**Mus 465 Choral Methods 2013**  
Tues, Thurs. 3:10-4pm.  
Kathleen Rodde instructor office: rm 009, phone: w-294-7447, email:krodde@iastate.edu

**Required Texts:**
*Directing the Choral Music Program, Kenneth Phillips, betterworldbooks.com $55.
*The Perfect Choral Workbook by Timothy Seelig, Shawnee Press (Amazon.com starting $25).
*The King’s Singers book of Rounds, Canons and Partsongs (You should already own this one!).
*Choral Music packet (available through Poppler’s Music Store).

**Recommended Membership:**
Join ACDA!

**Required Attendance:**
Attend 1 ISU choral concert-submit program
Attend 1 All-State Rehearsal-outline the rehearsal

**Recommended Viewing of DVDs (all available from Kathleen):**
* The Perfect Blend by Timothy Seelig, Shawnee Press.
*The Perfect Rehearsal by Timothy Seelig, Shawnee Press.
*Success for Adolescent Singers: Unlocking the potential in Middle School Choirs by Patrick Freer-3 DVDs from Choral Excellence.com.

**Recommended texts (not required):**
*Group Vocal Technique-The book by FraukeHaasemann and James Jordan. Hinshaw Publications #HMB183.
*Group Vocal Technique-The Vocalise Cards by Haasemann/Jordan Hinshaw publ. #HMB183a.
*The Perfect Rehearsal by Timothy Seelig, Shawnee Press.

**Lab Choir Wed. 4:10-5:15 p.m (Make sure you're registered).**

**Attendance Policy:** Miss no more than two (2) class meetings for any reason. Failure to complete this requirement will result in lowering the final grade one increment for each transgression. Any pattern of tardiness to class will entail a meeting with the instructor to discuss the problem and modify such behavior.

**Course Expectations:** Succinctly put, be consistently “at the top of your game” for this capstone course. Seminar sessions and projects assume prior and thorough engagement with class readings and other assignments, professional-level preparation, planning, and organization, and evidenced mastery of skills acquired in prior music education courses. Can/Should every student aspire to receive an A in this course? Yes.
Course Requirements:

1. All assignments are due in class prior to or on the scheduled date. Assignments submitted after the due date will receive no credit, thus negatively impacting the final grade.
2. Regular attendance and consistent demonstration of professionalism is expected.
3. Any missed course requirement/assignment, deviation from recommended formats, unexcused tardies or absences may result in a lowered grade.
4. The instructor reserves the right to raise a course grade in exceptional circumstances.
5. All assignments must be typed/word-processed unless otherwise specified.

Course Objectives:

1. Develop criteria for assessment of music
2. Understand the role and structure of performance ensembles in the public school
3. Learn about professional organizations associated with the teaching of music
4. Study music journals and other resources for continued development
5. Become familiar with resources for further assistance and study relative to public school teaching
6. Encounter a variety of repertoire suitable for use in the public school
7. Improve conducting technique
8. Develop rehearsal techniques utilizing knowledge of subject, skills, and psychology
9. Understand stylistic factors in music
10. Demonstrate knowledge of the singing voice
11. Develop score analysis techniques
12. Develop a philosophy regarding non‐musical aspects of a music program
13. Utilize technology in completing assignments
14. Demonstrate practical keyboard skills

Learning Activities:
1. Assigned reading and skills preparation
2. Lectures and discussion of topics pertinent to the direction of performance classes in schools
3. Conducting and rehearsing in class
4. Conducting and rehearsing the Lab Chorus
5. Book and article reviews
6. Student demonstrations of skills common to music teachers
ASSIGNMENT CHECKLIST and due dates*:

____8/29: Preparing and leading choral auditions--outline Phillips p.60-65

____9/10: Audition format due

____9/17: Phillips chapters 8, 9 outlined

____9/18: Lab choir auditions

____Leading lab choir/choral methods: lesson plans and reviews required

____9/24: Phillips chapters 10, outlined

____10/1: Phillips chapters 17, outlined

____10/8: Phillips chapters 13,14 outlined

____10/10: Make an appointment to sing all voice parts of the lab choir music (on or before, 10/10).

____10/15: Phillips chapters 15

____10/22: Analysis of lab choir music

____10/22: 15-minute choral warm-up

____10/29: "Getting Started With Middle School Chorus” ch. 1-6 outlined

____11/5: "Getting Started With Middle School Chorus” ch. 7-12 outlined

____11/12: Phillips chapters 11 (p.183-189), 19 outlined

____11/19: Choral arrangement—first draft due

____ ( ) All-State Rehearsal***

____ ( ) ISU Choral Concert***

____12/3: Choral arrangement—final draft due

____12/5: Background information of lab choir music and printed program due

____12/12: All of the above organized in a 3-ring notebook

*All assignments are due on or before the due date. You CAN work ahead!!!
Grading:
Preparation of lab choir music: 30 pts
Execution of lesson plans with lab choir: 40 pts  (This includes having a lesson plan and review for every lesson taught)
Reading Assignments: 30 pts

Please refer to #3 under Course Requirements
***Please list the date and time you fulfilled this requirement. A brief outline is required for the All-State Rehearsal.

SU Educator Preparation Program Conceptual Framework
The ISU educator preparation program is founded on the land grant commitment of access and opportunity when serving the people of Iowa, the nation, and the world. Like the University, the ISU educator preparation program is fundamentally grounded in the science and technology of living and learning. The themes of leadership, equity, critical thinking, and innovation are intentionally woven throughout the fabric of this program in order to help today’s learners achieve to their full potential. Additional information about the framework can be found at: http://www.education.iastate.edu/accreditation/iowa-state-university-educator-preparation-program-conceptual-framework/

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that a Student Disability Resource staff send a SAAR form verifying your disability and specifying the accommodation you will need.