Course Description

- Principles, procedures, techniques, literature, tools, methods, and materials used in teaching choral music. Includes a field-experience component. Prerequisite: MUSC 4000 and admission to the Teacher Education Program or permission of the department chair.

Required Materials

- Admission to Teacher Education
- Althouse, Jay & Robinson, Russell. The Complete Choral Warm-up Book: A Sourcebook for Choral Directors (found on Amazon)
- Scores from gmea.org website- choose any two works from each of the following performance lists: SATB, SSAA, TTBB, and M lists (choices should include varied examples from world music, foreign language, and different periods/styles of music.
- Membership (student or regular) in the American Choral Directors Association and the National Association for Music Education; these will provide you with national/state journals needed for class assignments.
- Tk20- electronic portfolio required by the UWG College of Education for assessment, field placement, and certification; available through myUWG
- Tort liability insurance- e.g. SPAGE or SGAE student membership, home insurance policy
- Video recording device for Lab Ensemble, CC warm-ups and Field Experience- it should record at a minimum of 1280x720 pixels with a digital zoom lens, image stabilization, and audio recording capabilities.
- Tuning fork - A440 and/or pitch pipe (acoustic or app)

Learning Outcomes (“Each Student Will…”)

- Establish procedures for determining student aptitude and criteria for the assessment of student achievement in choral music.
- Define and describe the history, motivations, values, problems, procedures, and professional structures associated with choral music education.
- Demonstrate the singing voice, pedagogical skills in teaching all aspects of vocal music, and skills in and understanding of healthful care of the voice.
- Exhibit competency in choral teaching, rehearsing, and conducting that incorporates knowledge of the subject, the psychology of learning, score analysis, and musical style/interpretation.
- Survey and choose appropriate music and educational materials for soloist and ensembles at various grades and ability levels and the ability to distinguish the quality of educational and artistic musical literature and materials.
- Exhibit professional, personal, and public relations skills and establish an appropriate climate for learning.
- Demonstrate administrative and managerial skills required for teaching choral music and use methods of inquiry and resources for continued professional growth and development.
- Demonstrate musicianship and instructional competencies in a field-based teaching experience once per week.
Course Objectives:
• Understand the role and structure of performance ensembles in the public school
• Learn about professional organizations associated with the teaching of music
• Study music journals and other resources for continued development and education
• Become familiar with resources for further assistance and study relative to public school while expanding knowledge and understanding of principles/theories/approaches for teaching and assessing choral music instruction in attenuating that all students can learn
• Encounter a variety of repertoire suitable for use in the public school including the introduction of multicultural issues and approaches to addressing diversity
• Improve conducting technique
• Develop rehearsal techniques utilizing knowledge of subject, skills, and psychology including classroom organization, procedures, and management skills based on fairness when actuating the implementation of same
• Understand stylistic factors in music
• Demonstrate knowledge of the singing voice
• Develop score analysis techniques
• Develop a philosophy regarding non-musical aspects of a music program, such as entertainment and competition
• Utilize technology in completing assignments
• Demonstrate practical keyboard skills

Learning Activities:
• Assigned reading and skills preparation
• Lectures/discussions of topics pertinent to the direction of performance classes in schools
• Conducting and rehearsing in class
• Conducting and rehearsing in Lab Chorus
• Leading warmups for Concert Choir
• Book and article reviews
• Field experiences in public school choral music (average 2 hours per week)
• Written exams
• Student demonstrations of skills common to music teachers

Coming Language for UWG Course Syllabi Policies
• On academic support, online courses, honor code, e-mail, credit hours, campus carry:
  • https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php

To emphasize the information provided in the above policies, understand that a student’s work must be their own product. Failure to comply may result in a grade of “F” on the project/test or a grade of “F” in the course. Turnitin, a program for reviewing scholarly academic work, may be used to assess, critique, and validate original work.

Family Educational Rights and Privacy Act (FERPA)
• FERPA of (1974) precludes instructors from discussing information pertaining to a student’s grade via e-mail or telephone unless the students signs a 1126 form waiving FERPA rights

Attendance Policy
• Learning and participation is only possible if the student participates in class and receives the essential information. Since the course will move at a very fast pace with practices skills, reading, and written work due on a regular basis, students are expected to attend every class meeting. Should a student be unable to attend class, they are responsible for the information and assignments covered. Presentations and assignments must be completed on their assigned day, no later than 5:40 pm for written assignments. Grade is lowered by one letter grade for 2 or more absences for any reason. If a student knows that they will be absent for a
presentation or test, they must make arrangements with the instructor in advance to arrange for an alternative assessment.

**Field Experience**
- Students in MUSC 4011 are required to complete 30 hours of field experience in assigned secondary school choral programs and to complete and turn in an observation form for each observation day. Students who have not completed 12 documented hours of field experience by the midpoint in the term will receive no credit for field experience. It is essential that students be in the classroom as early as possible in order to successfully complete assignments associated with the field experience. Students are responsible for filing completed forms in the file folder provided by the course instructor.
- **Forms:** copy the field observation form as needed. The school site teacher must sign the form at the end of each observation. Forms must be completed in ink without corrections. Deadlines for submitting the forms are provided in the syllabus. Students may not observe during finals. Under extreme circumstances, a student may be granted permission to turn in observation forms after the final deadline with a penalty imposed of 5 points each day that forms are late, including weekends.

**Evaluation**
- Students are graded the quality of work done on curriculum development, examinations, projects, and on their ability to articulate understanding orally and in writing. The instructor will evaluate the quality of work done on course assignments, papers, and presentations and class participation. Work must be completed when due in order to receive credit. All work must be typed to receive credit. No extra credit is possible for this class.

