# COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number</th>
<th>MUG 4102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s)</td>
<td>JUNIOR STATUS</td>
</tr>
<tr>
<td>Course Title</td>
<td>CONDUCTING II</td>
</tr>
<tr>
<td>Course Credit</td>
<td>2</td>
</tr>
<tr>
<td>College</td>
<td>ARTS &amp; SCIENCES</td>
</tr>
<tr>
<td>Department</td>
<td>MUSIC</td>
</tr>
<tr>
<td>Required Text(s)</td>
<td>“The Modern Conductor”, by Elizabeth A.H. Green, Seventh edition; The Conductor’s Workbook, by Patrick Dunnigan &amp; John Laverty</td>
</tr>
<tr>
<td>Supplies</td>
<td>Notebook, Conductors Baton</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>DR. SHELBY CHIPMAN</td>
</tr>
<tr>
<td>Term and Year</td>
<td>FALL</td>
</tr>
<tr>
<td>Place and Time</td>
<td>FTMU Bldg. Room 311, 11:00AM-12:20PM</td>
</tr>
<tr>
<td>Office Location</td>
<td>318 Foster-Tanner Music Bldg.</td>
</tr>
<tr>
<td>Telephone</td>
<td>850) 599-8165</td>
</tr>
<tr>
<td>e-mail</td>
<td><a href="mailto:Shelby.chipman@famu.edu">Shelby.chipman@famu.edu</a></td>
</tr>
</tbody>
</table>

## Office Hours

| Monday | 10:00am - 2pm |
| Tuesday | 10:00am-1pm |
| Wednesday | 10:00am-1pm |
| Thursday | 10:00am-2pm |
| Friday | 10:00am-2pm |
| Saturday | |

## Course Description

Conducting II is an orderly presentation of the techniques of conducting, with special attention given to the critical examination of scores with reference to the rehearsal techniques and interpretive problems for choral and instrumental majors.

## Course Purpose

## Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

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F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10 12 | I: 6,7 |
| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

VALUES

• CF 3
• Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |

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| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F: 11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

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*Approved/Revised 10/30/07*
CRITICAL THINKING

• CF4
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>4.1 (K)</th>
<th>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</th>
<th>F: 4,7</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2,7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF:</td>
<td>4.3 (D)</td>
<td>Value critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1,4</td>
</tr>
<tr>
<td>CF:</td>
<td>4.4 (K)</td>
<td>Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F: 1,4</td>
<td>I: 1,8</td>
</tr>
<tr>
<td>CF:</td>
<td>4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

• CF 5
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7,9</td>
<td>I: 7</td>
</tr>
<tr>
<td>CF:</td>
<td>5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F: 3,7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF:</td>
<td>5.4 (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>CF:</td>
<td>5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF:</td>
<td>5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I: 5,9</td>
</tr>
<tr>
<td>CF:</td>
<td>5.8 (K,S)</td>
<td>Know and use student personnel services</td>
<td>F: 5,10,12</td>
<td>I: 2,10</td>
</tr>
</tbody>
</table>

URBAN/RURAL EDUCATION

• CF6
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>6.1 (S)</th>
<th>Be able to work in school settings with varied levels of human and material resources.</th>
<th>F: 9,10,11</th>
<th>I: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>6.2 (S,D)</td>
<td>Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF:</td>
<td>6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5,11</td>
<td>I: 2,3</td>
</tr>
<tr>
<td>CF:</td>
<td>6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
<td>F: 5,11</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

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Approved/Revised 10/30/07
Overall Goals of the Course

Given a musical score, the student will define all terms contained within the composition and conduct the piece utilizing correct conducting patterns with 100% accuracy; conduct and interpret the piece in the correct style for the period with 85% accuracy; outline techniques of analysis, score-reading, rehearsal techniques and interpretation with 90% accuracy. In addition to the practices of conducting, students will develop a keen sense of listening through submitting listening journal and strengthening listening of music, baroque through contemporary.

