

IOWA STATE UNIVERSITY
SYLLABUS: Music 465, 2 credits
CHORAL METHODS, MATERIALS, & ASSESSMENT

Instructor: Dr. Christina Svec
Music Hall 205
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Office Hours: Tuesdays/Thursdays, 10-11am, 12-1pm, 2-3pm
* Additional times available by appointment

Required Texts:

Directing the Choral Music Program (2nd edition/2015) by Kenneth H. Phillips

Moveable Tonic: A Sequenced Sight-Singing Method, Teacher's Edition by Alan C. McClung

The King's Singers Book of Rounds, Canons, and Partsongs (you should already have this one)

Choral Music Packet (almost available through Poppler's Music Store)

1 three-ring binder

IMEA Registration

Non-member - student: \$40

Member - student: \$25 (and membership is \$31/year)

One-day attendance fee - student: \$25

Recommended Membership:

Join ACDA

Required Attendance:

Attend 2 All-State Rehearsals – outline strategies from each rehearsal

Attend 2 IMEA Sessions

Recommended Texts (not required):

Latin Texts and Translations by Ron Jeffers. Earthsongs publications.

Group Vocal Technique – The book by Frauke Haasemann and James Jordan. Hinshaw Publications #HM183a

Essential Elements for Choir – A Complete Choral Experience for Grades 7-12, publ. Hal Leonard.

TIPS-The First Weeks of Middle School Chorus by Patrick Freer

The Perfect Rehearsal by Timothy Seelig, Shawnee Press

CO-Requisites:

Music 480K 1 hour

Lab Choir Wednesdays, 4:10-5:15pm

Course Description (course catalog)

Instructional materials and methods appropriate for teaching choral music in the secondary school environment. Topics include professional responsibilities, philosophy of teaching, pedagogy, rehearsal strategies, classroom management, administration, and literature. Required observations with the Ames Children's Choir. Intended for choral music education students.

Purpose of the Course

The purpose of Music 465 is to provide the cognitive knowledge, skills, and motivation for the prospective choral music educator that will directly enhance his/her teaching effectiveness. Students will research and explore pedagogy and materials relevant to secondary choral music instruction through projects, peer teaching, and guided field teaching experiences.

Learning Outcomes:

1. To encourage involvement in state, national, and international professional music organizations.
2. To encourage students to articulate a thoughtful philosophy for teaching choral music in the secondary classroom.
3. To develop skills, pedagogical knowledge, and rehearsal strategies needed to lesson plan, implement planned lessons, assess implementation of lessons (and implementation of students), and sequence instruction that is developmentally appropriate within a secondary choral setting with and without the use of classroom technology.
4. To define, plan for, and carry out sequences involved with utilizing improvisation in a secondary choral setting.

Learning Objectives

With regard to Professional Responsibilities, the student will...

1. list and describe information available at choral music organization web sites and retrieve examples of information;
2. discuss the benefits of active involvement in professional music organizations at the state, divisional, national, and international level;

With regard to Philosophy of Teaching, the student will...

3. write six paragraphs that encompass the essence of your personal philosophy for teaching choral music in our secondary schools (grades 6-12). *Each paragraph should include one of the following headlines related to choral music: (1) who should we teach; (2) what should we teach; (3) when should we teach; (4) where should we teach; (5) why should we teach; and (6) how should we teach.* Consider this your opportunity to create a refined response for a future job interview;

With regard to Pedagogy and Rehearsal Strategies, the student will...

4. list and describe a minimum of three of the dominant pitch systems used to teach (read) music notation and 5 dominant rhythm systems used to teach (read) music notation;
5. demonstrate the ability to accommodate for the diverse needs of students in a secondary choral program;
6. list and describe in writing, and demonstrate, specific master teacher traits while teaching a mini-lesson in voice building, pitch development, rhythm development, sight-singing, and repertoire rehearsal;
7. generate and implement a written plan using an array of voice building strategies that can encourage the development of a healthy, classical singing voice in the group setting. Expectations include the articulation of the sequential purpose behind each type of voice building exercise;
8. develop specific learning objectives and sequential teaching strategies for mini-lessons on pitch reading development (using the Movable [DO] system and when applicable, Curwen hand signs), rhythm reading development (using a specified counting system), and sight-singing development (combining the Movable [DO] pitch system with various rhythm systems);
9. teach mini-lessons on pitch reading development (using the Movable [DO] system and when applicable, Curwen hand signs), reading development (using a specific counting system), and sight-singing development (unison and/or part) using the pitch systems and rhythm systems previously mentioned;
10. notate the vocal ranges of soprano, alto, tenor, and bass voice in grades 6-12;
11. plan and teach a lesson/rehearsal appropriate for a secondary school setting, using a broad array of appropriate choral, conducting, and teaching strategies and techniques;
12. list a minimum of 5 specific repertoire sources;
13. create an annotated, 20-minute concert program including repertoire choice rationale;
14. demonstrate practical keyboard skills; and
15. explore various curricula specific to secondary choral music and develop a long-term curriculum plan;

With regard to Improvisation and Composition, the student will...