**Tasks:** 20% Demonstrated skills (e.g. keyboard, Kodaly hand signs, accompaniment), GMEA report, philosophy, conducting/teaching reflections, etc.

**Projects:** 30% GMEA score project, Lab Ensemble (conducting/rehearsal plans and analyses), budget plan, program handbook, Concert report, etc.

**Assessments:** 15% Tests and quizzes

**Field Experience:** 30% Observation forms, teaching demonstration, reflections

**Final:** 5% Includes points for upload to Tk20

A= 100-90  B= 89-80  C= 79-70  D= 69-60  F= 59 and below

**Email Policy:**
*PLEASE NOTE THAT ANY EMAIL MISSING A HEADER, GREETING, EMAIL BODY, AND/OR SIGNATURE WILL NOT BE ANSWERED.*
**Class Schedule**
The following is a tentative and flexible plan that will be amended as necessary. All changes will be announced in class or CourseDen as needed.

*Reading assignments will be given in class*

<table>
<thead>
<tr>
<th>Week</th>
<th>Month</th>
<th>Date</th>
<th>Topic and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January</td>
<td>10</td>
<td>Introduction and syllabus; field experience site requirements; building a personal philosophy of music in the schools; performance class curricula; review of conducting skills, Kodaly hand signs</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>17</td>
<td>Overview of GMEA choral music project; overview of GMEA conference report; choral conducting skills; professional organizations and publications, vocal ranges, voicing/registration; tone and diction; student-led auditions, conducting and preparation of Lab Ensemble 1; initial choral philosophy draft due</td>
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<tr>
<td>3</td>
<td></td>
<td>24</td>
<td>No class on the 24th (GMEA conference) student attendance is expected</td>
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<tr>
<td></td>
<td>Lab 1</td>
<td>Mon. 28</td>
<td>Lab Ensemble (HUM 301- 3:30-4:45) Reflection/Critique due on the first class meeting following the lab</td>
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<tr>
<td>4</td>
<td>February</td>
<td>7</td>
<td>Repertoire; criteria and resources, conducting: score analysis; prepare for Lab Ensemble 2; <strong>GMEA conference report and choral project scores due</strong></td>
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<tr>
<td></td>
<td>Lab 2</td>
<td>11</td>
<td>Lab Ensemble (HUM 301- 3:30-4:45) Reflection/Critique due on the first class meeting following the lab</td>
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<tr>
<td>5</td>
<td></td>
<td>14</td>
<td>Test No. 1 (material covered in reading and lectures, points for completing some field observations/forms); recruiting, auditions, <strong>GMEA score analysis/inventory due</strong></td>
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<tr>
<td>6</td>
<td></td>
<td>21</td>
<td>Ensemble formations, score study, programming; overview of using database programs (Access of FileMaker); preparation for Lab Ensemble 3</td>
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<tr>
<td>7</td>
<td></td>
<td>28</td>
<td>Choral lesson plans; writing program notes, prepare for Lab Ensemble 3; <strong>First Field Experience Deadline</strong> (forms filed in folder)- 12 hours minimum or no points can be awarded for course Field Experience</td>
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<tr>
<td></td>
<td>Lab 3</td>
<td>March 4</td>
<td>Lab Ensemble (HUM 301- 3:30-4:45) Reflection/Critique due on the first class meeting following the lab</td>
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<tr>
<td>8</td>
<td></td>
<td>7</td>
<td>Test No. 2, rehearsal plans and techniques; <strong>Reconstructed lesson plan from Field Experience due</strong></td>
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<tr>
<td>9</td>
<td></td>
<td>14</td>
<td>Choral warm-ups, the changing voice; <strong>GMEA choral project program due</strong></td>
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<td>10</td>
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<td>21</td>
<td><strong>No Class on the 21st- Spring Break</strong></td>
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<td>11</td>
<td></td>
<td>28</td>
<td>Developing vocal tone, placement within sections, rehearsing; evaluate three choral performances in class, preparation for Lab Ensemble 4.</td>
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<tr>
<td>Week</td>
<td>Month</td>
<td>Date</td>
<td>Topic and Assignments</td>
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<td>12</td>
<td>April</td>
<td>4</td>
<td>Schools of thought, rehearsing, student teaching, ethics, relations with faculty colleagues, administrators, staff, parents, community; rehearsal and performance facilities, choir tours and retreats</td>
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<tr>
<td></td>
<td>Lab 4</td>
<td>8</td>
<td>Lab Ensemble (HUM 301- 3:30-4:45) Reflection/Critique due on the first class meeting following the lab</td>
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<tr>
<td>13</td>
<td></td>
<td>11</td>
<td>Festivals adjudication, church choirs, show choirs, and vocal jazz; all Tk20 files must be uploaded: <strong>Choral budget and handbook project due</strong></td>
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<tr>
<td>14</td>
<td></td>
<td>18</td>
<td>Final deadline for Field Experience observation forms- no forms will be accepted after this date; Final Exam Review. <strong>Field Experience reflection due. Rough draft choral philosophy paper due</strong></td>
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<tr>
<td>15</td>
<td></td>
<td>25</td>
<td>Bibliographic research in choral conducting; graduate programs. <strong>TBD Final draft choral philosophy paper due</strong></td>
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<tr>
<td>1</td>
<td>May</td>
<td>2</td>
<td><strong>Final Exam : 5-7 pm</strong></td>
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