

MUSIC 385

Choral Methods

Spring, 2008 — University of Wisconsin Oshkosh
 Tuesday/Thursday, 12:40-1:40 pm, AC N211

Instructor: Dr. Kenneth Liske
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Office Hours:
 Mon, Fri—11:00 am-12:30 pm
 Thu—2:00-3:30 pm (or by appt.)
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Course Description: This course is designed to meet the needs of future choral educators by examining the organization and administration of public school choral music programs, surveying appropriate educational choral literature, and observing and practicing rehearsal and planning techniques. Field projects are required. Prerequisite: To be taken prior to or concurrent with the junior clinical experience. One semester, 2 credits.

Required Texts and Course Materials:

Phillips, K. H. (2004). Directing the Choral Music Program. New York, NY: Oxford University Press.
 MENC. (Serial). Music Educators Journal/Teaching Music. (Included with CMENC membership).
 Course Packet and choral music packets as required.
 One new VHS video cassette.

Recommended Texts:

Swiggum, R. (Ed.). (1998). Strategies for Teaching High School Chorus. Reston, VA: MENC.
 Small, A. R., & Bowers, J. K. (Eds.). (1997). Strategies for Teaching Elementary and Middle-Level Chorus. Reston, VA: MENC.
 Buchanan, H. J. & Mehaffey, M. (Eds.). (2005). Teaching Music through Performance in Choir. Chicago, IL: GIA.

Goals:

1. To stimulate thought concerning the role of choral music and music education in varied school settings, and the responsibilities of the choral director in the implementation of goals and objectives for a music education curriculum of quality in the schools.
2. To develop skills in the structuring of successful learning experiences through effective rehearsal techniques, delivery of instruction, the elicitation of desired student responses, and the communication of appropriate feedback.
3. To organize and synthesize knowledge of music pedagogy as applicable to the choral music classroom (including sight-reading, vocal technique, warm-ups, changing voice, tone quality, choral blend, musical styles, intonation, repertoire, score analysis, choral arranging, etc.).

4. To develop organizational, planning, and managerial skills necessary for establishing school choral programs (including lesson plans, recruiting, auditioning, budgets, the school hierarchy, management skills, professional organizations, teacher evaluation, etc.).

Objectives:

1. The student will evidence completion and comprehension of required reading materials by participation in class discussion and written work.
2. The student will complete observation and analysis of effective teachers in the field, as well as the planning, execution, and self-evaluation of peer teaching and field teaching exercises.
3. The student will demonstrate musical skills appropriate for use in the choral classroom, including the ability to sing accurately with an appropriate vocal model, accompany group singing at the piano, and prepare scores for rehearsal.
4. The student will identify and gather grade-appropriate educational choral music resource materials, and create curricular goals and rehearsal plans appropriate for teaching music in diverse choral settings.
5. The student will demonstrate the potential for independent professional growth by:
 - a. Developing good teaching habits, including completing assigned work competently and on time, attending class regularly, preparing teaching exercises thoroughly, attentiveness to and participation in class activities and discussions, and identifying personal strengths and weaknesses in teaching through videotaped observation.
 - b. Beginning to develop the ability to learn vicariously and make transfers into one's own teaching by observing excellent music teaching by experienced music teachers.
 - c. Demonstrating the ability to locate, identify, read, evaluate, and discuss a variety of literature available to the choral music education community.
 - d. Identifying and collecting useful resource materials and music.
 - e. Participating in conferences and interest sessions, service projects and professional organizations, and by assuming a leadership role in the State Solo & Ensemble Festival.

Grading:

Grades will be assigned according to the scale below. The instructor reserves the right to refuse late assignments. If accepted, lateness will affect assignment grade. Points will be lost for excessive absences (see below) and/or missed course requirements. No "incompletes" will be given. Final grades are not negotiable.

A	186-200 points
A/B	176-185
B	166-175
B/C	156-165
C	146-155
C/D	136-145
D	126-135
F	0-125

Attendance:

Class attendance is expected and necessary in this cooperative, hands-on, interactive course. As exceptional attendance and high participation are characteristic of successful members of the teaching profession, so are they required in pre-service methods courses such as this. Late arrival or early departure from class will be considered tardy. Two tardies will equal one absence.

Academic Integrity: The free and open expression of ideas related to course content will be encouraged. An atmosphere of mutual respect will, therefore, be expected. While collaboration and productive exchange will be encouraged when appropriate, students are expected to produce their own work, and will be held accountable in accordance with the procedures set forth in the UW-Oshkosh Student Discipline Code.

Office Hours:

Office hours are subject to change due to supervision and other responsibilities of the instructor. Such changes will be announced or posted in advance. Confirming appointments by phone or email will be helpful.

Assignments: Detailed descriptions of all assignments will be given in class when each formal assignment is made. "CB" indicates competency-based. Assignments are to be typed or neatly handwritten unless specifically noted.

Points:

CB

Assignments:

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| 10 | 1. Participation in Class Discussion: For each chapter and assigned reading, contribute to class discussion of important issues. Be prepared to make transfers. |
| 5 | 2. Choral Issues Summaries: Read five articles on assigned topics and complete summary forms (forms provided). |
| 5 | 3. Keyboard Warmup Competency: Play a simple vocal warmup at the piano with both hands in all keys. |
| 5 | 4. Peer Teaching: |
| 5 | Rote Song Activity (round) for beginning choir |
| 5 | Original Warmup Activity (accompany self) |
| 20 | 5. Field Teaching |
| 20 | Middle-Level Choral Rehearsal (with consultation, plan, and score analysis) |
| 20 | High School Level Choral Rehearsal (with consultation, plan, and score analysis) |
| 5 | 6. Videotape self-analysis: form provided |
| 5 | Middle-Level Choral Rehearsal self-analysis |
| 5 | High School Level Choral Rehearsal self-analysis |
| 10 | 7. Vocal Coaching Session: Field coaching session (or in-class partner) on festival-appropriate solo. Teacher must accompany student. |
| 35 | 8. Choral Resource File: Prepare a resource file with rehearsal score preparation of 30 or more selections of quality choral literature you identify as appropriate for young voices. Include at least five unison/2 pt., five 3-pt. treble, and five 3-pt. mixed (SAT, SAB, SAC). Remaining selections may be any voicing. Format provided. |

- 10 9. Vocal Solo Resource File: Prepare a resource file listing 10 or more selections of quality vocal solo literature you identify as appropriate for young voices. Include at least one soprano, one mezzo/alto, one tenor, one bari/bass, one middle-level male, and one middle-level female. Format provided.
- 20 10. Observation Report: Observe two school choral rehearsals (one elementary or middle level, one high school), write one 3 page-typed (minimum) report addressing your observations of as many of the following as are appropriate: physical/vocal warm-ups; rehearsal pacing; repertoire; trouble spots; breath support & body alignment; vocal technique, intonation; diction; phrasing and articulation; interpretation and expressiveness; dynamics; accommodation of changing voices; sightreading; review; feedback; behavior management.
- 40 11. Final Project: Choose one below. Provide copies for the class.
- a. Develop a plan for one semester of sightsinging for your middle level or high school choir. Include daily lesson plans which list specific concepts and objectives, *or*
 - b. Prepare programs (with program notes) for one year of high-school or middle level choir concerts (multiple groups). Separately describe your choirs, state your rationale for including each piece, and give approximate timings.
- CB 12. Participate in UWO State Solo & Ensemble Festival
- 10 13. Attendance:
- 0-1 absences for any reason—10 pts.
 - 2-3 absences for any reason—5 pts.
 - 4 or more absences for any reason—0 pts.