MUS 375: Choral Methods for Instrumentalists
Course Syllabus, Spring 2024
Fridays, 3:10-4am
Music Hall 125

Instructor: Dr. Christina Svec
Office: Music Hall 205
Office Hours: T 1-3pm; Th 2-3pm, 11-1pm
Additional times available face-to-face and via Zoom

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Required Materials:
JW Pepper Music Packet: jwpepper.com/share-folder/3xn1e9ma6K

Building Beautiful Voices, Paul Nesheim with Weston Noble

Course Description:
Knowledge, techniques, and pedagogical skills required to teach vocal/choral music in K-12 schools. Vocal production and health, rehearsal techniques, repertoire, and other related skills intended for instrumental music education majors and required for Iowa teaching licensure.

Student Learning Outcomes:
The students will:
- Demonstrate knowledge of the child/adolescent voice, including vocal production, diction, and voice change.
- Demonstrate knowledge of vocal health issues and practice.
- Demonstrate teaching and rehearsal techniques for vocal/choral music.
- Demonstrate basic knowledge of age and developmentally appropriate literature for singers.

Course Assessment:
Readings and Reading Journal	10%	100pts
Voice Part Audition/Analysis	5%	100pts
Score Analysis Project	10%	100pts
Midterm	10%	100pts
Children's Choir Project	5%	100pts
Final Exam	10%	100pts
In-class Teaching/lesson plans	50%	500pts

        Rehearsal 1 (Weeks 8/9)
        Rehearsal 2 (Weeks 10/11)
        Rehearsal 3 (Weeks 12/13)
        Rehearsal 4 (Weeks 14/15)
        VD, PD, RD, SSD (weeks 3-7)

Projects:
Readings and Reading Journal
You will create a document in CyBox to use for responses to readings and submit the link on Canvas for me to read. This can be an ongoing document separated by dates and titles of readings, with the latest entry being at the top. Each response needs to be at least half a page, written in complete sentences, Times New Roman, double-spaced, and 12-point font. These journals will help you participate in class discussions.

Voice Part Audition and Analysis
Audition one person in the class. Submit the video of the audition to Canvas. The audition will include the following:
1) Greeting
2) Vocalise – ascending
3) Vocalise – descending
4) Sight-singing

Your analysis of the audition will include the following:
1) Singer's range
2) Suggested voice part (SI, SII, AI, AII, T, B)
3) Any other considerations you would need to make when placing them in your choir.

Children's Choir Project
Write a two-page reflection based on an Ames Children's Choir rehearsal. Make sure to include information regarding the choir you're observing, age of the choir, date of your observation, specific rehearsal techniques observed, success of observed techniques, literature rehearsed, and appropriateness of the literature. *InTASC #1, 2, 4*

You can observe all rehearsals at The Plex, Christ Community Church, 5501 George Washington Carver Ave, Ames, IA
Prep Choir: Ages 7-8, Mondays 4:30pm-5:25pm
Choral: Ages 9-11, Mondays 5:30-6:45pm
Concert Choir: Treble, Ages 12-18 Tuesdays 5:30pm-7:30pm

Score Analysis Project
For your chosen octavo, fill out and provide all information located on the Formal Score Analysis form. You will be submitting: (1) your marked score, and (2) the formal score analysis form.
InTASC #1, 4

Peer Teaching
You will have opportunities to lead the class, with and without accompanying lesson plans. Lessons may include the following:
1) Voice Development
2) Pitch Development
3) Rhythm Development
4) Sight-singing Development
5) Literature Rehearsal
InTASC #1, 2, 3, 4, 5, 6, 7, 8, 8a,

* Candidates pursuing Educator Preparation are required to earn a minimum of a "C" in ALL Education (EDUC), Human Development and Family Studies (HD FS), and Special Education (Sp Ed) courses and all other program-specific pedagogy coursework. **This includes this course**. In addition, Educator Preparation candidates are expected to maintain a 2.5 cumulative GPA throughout the program in order to continue being eligible for educator preparation courses.

Attendance Policy:
All students are expected to attend class regularly. On your 4th unexcused absence, your grade will be lowered one letter grade. Your grade will be lowered one letter grade for each subsequent absence.

Excused absences are accompanied by university- or department-endorsed letters. All other absences are considered unexcused.

Assignments
You will be asked to complete assignments that are relevant to our topics of discussion in class. <u>All written assignments must be typed</u>. I will not accept handwritten work unless previously specified. 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 (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.**

Misuse of Course Materials in the Educator Preparation Program
Course Material Statement

Required and Recommended ISU Syllabus Statements
ISU Statements

Free Expression

Iowa State University supports and upholds the First Amendment protection of <u>freedom of speech</u> and the principle of <u>academic freedom</u> in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

Iowa State Educator Preparation Professional Attributes
Professional Attributes

ISU 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/educator-preparation-resources/conceptual-framework/

Iowa State University Teaching Standards
The Learner and Learning
Standard #1: <u>Learner Development.</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
*MUS 375x Assignment(s): Children's Choir Project (R)

Standard #2: <u>Learning Differences.</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
*MUS 375x Assignment(s):

Standard #3: <u>Learning Environments.</u> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
*MUS 375x Assignment(s): Peer Teaching (R)

Standard #4: <u>Content Knowledge.</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
*MUS 375x Assignment(s): Peer Teachings (I) (R) (E)

Standard #5: <u>Application of Content.</u> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
*MUS 375x Assignment(s): Peer Teaching (I) (R) (E)

Instructional Practices
Standard #6: <u>Assessment.</u> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
*MUS 375 Assignment: Voice Part Audition and Analysis (I)

Standard #7: <u>Planning for Instruction.</u> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
*MUS 375x Assignment(s): Midterm (R), Final (R), Peer Teachings (I) (R) (E)

Standard #8: <u>Instructional Strategies.</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
*MUS 375x Assignment(s): Midterm (R), Final (R), Peer Teachings (I) (R) (E)

Standard #8A: <u>Technology.</u> The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility
Standard #9: <u>Professional Learning and Ethical Practice.</u> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the

effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: <u>Leadership and Collaboration.</u> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.