

The University of Western Ontario
Don Wright Faculty of Music
M4840b Instrumental Ensemble Pedagogy 2023-2024

Instructor:

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Course Description:

A continuation of M3841a with a focus on pedagogical and organizational aspects of instrumental teaching. Topics include rehearsal strategies, programing for comprehensive musicianship, remediation techniques, writing objectives, assessment ideas, conducting, and resources for the instrumental music educator.

Required Materials:

The M3841a Course Pack.

Jagow, Shelley. *Teaching Instrumental Music: Developing the Complete Band Program*, 2d ed.

Galesville, Maryland: Meredith Music Publications, 2020.

O'Toole, Patricia. *Shaping Sound Musicians*. Chicago: GIA Publications, Inc., 2003.

Instrument (as specified by instructor), stand, metronome, and a tuner

Baton

Readings/Handouts:

The required specific readings for each class are listed on the tentative schedule below.

Resources:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf>

OWL Course Reserves:

GIA's *Teaching Music Through Performance* series (Study Guides where available).

O'Toole, Patricia. *Shaping Sound Musicians*. Chicago: GIA Publications, Inc., 2003.

Evaluation:

Teaching/Conducting Tests	70%	
Test 1 = 15%		Starts January 24
Test 2 = 20%		Starts February 14
Test 3 = 20% (Rehearsal Focused)		Starts March 6
Test 4 = 15% (Conducting Focused)		Starts March 22
Forum Postings	15%	
Curriculum Project	15%	Due March 22

Participation and Attendance Policy:

This course will operate as a lab for students to practice and discuss instrumental ensemble techniques. Within this environment, students will be placed in leadership roles that require a professional attitude, including active participation and punctuality. Because class members will function as both teacher/conductor and student/performer, the punctual attendance of every person is expected.

Assignment Deadlines:

- Failure to turn in a scheduled assignment (without documented medical evidence) will result in a mark of zero for that assignment.
- Late assignments will not be accepted unless you have made arrangements with the instructor prior to the due date.

I. Notes:

i) **Course Prerequisites:** Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

The prerequisite for M4840b is M3841a.

ii) **Grading scale:** A+=90-100%, A=80-89%, B=70-79%, C=60-69%, D=50-59%, F=0-49%.

iii) **Academic Consideration for Student Absence & Missing Work (≥10%):** Students are responsible for making up any missed classes or assignments as soon as possible. The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. Academic Consideration provides students with consistent, fair, and pedagogically appropriate consideration, without compromising the academic integrity of the course or program, when they have been unable to complete some component of a course due to short-term extenuating circumstances. Students who have long-term or chronic medical conditions (physical or mental) that may impede their ability to complete academic responsibilities are directed to seek Academic Accommodation through Accessible Education ([Academic Accommodation for Students with Disabilities](#)).

Documentation shall be submitted, as soon as possible and no later than 48 hours after the end of the period of absence covered, to the Academic Counselling unit or Office of the Associate Dean, Undergraduate (TC210), of the student's Home Faculty together with a request for relief specifying the nature of the academic consideration being requested. Students are directed to read the Senate Policy on Academic Consideration for Medical Illness at the following website for further details regarding various requirements and procedures for the supporting documentation: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf

Whenever possible, students who require academic consideration should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

iv) **Academic Consideration for Missing Work (<10%):** In cases where students miss work that is worth less than 10% of the total course grade due to medical illness or compassionate grounds, if documentation is voluntarily submitted to the Associate Dean's office and the Associate Dean grants an accommodation, then the missed assignment(s) or quiz(zes) will be discounted in the calculation of the final grade for the course. If documentation is not voluntarily submitted then the missed assignment(s) will receive a grade of zero. Students who have been denied accommodation by an instructor may appeal this decision to the Associate Dean's office but will be required to present appropriate documentation.

v) **Academic Offences:** Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

vi) **Mental Health & Wellness:** Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in Thames Hall room 2170. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in Thames Hall 2170 or to click on the big green "I Need Help Now" button on the Health and Wellness page above.**

vii) **Accommodation for Students with Disabilities:** Students work with Accessible Education which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

viii) **Religious Accommodation:** Students should consult the University's list of recognized religious holidays (other than statutory holidays), and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. The Diversity Calendar from the Canadian Centre for Diversity and Inclusion provides information on multifaith, multicultural and diversity related holidays and observances and links to resources for more information.

