

University of Utah
School of Music

Choral Methods
MUSC 4700
TR 7:30-8:50 a.m.

Dr. Jessica Napoles
Office Hours: MW 3-4 p.m.
(or by appt.)

Required Textbooks: *Diction*. John Moriarty. Schirmer Publications.
The Choral Warm-Up. James Jordan. GIA Publications

Books on Reserve: *Teaching Choral Music*. Don Collins.
(or Canvas) *Strategies for Teaching Junior High and Middle School Male Singers*. Terry Barham.
Directing the Choral Music Program. Kenneth Phillips.
Music in Special Education. Mary Adamek & Alice-Ann Darrow.
The Complete Choral Warm-up Book. Robinson/Althouse.
Teaching/Discipline. Madsen/Madsen
Assorted James Jordan and vocal pedagogy resources

Prerequisites: Introduction to Music Education, General Music Methods, Conducting, Ensemble Conducting, Choral Rehearsal Techniques (grades of C or above in each)

Course Objectives:

1. Students will select appropriate choral literature for developmental voices.
2. Students will adapt and arrange choral music to meet needs of developmental choirs.
3. Students will create a personal resource file for teaching choral music.
4. Students will demonstrate collegiality to their peers through professional behavior and resource sharing.
5. Students will learn and demonstrate effective teaching techniques, including: the 3 Es, fast pacing, feedback, and planning, through field experience teaching at Uintah Elementary.
6. Students will learn a variety of teaching strategies, classroom management techniques, and ways to diagnose and assess vocal problems through weekly field experiences.
7. Students will be able to transcribe text into Latin and German IPA symbols.

8. Students will display “teacher behaviors” which include: coming to class regularly and on time, taking leadership roles when asked, and being prepared for class discussions by having read the material ahead of time.

9. Students will implement knowledge of vocal technique through review of existing resources and class led warmups.

10. Students will learn a variety of assessment strategies and demonstrate implementation with all field experiences, including students with special needs and ELL learners.

Assignments:

1. Teaching Evaluations **20 points**
Rehearse a choral octavo

These teaching evaluations will take place at Uintah Elementary as part of our school partnership field experience. You will be responsible for preparing a piece or two from beginning to performance time. Full credit will be given for conducting this piece at our concert (**April 16th**) and being present and on time at rehearsals (Tuesday mornings during class time).

2. Field Experience Observations/ Journal **30 points**

You will be assigned a weekly field experience. Adjust your schedule to make this happen regularly. Throughout the semester, you will keep a journal documenting specific things (see Field Experience Journal on Canvas. You must document at least 8 visits to your school in order to receive full credit. Full credit will only be given to students who show up to field experiences on time, dressed professionally, and are consistently well-prepared. If the cooperating teacher has any complaints regarding professional behavior, points will be deducted at instructor’s discretion. Not showing up without informing the cooperating teacher ahead of time is grounds for removal of all points.

3. Professional Behavior/Participation **30 points**

This class is largely based on participation. In order for you to learn and progress, you must be in class. There is no differentiation between excused and unexcused absences. You get to decide why you are absent or tardy and do not need to inform the instructor. You are not penalized for the first 3 absences. On each subsequent absence, 10 points are deducted. Two tardies is equivalent to 1 absence. If you

have perfect attendance, you retain your original points and earn a bonus 5 points. Extenuating circumstances due to emergencies (death in the family, extreme illness, etc.) will be considered on a case by case basis. Please note that excessive absences and/or tardies could actually result in *negative* points for this. Professional behavior also includes keeping up with class readings, turning in assignments, and actively participating in class discussions. Good collegiality includes giving “good class” and supporting each other.

4. Resource Folder **10 points**
You will include resources, pieces, everything we do in class (and anything from MUSC 3760). Keep track of the pieces we read in class, and use some from your field experiences. In addition, you will collect resources from Dr. Napoles’ office and from your field experience schools. Basically everything that you can use as a resource when you start teaching will go into your resource folder.
5. Score Arranging/Technology Project **20 points**
Take a folk song and arrange it for adolescent voices in either a mixed setting (3 or 4 part) or a boychoir setting (3 or 4 part). Clarify who sings which part. Use Finale or another composition program. Xerox for the class.
6. Accompanying Competency 1 **20 points**
You will fulfill this competency by accompanying one of your peers during rehearsals and at the performance of the Uintah Elementary chorus.
7. Accompanying Competency 2 **10 points**
You will play chords in every key, without looking at your fingers, with a metronome marking of quarter note = 60
8. Website Resources **20 points**
You will check out the following websites and discuss (in detail) how they might help you in your teaching.

www.choralnet.org

www.acda.org

www.nafme.org

www.fva.net/ctr

www.facebook.com (I’m a choir director page, ACDA page, etc)

Also search the websites for the following publishing companies and find repertoire that might suit you in your particular desired teaching population.

Santa Barbara Music Publishing

Hal Leonard

Heritage (Lorenz)

Boosey & Hawkes

Colla Voce

Walton Music

Choral Public Domain Library (www.cpd.org)

JWPepper.com

Your full report will include titles of pieces you found, where you found them, voicings, publishing #s, and what population the pieces might best serve.