Specific Behavioral Objective

A. Given a musical score, the learner will define all terms contained within the composition with 100% accuracy.

B. Given an assigned musical, the learner will conduct the piece utilizing correct conducting patterns with 100% accuracy.

C. Given a musical score, the learner will conduct and interpret the piece using a live performing group, in the correct style for the period with 85% accuracy.

D. Given a musical score, the learner will outline techniques of analysis, core reading, rehearsal techniques and interpretation with 90% accuracy.

E. Given a musical score, the learner will perform the task indicated in D with 90% accuracy.

F. Given a Six-teen Bach chorales score, the learner will sing all melodic lines with 85% accuracy.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC standards</th>
<th>Professional organizations</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope analysis and</td>
<td>Given a musical</td>
<td>4, 1, 7, 8</td>
<td>1, 4, 8</td>
<td>1.1</td>
<td>1.3</td>
<td>4.4, 4.5</td>
</tr>
<tr>
<td>interpretation</td>
<td>score, the learner</td>
<td>6, 7, 8</td>
<td></td>
<td>1.1</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will outline techniques of analysis, score reading with 95% accuracy</td>
<td>6, 7, 8</td>
<td>1.1, 1.3, 4.4, 4.5</td>
<td>6, 7, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music learning resources</td>
<td>Students will listen</td>
<td>1, 2, 6, 8</td>
<td>12, 4, 3.2</td>
<td>1.2</td>
<td>2.2</td>
<td>2.2, 4.2, 3.1, 4.4</td>
</tr>
<tr>
<td>techniques</td>
<td>to a recording and</td>
<td>7</td>
<td></td>
<td>1.2</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>identify problems/errors with performance, ie tone, articulation, rhythms</td>
<td>7, 12, 4, 3.2</td>
<td>1.2, 2.2, 4.1, 4.6, 6.5</td>
<td>1.2, 2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting a Live</td>
<td>Given a musical</td>
<td>1, 3, 4, 5, 6, 7, 9</td>
<td>5, 7, 9.2, 8</td>
<td>1.1</td>
<td>5</td>
<td>1.1, 1.4, 1.5, 3.1, 3.5, 4, 5</td>
</tr>
<tr>
<td>ensemble</td>
<td>score, the learner</td>
<td>2, 7, 8</td>
<td></td>
<td>1.1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will conduct the piece using a live performing group within correct style for that period of music</td>
<td>2, 7, 8</td>
<td>1.1, 5, 6.3</td>
<td>1.1, 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Approved/Revised 10/30/07
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

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Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

1. Assessment (1.1, 1.1.PRE.a, 1.PRE.c, 1.PRE.i)

2. Communication (2.PRE.a, 2.PRE.c, 2.PRE.d, 2.PRE.g, 2.PRE.h, 2.PRE.k)

3. Continuous Improvement (3.1, 3.PRE.a, 3.PRE.c, 3.PRE.f, 3.PRE.j, 3.PRE.m, 3.PRE.n)

4. Critical Thinking (4.1, 4.PRE.a, 4.PRE.c, 4.PRE.f, 4.PRE.j)

5. Diversity (5.1, 5.PRE.a, 5.PRE.b, 5.PRE.e, 5.PRE.g, 5.PRE.h)

6. Ethics (6.1, 6.PRE.a, 6.PRE.d, 6.PRE.h)

7. Human Development and Learning (7.1, 7.PRE.a, 7.PRE.b, 7.PRE.d)

8. Knowledge of Subject Matter (8.1, 8.PRE.a, 8.PRE.b, 8.PRE.c, 8.PRE.e, 8.PRE.f)


10. Planning (10.1, 10.PRE.a, 10.PRE.b, 10.PRE.d, 10.PRE.f, 10.PRE.j, 10.PRE.q)

11. Role of the Teacher (11.1, 11.PRE.a, 11.PRE.b, 11.PRE.i)

12. Technology (12.PRE.b, 12.PRE.e, 12.PRE.k, 12.PRE.m)

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Florida Teacher Certification Examination (FTCE) Competencies and Skills

