

IOWA STATE UNIVERSITY
2023 SYLLABUS: Music 465, 2 credits
CHORAL MATERIALS & METHODS

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Office Hours: Tuesdays 12-1pm
Wednesdays 3-4pm, Thursdays 10-11am
* Additional times available by appointment

Required Tests and Tools

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

Building Beautiful Voices by Paul Nesheim with Weston Noble
Choral Music Packet for Lab Choir: available through Poppler's Music Store. Price TBD
IMEA Registration: Fees to be determined

Recommended Membership:

ACDA/ICDA OAKE

Required Attendance (TBD):

Attend or watch 2 IMEA Sessions and/or 2 hours of Opus/All-State rehearsals

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:

Lab Choir (MUSIC 358A) Wednesdays, 4:25-5:30pm

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. Intended for choral music education students. **Concurrent enrollment Lab Choir is required.**

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 lab choir teaching.

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

Regarding 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;

Regarding 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) whom should we be teaching; (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;

Regarding 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;

Regarding 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;

Regarding Classroom Management, the student will...

19. describe how emotional intelligence and socio-emotional development 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 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

Regular attendance is an expectation. After 3 unexcused absences, your grade will be lowered by one letter grade for each subsequent absence. There are no opportunities to make-up teaching for Lab Choir; you can, however, switch teaching days with a peer beforehand. This is your responsibility, even if you are sick.

Assignments

You will be asked to complete assignments that are relevant to our topics of discussion in class. Late assignments will be accepted on a case-by-case basis (see Attendance and Assignment Guidelines). Print your assignments early enough to have them ready at the beginning of class.

ASSIGNMENTS

Lab Choir Lesson Plans/Performances – 300pts

(I) (E) InTASC Standards 1, 2, 3, 4, 5, 6, 8, 9

Lesson plans (12 total): 10pts each
Lesson performance (12 total): 10pts each
Lesson reflections (12 total): 5pts each

Lesson Reflections and Reflection Meetings

(Included with lesson plans/performances)

(E) InTASC Standard 1, 7

As soon as you're finished teaching any Lab Choir component, record your audio reflection (under 5 minutes) on your cell phone. Upload to Canvas under assignments. You will upload one audio clip for each Lab Choir rehearsal.

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

In-Class Mini-lesson Performances and Short Assignments– 125pts

(I) (E) (R) InTASC Standards 1, 2, 3, 4, 5, 6, 8, 9 As assigned

In-class performances will include (but not be limited to) the following:

Vocal Development

Pitch Development

Rhythm Development

Sight-singing Development

Canvas Discussion Posts – 100pts

You will have approximately 10 Canvas discussion posts to respond to over the course of the semester. Posts will include a thoughtful response to the prompt and at least one response to your colleague. Each discussion post will be worth 10 points. All due dates on Friday at midnight: 8/26, 9/16, 9/23, 9/30, 10/14, 10/21, 11/4 (2 posts), 11/11, 11/18

Happy Birthday Performance – 50 pts

Performance 1: 9/14

Performance 2: 9/21

Performance 3: 9/28

Score Analysis Project – 100pts

Due: 9/14

(R) InTASC Standard 4, 5

Folk Song Arrangement – 50pts

Due: 11/9

(R) InTASC Standard 4, 5, 8A

Pop Song PowerPoint/Performance – 50pts

Due: 11/30

(R) InTASC Standard 4, 5, 8A

Concert Program Assignment 50pts

Due: 12/15

(R) InTASC Standard 2, 4, 5, 7

Grading Policy

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 0-59

Free Expression

Iowa State University supports and upholds the First Amendment protection of [freedom of speech](#) and the principle of [academic freedom](#) 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 if student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

Questions about the required Statements?

Review the following resources:

- [New required syllabus statement on free expression, Nov. 11, 2020 page](#)
- [Free Expression and Academic Freedom Syllabus Statement Frequently Asked Questions page \(SVPP\)](#)
- [Iowa State University's Free Speech website](#)

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: Learner Development. 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.

Standard #2: Learning Differences. 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.

Standard #3: Learning Environments. 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.

Content

Standard #4: Content Knowledge. 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.

Standard #5: Application of Content. 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.

Instructional Practices

Standard #6: Assessment. 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.

Standard #7: Planning for Instruction. 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.

Standard #8: Instructional Strategies. 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.

Standard #8A: Technology. 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: Professional Learning and Ethical Practice. 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: Leadership and Collaboration. 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.