

Graduate Course Number: 7113

Course Title: Acquired Skills of Outstanding Ensemble Directors

Days/Times of Online/Zoom Meetings: Online with Zoom Discussions on Mondays 4pm-5pm and Wednesdays 4pm-6pm Central Time

Number of Credits for the course: 3 graduate credits

Instructor with phone number, email address, and office hours: Charles “Chip” Staley, 630-484-8092  
[cstaley@vandercook.edu](mailto:cstaley@vandercook.edu)

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement: Students will be involved in discussion with guest teachers throughout this course. **Please note:** 90% of the content is delivered LIVE (synchronous). Time.

**Attendance at Zoom sessions is required.** [Join Zoom Meeting](#)

<https://zoom.us/j/98036220988?pwd=ZnBFWkI5Z3VwNzc3MGJKQzIxd0IxZz09>

Course Description: Guest Teachers are Craig Kirchhoff, Stephen Squires, Bill Jastrow, Don Stinson and Chip De Stefano. Learn from outstanding ensemble directors how to cultivate the habits that will revitalize and invigorate your teaching from the podium. Recharge your enthusiasm for meticulous planning, skill building, score study and meaningful gestures. This course will help you take command of the musical growth of your students and engage their musical imagination. It will teach you how to let composer intent guide your score preparation and set rehearsal priorities. Reset your confidence in the musical capabilities of your students and motivate them to become independent learners. Differentiate your teaching so that you create a more inclusive environment.

This is not your typical conducting class. Roughly half of the course content deals with composer intent, score analysis and rehearsal strategies. The other half will be spent on conducting gesture and expressive movement. Class members will be sharing videos of their conducting so that Professor Kirchhoff and Squires can provide feedback. You will choose two contrasting pieces or sections to conduct (3-minute maximum for each selection). You will record yourself conducting recordings of the two selections to share during class.

Featured speakers include: (Topics are subject to change)

Monday, June 5: **Introductions and Course Overview**

Wednesday, June 7: **Think Like a Composer Bill Jastrow**

Monday, June 12: **Concepts of Musicianship and Setting Priorities**

Wednesday, June 14: **Engaging Students in Setting Rehearsal Priorities Chip De Stefano**

Monday June 19: **Reflecting your values and the values of the people in your ecosystem**

Wednesday, June 21: **Empowering All Students to Succeed Don Stinson**

Monday, June 26: **Skill Building**  
 Wednesday, June 28: Stephen Squires **Basics, personal skills, tuning**  
 Monday, July 3 No class  
 Wednesday, July 5: Craig Kirchoff **Emotional Connection Through Movement**  
 Monday July 10: Discussion of Kirchoff and Squires lectures  
 Wednesday, July 12: Stephen Squires **conducting videos feedback**  
 Monday and Wednesday July 13 and 15: Score Marking and Analysis  
 Monday, July 17: Evaluation of class conducting videos  
 Wednesday, July 19: Meaningful Gestures  
 Monday, July 24: Preparation for conducting videos  
 Wednesday, July 26: Craig Kirchoff **conducting videos feedback Q/A discussion, Summary**

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p><i>The facilitating teacher and guest lecturers will lead participants in conversations about the preparation needed for conductors to more effectively engage musicians in more authentic music making.</i></p> <p><i>The facilitating teacher and guest lecturers will discuss how to encourage routine musical conversations in the classroom.</i></p> <p><i>The facilitating teacher and guest lecturers will cultivate participant's ability to evaluate their own practices of conducting to help them move beyond basic beat patterns to conveying meaningful and useful musical intent.</i></p>	<p><i>The first objective will be assessed through class discussion.</i></p> <p><i>The second objective will be assessed through class discussion and brief written reflections.</i></p> <p><i>The second objective will be assessed through class discussion and written reflections.</i></p>

Program-Level Outcomes Addressed:

Core Values and Beliefs.

Professionalism in Teaching

Candidates will participate in group and character-building activities by working alone and with others to grow as professional educators and conductors.

Students will demonstrate the ability to:

1. Discern new uses for information from a variety of course work
2. Reflectively discuss their conducting and teaching and ways to enhance it

#### Excellence in Music

Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time.

Students will demonstrate the ability to:

1. Recognize style traits of various composers, genres, and periods
2. Identify major and transitional composers in a variety of styles, genres, and periods
3. Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture

#### Strength in Character

Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research and anecdotal evidence.

Students will demonstrate the ability to:

1. Discuss a variety of approaches to conducting and teaching.
2. Describe why particular conducting approaches are chosen for use

#### Course Requirements and Assessment:

- Students will be asked to reflect on topics relevant to each guest speaker each Monday in preparation for Wednesday lecture discussions.
- Attendance at and participation in all Zoom Meetings is required. Students will provide a summary of the week's information every Friday during the summer session. This will be 90% of the final grade
- The final project will be a written summary of the 8 weeks of instruction. This will be 10% of the final grade.
- Concepts addressed in this class are at the graduate level.

#### Grading Breakdown:

- Attendance at and participation in all Zoom Meetings is required. Students will provide a summary of the week's information every Friday during the summer session. This will be 90% of the final grade
- The final project will be a written summary of the 8 weeks of instruction. This will be 10% of the final grade.

#### Instructional Materials: Recommended

[High Needs Monumental Successes](#)

[Foundations](#)

[Sound in Motion by David McGill;](#)

[The Rhythmic Structure of Music by Cooper and Meyer;](#)

[How Equal Temperament Ruined Harmony \(and Why You Should Care\) by Ross Duffin;](#)

[Completing the Circle by Bud Beyer](#)

Course Bibliography:

High Needs Monumental Successes

Foundations

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Course Calendar or Schedule:

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Candidate Conduct

***“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent***

***concerns in this area will have an impact on successful completion of the program.”***

### Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

### Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

### Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”