1. Knowledge of music theory, history, and literature
   1. Identify and discriminate between rhythmic structures (e.g., beat, meter, patterns, polyrhythms).
   2. Identify and discriminate between melodic structures (e.g., contour/patterns, tonal systems [modes/scales], melodic sequence).
   3. Identify and discriminate between harmonic structures and textures.
   4. Identify and discriminate between standard music forms.
   5. Identify and discriminate between stylistic features, principal genres, and contributions of representative composers of the traditional stylistic eras of Western music.
   6. Identify and discriminate between stylistic features in American music (e.g., folk, ethnic, electronic, popular, jazz, classical).
   7. Identify and discriminate between musics of other cultures.
   8. Identify and interpret terms and symbols found in music scores.

2. Knowledge of curricula and instructional planning
   1. Identify appropriate skills, teaching strategies, and sequence of concepts for developing
students' musical independence.
2. Select music literature and materials appropriate for students' capabilities and musical maturity, including adaptation if warranted.
3. Identify appropriate instructional strategies for the exceptional student.
4. Identify techniques for developing students' creative musical skills (e.g., improvisation, composition, listening skills, sight reading, performance skills).
5. Identify appropriate organization of rehearsals and classroom activities to include music history, music theory, listening skills, performance, and sight-reading as integral parts of instruction.
6. Identify trends and research affecting music curriculum development and instruction.
7. Identify the relationships between music, the other arts, and disciplines outside the arts.
8. Identify factors in creating a music curriculum that provides a balance of musical experiences for all students.

3 Knowledge of instructional and assessment procedures
1. Identify music performance problems (e.g., intonation, phrasing, blend, balance, tone quality, notation/performance discrepancies) and methods for correcting the problems.
2. Select teaching strategies that motivate and promote students' musical growth, independence, and creativity.
3. Read, interpret, and identify appropriate techniques for conducting music scores.
4. Make critical judgments about expressive qualities of music performances.
5. Identify techniques for assessing and evaluating student progress.
6. Evaluate the effectiveness of music instruction in terms of content, process, and teacher self-evaluation.
7. Select strategies for implementing technology in music instruction.
8. Identify qualities of music performance: characteristic tone quality, phrasing, blend, balance, timbre, tempo, dynamics, articulation, and both linear and vertical intonation.

4 Knowledge of professional and instructional resources
1. Identify media resources and technology (e.g., sound recording and reproduction systems, visual aids) for instructional purposes.
2. Identify and select appropriate computer hardware and software for both administrative purposes and instructional applications.
3. Identify techniques and resources for advocating music education and for generating community support for school music programs.
4. Identify legal and ethical issues that impact music education (e.g., copyright, financial accountability, liability).
5. Identify resources available through professional organizations, music industry, and publications.
6. Identify procedures for student selection, recruitment, and retention, including feeder pattern articulation and placement in appropriate music courses.

6 Knowledge of instructional emphasis: instrumental
1. Identify basic performance techniques for wind, string, and percussion instruments (e.g., proper playing position; embouchure; sticking, fingering, and bowing techniques).
2. Identify families of wind, percussion, and string instruments and their ranges, clefs, and transpositions.
3. Identify problems of individual tone production (e.g., embouchure, bowing, sticking, proper breath support) and determine methods of correction.
4. Identify musical problems in an ensemble performance and determine methods of correction.
5. Identify representative repertoire for solo and small/large ensembles at various levels of maturation and development (e.g., FBA, FOA, NBA, NSOA).
6. Identify practices in the care and maintenance of instruments and accessories.

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Approved/Revised 10/30/07
Florida Adopted Subject Area Competencies

COMMUNICATION SKILLS

1. Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner.
2. Demonstrate the ability to write in a logical, easily understood style with appropriate grammar and sentence structure.
3. Demonstrate the ability to comprehend and interpret a message after listening.
4. Demonstrate the ability to read, comprehend, and interpret professional material.