<https://www.edi.uwo.ca/resources/2816-2023-Diversity-Calendar-PDF.pdf>

ix) **Contingency Plan:** Although the intent is for this course to be delivered in-person, should any university-declared emergency require some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience), the course will adapt accordingly. The grading scheme will **not** change. Any assessments affected will be conducted online as determined by the course instructor.

x) **Gender-Based and Sexual Violence:** Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at

https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519 661-3568.

xii) **Electronic Devices in Classrooms:** The in-class use of electronic devices (other than for instructor-approved in-class uses) is expressly prohibited. Students found guilty of disrupting the class with electronic devices will be asked to leave the class and may be subject to disciplinary measures under the Code of Student Conduct.

xiii) **Plagiarism Detection Software Usage:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism, which includes AI writing detection tools. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently

submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

M4840b Instrumental Ensemble Pedagogy Repertoire (2023-2024)

Scores on reserve in the library.

Music Return Date: April 12, 2024

Title:	Composer or Arranger:	MBD #:
Best in Class Book 2	Pearson	MWP 40*

*Students that were in M3841a should keep their method book from term 1.

Repertoire Term 2

Test 1

Canticle (2:45)	Wagner	2971
Joy (2:22)	Ticheli	2192
Mythos (2:22)	Bernotas	3253
Pinnacle (2:53)	Grice	2208

Test 2

Last Voyage of Queen Anne's Revenge (2:55)	Meeboer	3166
The Legend of Castle Armagh (3:11)	Murtha	3182
Two British Folksongs (3:08)	Del Borgo	2193

Test 3/4 and Conducting Exam Project (List your first and second choices)

Celtic Air and Dance (3:07)	Sweeney	3190
Modal Song and Dance (2:53)	Del Borgo	2957
The Curse of Tutankhamun (2:48)	Story	3150

Guest Artist/Gift Fund:

Conductor and pedagogue **Dr. Danielle Gaudry** is a celebrated ensemble director, clinician, and adjudicator across North America. Her scholarly pursuits have resulted in publications on the topics of chamber wind ensemble repertoire as well as the history of early chamber wind ensembles. Throughout her career as a music educator and leader at all levels, Dr. Gaudry has consistently advocated for building community through inclusive practices and championed repertoire from underrepresented voices. She has presented sessions on various topics at distinguished international music conferences.

In 2023, Dr. Gaudry was appointed to the McGill University Schulich School of Music as Director of the Wind Orchestra and Associate Professor of Instrumental Conducting (Wind Orchestra and Community Engagement). Prior to her position at McGill, Dr. Gaudry was Associate Professor of Music at the California State University, East Bay where she was Director of Bands and Coordinator of Instrumental Music from 2013-2023. Originally from Winnipeg, Dr. Gaudry taught high school instrumental music for seven years. She proudly served as a musician and conductor in the Canadian Armed Forces for fourteen years. Her military experience included appointments as Director of Music of The Regimental Band of The Royal Winnipeg Rifles and also as Conducting Instructor at the Canadian Forces Logistic Training Centre, Music Division, at CFB Borden. Retaining her military affiliations in the US, Captain Gaudry was the Associate Conductor with the 38th Infantry Division Band, Indiana National Guard for three years.

Dr. Gaudry earned a Doctor of Musical Arts degree in Wind Conducting with a Cognate in Music Education from the University of Cincinnati College-Conservatory of Music and a Master of Music in Conducting from The Pennsylvania State University. She also holds a Graduate Diploma of Fine Arts (Wind Conducting) from the University of Calgary, a Bachelor of Education from the University of Toronto, and a Bachelor of Music with Honors in Music Education from McGill University. At home, Danielle and her husband Jordan, a musicologist, maintain a fast-paced life with their two sets of energetic twin boys. When she has a moment to herself, she loves running and reading.

Tentative Schedule:

- January 10 (W) Course expectations
What to do when you don't know where to start; Introducing a new piece
Other: Forum Posting Guidelines; Test 1 Guidelines; Practice test 1 music
You should already have picked-up your folders from the CBO.
(Do you have the correct parts for all of the Repertoire?)
- Read
“The Rehearsal Hierarchy,” CP31 (p. 122-127)
- Resources/Bring
“Long-Term...,” CP 12a (p. 28-31)
**Always bring the assigned readings and resources to class.*
**Instruments, music stands, and music folders are always needed.*
- January 12 (F) Long-term rehearsal strategies (i.e., regular/consistent attention): Tone quality;
Warm-ups (3 components)
- Read/Post
“Tone Quality,” Jagow ch. 6 (p. 43-54)
“Warm-Up,” Jagow ch. 8 (p. 86-88)
- Resources/Bring
“Focus on Fundamentals—Where to Start,” CP12b (p.32-35)
- January 17 (W) Gift Fund Guest Lecturer: Dr. Danielle Gaudry (McGill University)
- Read/Post
“Balance and Blend,” Jagow ch. 7 (p. 55-66)
- Resources
“Setting up for Success,” CP19a/19b (p. 54-60)
- January 19 (F) Gift Fund Guest Lecturer: Dr. Danielle Gaudry (McGill University)
- Read/Post
“Pitch/Intonation,” Jagow ch. 8 (p. 67 up to the end of p. 69; p. 71 “Pure
Tuning of Ensemble Chords” up to “Intonation Training Software,”
p. 85)
- Resources
“Oboe, Bassoon, Clarinet Starter Kit,” CP21(p. 63 “Oboe Intonation...”)
“Clarinet Tuning Guide,” CP32 (p. 128-129)
- January 24 (W) **Test 1 starts!**
- January 26 (F) Short-term rehearsal strategies/Rehearsing the piece; Identifying and fixing note
and rhythm problems
Other: Test 2 Guidelines
- Read/Post
“Technique, Style and Articulation,” Jagow ch. 12 (p. 117-122)
“Long-Term...,” CP12a (p. 29 “Listening Strategies”)
“The Rehearsal Hierarchy,” CP31 (p. 125 “Style Inconsistencies”)

- January 31 (W) **Test 1 continued**
- February 2 (F) Teaching rhythmic independence; Creating a sequenced rhythm curriculum
Other: Curriculum Project Guidelines; Test 3/Curriculum Project Choice Forms
- Read/Post
 "Teaching Students to be Rhythmically Independent," CP13 (p. 36-38)
- Resources/Bring
 "Exercises in Eighth Notes," CP15 (p. 40-41)
 "A Little Concert Suite," CP14 (p. 39)
 "Blackwater Study Guide," CP16 (p. 42-43)
- February 7 (W) **Test 1 continued**
- February 9 (F) Using the method book and the sound-to-symbol technique; Writing Objectives:
 TSWBAT, Action verbs (i.e., the directing word);
Other: Test 3/Curriculum Project Choice forms Due
- Read/Post
 "From the Unknown," CP10a (p. 23-24)
 "Rehearsal Plans," Jagow ch. 24 (p. 199 "TSWBAT" up to p. 203)
 "Long-Term...", CP12a (p. 30 "Teaching Declarative ...")
- Resources/Bring
 Your score for Test 2
 "Understanding Music-Learning Outcomes," CP11a (p. 25-26)
 "The Score: Nucleus for Teaching and Learning," CP8 (p. 19-22)
- February 14 (W) **Test 2 Starts!**
- February 16 (F) **Test 2 continued**
Other: Test 3 Guidelines; Test 4 Guidelines
- Read/Post
 "Rehearsal Plans," Jagow ch. 24 (p. 203-210)
- February 19 – 23 Reading Week!
- February 28 (W) **Test 2 Continued**
- March 1 (F) **Test 2 Continued**
- March 6 (W) **Test 3 Starts!**
- March 8 (F) Assessment ideas: Written
- Read/Post
 "Assessment," O'Toole ch. 4 (p. 69 up to the end of p. 76)
- Resources/Bring
 "Beginning Band Worksheets," CP28 (p. 112-117)
 "Sample Worksheets," CP26 (p. 96-105)

“CJS Exams,” CP27 (p. 106-109)
“CJS Special Projects,” CP27 (p. 110-111)
“Jazz and Copland Worksheets,” CP29 (p. 118-121)

- March 13 (W) **Test 3 continued**
- March 15 (F) Assessment ideas: Performance-based; The relationship between motivation, assessment, and planning
- Read/Post
 “Motivation, Assessment, Planning,” CP17a (p. 44-45)
 “Assessment,” O’Toole ch. 4 (p. 77 up to the end of p. 83)
- Resources
 “Lucas Worksheet/Gr. 12 Syllabus Samples,” CP35 (p. 132-135)
 “CJS Gr. 11/12 Band Syllabus,” CP34 (p. 130-131)
 “Farrell’s Sample Evaluations,” CP18 (p.46-53)
- March 20 (W) **Test 3 continued**
- March 22 (F) **Test 4 starts!**
 Curriculum Project Due!
- March 27 (W) **Test 4 continued**
- March 29 (F) Good Friday/No Class
- April 3 (W) **Test 4 continued**
- April 5 (F) Wrap-up; Bring questions/concerns
- Read/Post
 “Setting up for Success,” CP19a (p. 54-58)
- Resources/Bring
 “Thoughts on Teaching,” CP36 (p. 136)
 “Thoughts on scheduling,” CP19a (p. 58)
 “Budget and Finance,” CP39 (p. 137-151)
 “Ensuring Success When Matching Beginners with Instruments,” CP23
 “Developing Successful Beginning Band”