16. arrange a choral piece for specific voice parts;
17. lead an ensemble in a newly composed voice development exercise; and

18. using technology, solmizate and teach the chord progression, melody, and available harmonies of a pop song;

With regard to Classroom Management, the student will...

19. describe how emotional intelligence effects personal behaviors and student behaviors;
20. describe how specific praise can be used to reinforce desirable student behaviors. Explain how false praise, general praise, and insincere praise can sometimes promote undesirable behaviors. Provide specific examples of each type;
21. compare and contrast extrinsic rewards with intrinsic rewards;
22. design long term plans for classroom management appropriate to a variety of secondary chorale settings. Describe the importance of creating classroom structure and for having a fast paced instructional plan for every class.

Attendance Policy

All students are expected to attend class regularly. Missing more than **two (2)** unexcused class meetings will result in lowering the final grade one grade letter for each additional absence. Three tardies will count as one absence.

Regular attendance with promptness and with assignments completed reflects a positive, accepting attitude in university education. With the responsibility of being a music education student comes a conscious decision to act professionally at all times.

Students who miss class for non-curricular reasons are responsible for completing all assigned course requirements in a timely manner. For campus-sponsored events, the faculty handbooks states that the person responsible for the event or activity should provide participants with a letter explaining the proposed absence and its duration including travel times for off-campus events and activities. Students must provide this documentation to instructors at least 10 days in advance of the activity or event, except when such notice is not possible.

Extra Information Regarding Attendance

1. The following absences DO NOT constitute a university excused absence: illness (even with a note from your personal doctor or the UNT health clinic), family illness, or even family death. The three unexcused absences allowed by the Division of Music Education are to be used for absolute emergencies only. So keep it simple. Attend every class, and arrive early.
2. If you arrive late to class, it is YOUR RESPONSIBILITY to inform me after class so that I can change an absence mark to a tardy mark. Do not leave class that day until you see me change the mark. If you are late, but do not remind me that you came to class, any marks for absence that day will not be changed.
3. Students who leave class early will receive a tardy for the day.

Assignments

You will be asked to complete assignments that are relevant to our topics of discussion in class. All written assignments (including lesson plans) must be typed. I will not accept handwritten work unless specified. Late assignments will not be accepted. Make sure you print your assignments early enough to have them ready at the beginning of class. Excuses regarding printer problems are not acceptable. If you have computer problems, make sure you print your assignments **before** class begins.

- **If you are absent, you are still responsible for turning in assignments on time (via e-mail or having a friend bring the assignment to me). Likewise, it is your responsibility to find out what was assigned for the following class. Regardless of whether or not you were absent, you are still expected to turn in work on time.**

ASSIGNMENTS

Lesson Plans/Performances (50%)

Lesson Reflections and Reflection Meeting (10%)

As soon as you're finished teaching during Lab Choir, you will do a mini-recording (under 3 minutes) on your cell phone. Email to me.

Once Lab Choir begins, we will meet on a weekly basis to go over lesson planning and teaching videos.

Readings/Discussion (10%)

Concert Program Assignment (10%)

Pop Song Powerpoint/Performance (5%)

Short Assignments (5%)

Score Analysis Project (5%)

Happy Birthday Performance (5%)

Grading Policy

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Academic Dishonesty

The class will follow Iowa State University's policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office.

<http://www.dso.iastate.edu/ja/academic/misconduct.html>

Disability Accommodation

Iowa State University complies with the Americans with Disabilities Act and Sect 504 of the Rehabilitation Act. If you have a disability and anticipate needing accommodations in this course, please contact (instructor name) to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with (instructor name), you will need to obtain a SAAR form with recommendations for accommodations from the [Disability Resources Office](#), located in Room 1076 on the main floor of the Student Services Building. Their telephone number is 515-294-7220 or email disabilityresources@iastate.edu . Retroactive requests for accommodations will not be honored.

Dead Week

This class follows the Iowa State University Dead Week policy as noted in section 10.6.4 of the Faculty Handbook <http://www.provost.iastate.edu/resources/faculty-handbook> .

Harassment and Discrimination

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, [Student Assistance](#) at 515-294-1020 or email dso-sas@iastate.edu, or the [Office of Equal Opportunity and Compliance](#) at 515-294-7612.

Religious Accommodation

If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the [Dean of Students Office](#) or the [Office of Equal Opportunity and Compliance](#).

Contact Information

If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu.

Classroom Disruption Policy (Faculty Handbook, Section 10.5): Should any student officially enrolled for credit or audit in a class disrupt the instructor's ability to ensure a safe environment, control the class agenda, and/or deliver the approved curriculum, the instructor has the right to ask that the disruptive action cease immediately. Although most situations are best resolved without resorting to requests for police intervention, the Department of Public Safety should be called when the disruptive behavior prohibits the continuation of the class. The Department of the Public Safety may also be called if any person enters or remains in the classroom after being asked by the instructor to leave.

If, in the instructor's opinion, the student should be suspended from attending the class, the instructor must request the Chair of the Department offering the course to suspend the student

from the class until a decision is reached by the Chair as to whether the student will be allowed to return to the class.

InTASC Teach Education Standards and Indicators

Standard:

1. Learner Development
2. Learner Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
 - a. Technology
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

*please see handout on Blackboard for a complete description of each standard.