

SERV CRS 422-101, 5 credits

**Contemporary Issues in Education:  
Choral Music Methods, Pedagogy, Techniques**

Summer 2010 — University of Wisconsin Oshkosh  
June 21-25, June 28-July 2, 8:30 AM-4:00 PM, A/C N231

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**Course Description:** Hybrid course for practicing Wisconsin music educators currently licensed in general or instrumental music who are pursuing choral music licensure. Participants will refine competencies associated with exceptional choral conducting, rehearsal techniques, instructional methods, and vocal pedagogy in the PK-12 choral setting. Progressive techniques for developing independent musicianship and music literacy will be practiced and assessed within the context of state and national content standards.

**Recommended Texts and Course Materials:**

Phillips, K. H. (2004). *Directing the Choral Music Program*. New York, NY: Oxford University Press.

Abrahams, F., et al. (2005). *Teaching Music through Performance in Choir, vol. 1*. Chicago, IL: GIA.

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.

**Other Texts:**

MENC. (1996). *Performance Standards for Music: Grades PreK-12*. Reston, VA: Author.

Many materials will be made available for use in the Music Resource Center or online.

**Goals:**

1. To prepare participants with competencies, resources, and experiences necessary to teach choral music to children in elementary, middle, and secondary school settings, including rehearsal technique, conducting, and vocal pedagogy.
2. To encourage awareness of issues related to teaching middle and high school choral music, such as current trends, historical and curricular foundations, instructional strategies, content standards, learner characteristics, etc.
3. 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.
4. 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.

5. 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, improvisation, choral arranging, etc.).
6. 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.).
7. To provide hands-on experiences with materials and repertoire appropriate for school choral music instruction.
8. To prepare participants with skills and resources for continued independent growth and to encourage participation in professional organizations.
9. To promote a value system that calls for music in education for all children, including children with disabilities and extraordinary talents, in inclusive settings.

**Objectives:**

1. The student will gather, evaluate and apply grade-appropriate educational choral music literature and resource materials, and create curricular goals and rehearsal plans appropriate for teaching music in diverse choral settings.
2. The student will demonstrate, through planning, execution, and self-evaluation of peer teaching exercises, the ability to lead musical activities accurately, including the ability to sing accurately with an appropriate vocal model, accompany group singing, select appropriate music, prepare scores for rehearsal, and apply choral conducting skill in various settings.
3. The student will demonstrate, through completion of written and practical assignments, understanding of current trends, curricula, and methodologies.
4. The student will develop an understanding of the elements and process required for choral arranging.
5. The student will demonstrate the potential for independent professional growth by developing good teaching habits, including completing assigned work competently and on time, attending class regularly, preparing teaching exercises, attentiveness to and participation in class activities and discussions, and identifying personal strengths and weaknesses in teaching through video self-analysis.

**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	95-100 %	B-	80-82	D+	67-69
A-	90-94	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

**Attendance:** Class attendance is expected and necessary in this cooperative, hands-on, interactive course. Points will be lost for excessive absences. No unarranged absences will be excused. Late arrival or early departure from class will be considered tardy and may affect attendance points.

**Academic Integrity:** The free and open expression of ideas related to course content will be encouraged. An atmosphere of mutual respect among students 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 will be announced and are subject to change due to 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.

<b>Points:</b>	<b>Assignments:</b>
CB	1. Participation/Class Discussion/Reflective Writing: For each assigned reading, contribute to class discussion of important issues. You may be asked to give written or oral responses.
25	2. Class presentations: Brief presentations demonstrating competence in specific skills (rote song leading, accompaniments and improvisation, conducting and rehearsal techniques, authentic assessment of musical performance skill, classroom management, etc.).
35	3. Choral Issues Summaries: Read five articles on assigned topics and complete summary forms (forms provided).
CB	4. Keyboard Warmup Competency: Play a simple vocal warmup at the piano with both hands in all keys.
5	5. Peer Teaching:
5	Rote Song Activity (round) for beginning choir
5	Original Warmup Activity (accompany self)
20	Vocal Coaching Session: (Coach in-class partner on festival-appropriate solo. Teacher must accompany student.)
20	Middle-Level Choral Rehearsal (with plan, score analysis, video self analysis)
20	High School Level Choral Rehearsal (with plan, score analysis, video self analysis)
20	6. Choral Arranging Project: Request copyright permission, arrange, and prepare score/parts for a MS or HS level literature selection.
30	7. 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.
20	8. 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.

- 40            9. Final Project: Choose one below.
- 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.
- 10            10. Attendance

(250 Total Points)