

PREPARATION CHECKLISTS

For a conducting demonstration:

- ✓ I have mastered my *own* voice part, which I will need to sing for my peer conductors.
- ✓ I have extensively practiced conducting in a full-length mirror.
- ✓ I have extensively practiced conducting while singing the musical instructions I am trying to show.
- ✓ I have marked the score with reminders of the gestures I want to display (e.g., cues, releases, dynamics, etc.)
- ✓ In my practice, I have focused on mastering on the new concepts for that conducting assignment and reviewing concepts from previous conducting assignments:
 - ✓ Chapter 1: Posture, hand position, clear conducting pattern, preparatory gesture
 - ✓ Chapter 2: Cues, sustain and release (freeze) gestures
 - ✓ Chapter 3: Gesture size, melding, legato vs. rhythmic
 - ✓ Chapter 4: Low and high ictus

For a rehearsal demonstration:

“LISTEN”: **L**earn, **I**mage, **S**how, **T**ransform, “**EN**”spire

- ✓ **Learn:** I have *studied* and *marked* my score:
 - ✓ I have notated all measure numbers.
 - ✓ I know the form of the piece and have marked all micro- and macro-structural elements.
 - ✓ I have sung and edited each vocal line, including writing in the rhythmic value of every breath.
 - ✓ For pieces in a foreign language, I have written in two translations—a literal word-for-word and a poetic.
 - ✓ I have notated cues and other gestural notes in red pencil.
 - ✓ I have circled or boxed all dynamics with red (*mf*, *f*, *ff*) or blue (*mp*, *p*, *pp*) pencil
 - ✓ I have underlined stressed syllables and made diction decisions, including noting the IPA of any word I don’t immediately know the pronunciation of or any word that my singers may not pronounce uniformly.
 - ✓ I have researched the piece, work, composer, and performance practices of the time period.
- ✓ **Imagine:** I have thoroughly developed an *aural image* of the piece in my mind.
- ✓ **Show:** I have practiced *conducting* the piece.
- ✓ **Transform:** I have thought about how to *train*, *teach*, and *refine* the piece by developing strategies to address all potential pedagogical difficulties it poses.
- ✓ **“EN”spire:** I have collected stories, conjured images, and constructed evocative metaphors to describe the sounds I want that will *inspire* artistry from my choir.