9. Philosophy Paper **20 points**
You will write a 3-4 page scholarly paper about your personal philosophy of music education. This paper will address the following questions as subheadings: why music?, why music education?, what music?, who should teach?, and who should learn?
10. Class Readings/Discussion Questions **10 points**
Collins Ch. 8: Summarize each major pedagogue's theory on the changing voice.
Barham Ch. 1: Note best practices for voice testing and master teachers' recommendations.
Teaching/Discipline. Chapters 1-2.
Phillips Chapter 2 (S/D 1, 11, 16)
Darrow/Adamek Chapter 4 (handout and presentations)
11. Class Presentation on a Particular Disability **15 points**
Each of you will make a presentation to class about a particular disability. You will use the Adamek/Darrow text and any additional resources you find. The focus should be on understanding the disability, how it manifests in the classroom, appropriate modifications/accommodations for the student, and assessment issues. What do we need to know in order to help the student succeed?
12. Design a complete choral warm-up/teach lesson **30 points**
Use the texts on reserve, videos, and your own resources to design a complete choral warm-up using the Jordan taxonomy. Your final report will include the exercises themselves, in each of the categories, and the purposes for

each. Xerox for class. You will lead the class in a vocal technique lesson, of approximately 10 minutes, addressing one issue (assigned to you) in depth, using several exercises from readings, videos, etc. You will bring handouts for the class that include each exercise.

13. Assessment/Special Ed project **20 points**
You will determine appropriate assessments for a variety of skills in the choral classroom and then provide adaptations for students with special needs and ELL learners. This project will continue with implementation at each of the field experience sites throughout the semester.
14. Assistance at State Choral Festival **15 points**
On May 13th and 14th, 2014, Utah will be holding its state choral festival on our campus. We are happy to be hosting all of the finest high school choirs from our state, and each of you are required to assist and be present during these two days. You will be given further instructions at a later time. It will be a wonderful opportunity for you to network and create connections with teachers in our state/your future colleagues.
15. Diction worksheets **30 points**
You will transcribe texts into IPA in Latin and German. There will be 3 worksheets throughout the semester, and each will be worth 10 points.

Please note that all assignments must be completed in order to receive an A. In other words, you may not choose to skip a particular assignment if you wish to receive an A. All assignments must be turned in on time (at the beginning of the class period) in order to receive full credit. All written assignments must be typed (except diction worksheets). Late assignments can be turned in up to 48 hours after the due date and will receive half credit. After 48 hours, no assignments will be graded.

Grading:

- A: 275-300 points, all assignments turned in promptly.
- B: 245-274 points
- C: 215-244 points
- D: 185-214 points
- F: 184 points or fewer

The professor reserves the right to use pluses or minuses at her discretion.

NO BABIES, CELL PHONES, OR LAPTOPS

Note: No Incompletes will be given. The only exception to this rule is if a student has not

returned borrowed teacher materials.

Academic Honor Code: Students are expected to: (1) adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating; and (2) adhere to the previously prescribed professional and ethical standards of the profession or discipline for which the student is preparing, as adopted or recognized as authoritative by the relevant academic program. (See “University of Utah Student Code” for details and sanctions for non-compliance.)

The University of Utah School of Music seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Bldg, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Note: Specifics on this calendar are subject to change at the instructor's discretion.

Tuesday	Thursday
1/12 Introduction/ Syllabus Observations, Uintah music selected, duties assigned	1/14: NO CLASS.
1/19: UINTAH begins	1/21: Adolescent Voice Issues. (Read Collins Ch. 8 and Barham Ch. 1)
1/26: UINTAH	1/28: Discuss warmups Review Resources Score Arranging Projects Due.
2/2: UINTAH	2/4: Phillips Chapter 2: Philosophy (S/D 1, 11, 16)
2/9: UINTAH	2/11: TMEA
2/16: UINTAH	2/18: Repertoire for Developmental Choirs. Philosophy Paper due
2/23: UINTAH.	2/25: Music Ed Candidate
3/1: UINTAH	3/3: IPA/Diction Vocal Solo Resources (Assign Special Ed projects)
3/8: UINTAH	3/10: Vocal Technique lessons: 8-10 min. each Present lessons in class Diction worksheet #1 due
3/15: UINTAH** (This Tues. is during our Spring Break)	3/17: Spring Break
3/22: NO UINTAH (Spring Break)	3/24: German Diction
3/29: UINTAH	3/31: Assessment and Special Ed (Music in Special Ed Chapter 4) Diction worksheet #2 due
4/5 UINTAH	4/7: Special Education

	Presentations Website Assignment Due
4/12: UINTAH	4/14 Teaching Music Theory creatively. Dalcroze and Orff. Read Teaching/Discipline Chapters 1-2
4/19: Classroom Management. Diction worksheet #3 due Individual appts. for accompanying competency 2	4/21: Inappropriate Socialization. Field Experience Journals due Resource Folders due.
4/26: No class	

Student Name: _____

MUSC 4700

<u>Assignment:</u>	<u>Total Points Possible:</u>	<u>Points Earned:</u>
1. Teach a round/octavo (Uintah)	20	_____
2. Vocal Technique lesson and warmup design	30	_____
3. Resource folder	10	_____
4. Field Experience Journal	30	_____
5. Score Arranging Project	20	_____
6. Participation/ Professional behavior		
Actively participated in class discussions?		
total number of days absent:		
0 35 points		
1-3 30 points		
	30	_____
(Recall that 2 tardies=1 absence; negative points possible)		
7. Accompanying Competency 1	20	_____
8. Accompanying Competency 2	10	_____
9. Website Resources	20	_____
10. Philosophy Paper	20	_____
11. Class Readings	10	_____
12. Assessment/Special Ed Project	20	_____
13. Disability Presentations	15	_____
14. Utah State Choral Festival	15	_____
15. Diction Worksheet #1	10	_____
16. Diction Worksheet #2	10	_____
17. Diction Worksheet #3	10	_____
Total Points:	300	_____
Your Grade: _____		