TECHNICAL SKILLS

5. Diagnose the entry knowledge and/or skill of students for a given set of instructional objectives using test, teacher observation, and student records.
6. Identify long-range goals for a given subject area.
7. Construct and sequence related short-range objectives for a given subject area.
8. Select, develop, and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.
9. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.
11. Construct or assemble classroom test to measure student performance according to criteria based upon objectives.

ADMINISTRATION

12. Establish a set of classroom routines and procedures for utilization of materials.
13. Formulate a standard for student behavior in the classroom. (i.e., attendance, participation)
14. Identify and/or develop a system for keeping records of class and individual student progress.

INTERPERSONAL SKILLS

15. Counsel students both individually and collectively concerning their academic needs.
16. Identify and/or demonstrate behaviors, which reflect a feeling for the dignity and worth of other ethnic, cultural, linguistic, and economic groups.
17. Demonstrate instructional and social skills, which assist students in developing a positive self-concept.
18. Demonstrate instructional and social skills, which assist students interacting constructively with their peers.
19. Demonstrate teaching skills, which assist students in developing their own values, attitudes, and beliefs.

Pre-professional Educator Accomplished Practices:

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The pre-professional teacher has a basic understanding of the subject field and is beginning to understand that the subject linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, self-motivation.

Uses teaching and learning strategies that reflect each student’s culture learning styles, special needs, and socioeconomic background.

Communicates techniques with students and all other stakeholders, which encourage students to maintain interest in pursuing music education.

Sunshine State Standards for Subject Matter Area:

**Standard A  Skills and Techniques**
1. The student sings, alone and with others, a varied repertoire of music.

**Standard C  Cultural and Historical Connections**
1. The student understands music in relation to culture and history.

**Standard D  Aesthetic and Critical Analysis**
1. The student listens to, analyzes, and describes music.

**Standard E  Applications of Life**
2. The student understands the relationship between music and the world beyond the school setting.

Field Experiences:

Students will be provided an opportunity to work with band directors in a secondary setting as they prepare their middle/high school students form district concert band, as well as, solo & ensemble music performance assessment.

This will assist our students with the type of practical experience that enables them to become knowledgeable of public school activities.

Students are required to complete ten hours of observations each semester.

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Use of Technology At Appropriate Grade Level:

Students will acquire a basic overview understanding of how technology serves the field of music as a whole.

Working knowledge of the technological developments applicable to their area of conducting practices.

Through study and laboratory experience, students are exposed to capabilities of technology as they relate to composition, performance, analysis, teaching, and research.

Appropriate Professional Organization/Learned Society (National Level Standards):

National Standards for Music Education

1. Singing alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

National Council for Accreditation of Teacher Education (NCATE Standards):

NCATE-1 Candidate Knowledge- Candidate Knowledge, Skills, and Dispositions: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

NCATE-1.A Content Knowledge – Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.

NCATE1.B Pedagogical Content Knowledge: Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and instructional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways.

Topical Outline

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Approved/Revised 10/30/07
So You Want to Be a Conductor
The Conductor: Basic Time-beating
The Baton
One, Two, Three, Five, Six, and Sub-divided Beats
The Expressive Gestures
Phrasing, Tempo Changes
Developing the Left Hand
The Fermata
Beyond Two, Three, four, and Six – Twentieth-Century Innovation
Melding and the Virtuoso Technique
Clefs and Transpositions
Instrumental Conducting: Orchestra and Band Scores
Applied Musicianship: Orchestra, Band, & Chorus

Class Assignments (required)
Write and establish a personal and professional Philosophy of Conducting
Outline assigned chapters in textbook
Develop strategies for rehearsing tone quality, intonation, technique, theory, history, and literature
Visit MS/HS band programs for observations, while noting techniques and methodologies given by public & private schools teachers
Attend concerts
Explore the historical periods of music and develop a three-page essay
Submit final notebook to instructor at the conclusion of the course

