

Department of Music, Stony Brook University
DMA Lecture Recital Proposal Form

Due Date: End of the third week of classes

Submit in **hard copy** to Monica Gentile

Date of Submission: 11 Sept. 2020

Your Name: Joshua Phillips

Name of Lecture Recital Advisor: Judith Lochhead

Thesis

Approaching the modern concert etude while advocating for social justice in the LGBTQ+ community. This commissioning project will create a set of 6-8 concert etudes, all composed by LGBTQ+ composers, that will approach the important pedagogical necessities of the 21st century clarinetist. My research goals in this project include the development and publication of an LGBTQ+ commissioned set of concert etudes in which proceeds would be donated to various LGBTQ+ charities, designing a pedagogical tool for the advancement of performance practice of the modern clarinetist, highlight the importance for social justice advocacy of the LGBTQ+ community in instrumental music, and observe the effect of composer-performer relationships on collaborations.

Description

I have found myself displeased with various modern etudes written for the clarinet in their lack of approaching the demands of the 21st century clarinetist. As a result, it is my goal to create a set of 6-8 concert etudes for the modern clarinetist that can be played individually or as a set. Each etude or “miniature” will be no more than 2 minutes in length and will touch on a number of pedagogical tools, such as breathing, strict articulation, mixed articulation, lyricism, intonation, phrasing, rhythm, etc. Etudes, both contemporary and traditional, tend to be blatantly “square.” My goals with these etudes are to create pieces that are musically captivating to the listener while engaging the composer and challenging the performer.

Alongside my distaste for modern etudes, I am also displeased with the lack of social justice and advocacy for the LGBTQ+ community in “classical” music. As a way to advocate for this community, I have chosen to commission each of these etudes from different LGBTQ+ composers. My goal for each composer is to work with them throughout the compositional process to maximize the pedagogical importance of each etude and engaging the performance practice that will be achieved as an end result. This project is also designed to create a fair and equal experience for the composers. Upon the receipt of grants, all monies received to fund this project will be distributed evenly between the composers.

My research intentions are to observe the historical aspects of social justice and LGBTQ+ advocacy, both largely in the US and within the classical music community; and observe the importance of composer-performer relationships and how those relationships effect the success of collaborations. I would also like to emphasize the importance of how composer-performer collaborations advocate for social justice and how those collaborations affect reform. This project will also provide myself with the opportunity to highlight my collaboration experience through this process and how it influenced the importance of this project and the final compositions.

The end goal of this project is to create a set of concert etudes that challenge the performer pedagogically while advocating for LGBTQ+ rights. These concert etudes will be published and dedicated to the LGBTQ+ community. My goal with this publication is to be able to donate a minimum of 50% of the profit back into the LGBTQ+ community and various charities, while using the other proceeds to continue commissioning etudes and other works from LGBTQ+ composers and advocating for the social justice of this selection of individuals vital to the art and music communities.

Preliminary Bibliography

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Galloway, Morag. "The Dynamics of Mutuality in the Composer and Performer Relationship." Order No. 10755034, The University of York (United Kingdom), 2016.

Freer, Patrick K. "Challenging the Canon: LGBT Content in Arts Education Journals." *Bulletin of the Council for Research in Music Education*, no. 196 (April 1, 2013): 45–63.

Institute for Composer Diversity. "Composer Diversity Database." <https://www.composerdiversity.com/composer-diversity-database>.

Nicholls, Tracey. "Music and Social Justice." <https://iep.utm.edu/music-sj/>.

Peraino, Judith, and Suzanne G. Cusick. "Music and Sexuality." *Journal of the American Musicological Society* 66, no. 3 (2013): 825-72.

Safran, Benjamin. "Sounding Strategy: Composers' Uses of Social Justice and Political Themes in Contemporary Classical Concert Music." Order No. 13860385, Temple University, 2019.

Approval of Lecture Recital Advisor (signature here)