbook/YouTube Assignments 90 pts
 - b. Conducting Assignment 1 (God of Our Fathers)

Rubric Self-Assessment	10 pts
Narrative	25 pts
 - c. Conducting Assignment 2 (Rejoice)

Rubric Self-Assessment	10 pts
Narrative	25 pts
 - d. Conducting Assignment 3 (Moon is Distant from the Sea)

Rubric Self-Assessment	10 pts
Instructor Assessment	75 pts
 - e. Conducting Assignment 4 (Choose Something like a Star)

Instructor Assessment	90 pts
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 - g. Conducting Final Written Exam

Short Answer Exam	40 pts
Short Conducting Example	25 pts

Final Grade Calculations (found on D2L)

A = 315 – 350 points B = 280 – 314 points

C = 245 – 279 points D = 210 – 244 points

F = less than 210 points

2. **Whole Person Assessment**

There are no Whole Person Assessments for this course.

3. **Attendance**

- a. Follows the Music Department guidelines. Final Grades may be affected negatively

if unexcused absences are accrued. The attendance policy is as follows:
This class meets twice a week, therefore **two unexcused absences are allowed**.
However:

Missing **3 classes** will result in a final grade reduction of one letter grade.

Missing **4 classes** will result in grade reduction of two letter grades.

Missing **5 classes** will result in grade reduction of three letter grades.

Missing **6 classes** will automatically result in a grade of **F**.

b. Tardies

Tardies are calculated in the in the attendance provision of this course. Three tardies equal one absence and are include in the absences when determining the course grade. It is the students' responsibility to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent.

VII. COURSE CALENDAR

Week 1-4	Course Introduction Baton holding position, preparatory position Preparatory beat, downbeat/rebound and releases Conduct a variety of hymns and other musical examples Complete Textbook Assignments
Week 5-7	Conduct in simple meter Conducting in styles that include Legato, Staccato, Marcato and Tenuto Conduct National Anthem Mid-term exam
Week 8 - 12	Conduct pieces in mixed meter Continue working on previous conducting skills Conduct a variety of choral and instrumental music
Week 13	Prepare for Final Conducting and Written exams Conducting Final – Last day of Classes Written Final Exam during Final Exam week

Program Outcome Alignment: MUSIC UNIT

This program contributes to the University outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Program Outcome alignment with University Outcomes		Significant	Moderate	Minimal	None
Spiritual Integrity					
Outcome 1	Students will apply a Biblical and Christian Worldview when creating, performing, teaching, worshiping, and analyzing a variety of styles of music.			X	
Personal Resilience					
Outcome 2	Students will demonstrate active engagement and self-motivation in the preparation for recitals, classroom teaching, worship sets, research, audio projects, and presentations in music.		X		
Intellectual Pursuit					
Outcome 3 NASM 8.B.2.a-b	Students will develop the technical performance skills for artistic expression in at least one major performance area at a level appropriate for the major or concentration.	X			
Outcome 4 NASM 8.B.1.c	Students will develop ability to ready at sight with fluency in their major performance area relevant to professional standards for the particular music concentration.			X	
Outcome 5 NASM 8.B.2.a	Students will develop aural skills to identify intervals, melodic structures, chord qualities, and harmonic progressions.		X		
Outcome 6 NASM 8.B.2.a	Students will demonstrate an understanding of the theory, harmonic progressions, and forms of a variety of styles of music when studying, listening, performing, and teaching music.			X	
Outcome 7 NASM 8.B.4	Students will acquire and develop the basic knowledge of music history and repertoire through the present time for a variety Western music cultures and styles.			X	
Global Engagement					
Outcome 8	Students will engage and analyze music from a wide variety of musical periods including Western and non-Western musical traditions (and worship).			X	
Bold Vision					
Outcome 9 NASM 8.B.1.f	Students will demonstrate vision, leadership, and artistry in performance through expression in phrasing, dynamics, articulations, and accepted practice for musical works in a variety of settings including the stage, classroom, therapeutic settings, and worship services.	X			

(Revised 10/22/2021)