Teaching Methods/Performance-Based Tasks

* Content

* Concepts and fundamentals in rehearsal:
  Tone
  Intonation
  Rhythm precision
  Balance/Blend
  Articulation
  Dynamics
  Interpretation of symbolism in the score

* Guidelines to effective rehearsals:
  Pre-rehearsal activity
  Rehearsal activity and conducting
  Post-rehearsal activity

* Guidelines to stylistic interpretations:
  Baroque
  Pre-classical

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(K)=Knowledge    (S)=Skill    (D)=Disposition

Approved/Revised 10/30/07
Romantic
Classical
Impressionistic
Contemporary
Avant-garde

* Listening and score analysis exercises

<table>
<thead>
<tr>
<th>Methods of Evaluation/Performance-Based Assessment</th>
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<tbody>
<tr>
<td>Each student will be evaluated in each of the following areas:</td>
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<tr>
<td>1. Practical Conducting</td>
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<tr>
<td>a. Baton conducting</td>
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<td>b. Knowledge of the score</td>
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<tr>
<td>c. Rehearsal techniques</td>
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<td>d. Interpretation, expression and judgment</td>
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<tr>
<td>2. Research and Analysis</td>
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<tr>
<td>a. Discussions</td>
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<td>b. Papers</td>
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<tr>
<td>c. Score and analysis</td>
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<tr>
<td>d. Orchestration and condensation of scores</td>
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<td>3. Examinations</td>
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<tr>
<td>a. Quizzes</td>
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<tr>
<td>b. Listening exams</td>
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<tr>
<td>c. Conducting evaluations</td>
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<tr>
<td>d. Mid-term examination</td>
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<td>e. Final examination</td>
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<td>f. Compilation of notebook</td>
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<tr>
<th>Grading</th>
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<tbody>
<tr>
<td>1. Exams 15%</td>
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<td>2. Tests/Quizzes 15%</td>
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<tr>
<td>3. Listening Assignments 20%</td>
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<td>4. Class Projects 20%</td>
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<td>5. Field Observations 20%</td>
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<td>6. Final Projects 5%</td>
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<td>7. Attendance 5%</td>
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Grading Scale
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Approved/Revised 10/30/07
Course Policies

Attendance is required. The professor reserves the right to assign a course grade of “F” to students who miss three or more classes regardless of exam and assignments grades; unless an official excuse is provided by the Dean of the College of Arts and Sciences.

Course Calendar

August-September – Assignments
   Overview of Class Requirements
   Music Listening Resource Assignments Overview
   Music Listening Resource Practice Exercise due
   Practical Conducting Review/Evaluation (see handout)
   Lecture Chapters 1-3
   Quiz Chapters 1-3
   Term Tests
   Visit MS/HS for observation
   Practical Conducting Evaluation

October Assignments
   Term Tests
   Play and conduct from assigned music
   Music Listening Resource Practice – Part I due
   Music Listening Resource Practice – Part II due
   Music Listening Resource Practice – Part III due
   Mid-Term Exam
   Attend Department of Music/Community Concerts
   Conducting Philosophy due
   Practical Conducting Evaluation

November Assignments
   Term Tests
   Play and conduct from assigned music
   Attend Rattler Band Festival (evaluate music caption)
   Guest Lecturer
   Discussion on Selecting Textbooks and Music Instruction
   Black Music Composers discussion
   Conducting Article/Reviews due
   Practical Conducting Evaluation

December Assignments
   Term Tests
   Play and conduct from assigned music

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Research project on Composers due
MS/HS Concert Band booklets due (to include recordings for each selected piece of music)
Submit Final Notebook
Final Exam

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<th>References, Supplemental Materials, and Student Support Available</th>
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Text and Material

The standard text for the course Conducting I, MUG 4101 is “The Modern Conductor”, by Elizabeth A.H. Green, Seventh edition. This text is required for all students enrolled in this course as a reference.

Resources for Further Study


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