MUSC 321 Choral Methods

Richard Schnipke
schnipker@xavier.edu

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MUSC 321 (CRN 12413)
Choral Methods
MWF 11:00-11:50 AM
Edgecliff 101

SYLLABUS
Spring 2015

Instructor: Dr. Richard Schnipke
Office (Edgecliff 104): 745-2832
Mobile: 614-325-9661
Email: schnipker@xavier.edu
Office Hours: MW 2:30–3:30 pm, by appointment

COURSE GOALS:
This course is intended for music education students who are preparing to work in junior high/middle and high school choral music programs. This course will provide students with philosophies, techniques and materials appropriate for the choral music educator.

COURSE OBJECTIVES
1. To select and develop a working collection of appropriate literature for a variety of junior high/middle and high school choral ensembles
2. To demonstrate and teach appropriate vocal technique
3. To demonstrate knowledge of the pre-adolescent, adolescent voice, and young adult
4. To plan and implement choral rehearsals that include direct instruction of musical concepts using a variety of techniques
5. To demonstrate knowledge of appropriate materials and techniques for teaching musicianship within the choral rehearsal
6. To develop a variety of appropriate assessment strategies based on state and national standards
7. To demonstrate knowledge of administrative activities specific to choral music educators
8. To acquire a working knowledge of the OMEA Large Group and Solo & Ensemble Adjudicated Events
9. To gain experience observing and working with junior high/middle school students through field experience
10. To build a resource file of teaching activities, techniques and repertoire.

REQUIRED MATERIALS/RESOURCES
2. A packet of selections from the OMEA Adjudicated Events Required List - the packet is being selected by the instructor and will be available during week 2 or 3 of the term (approximate cost $30)
3. Musical scores and other resources from music retailer of your choice.
4. Student membership in the National Association for Music Education (NAfME) and the American Choral Directors Association (ACDA). (The memberships come with automatic membership in the Ohio affiliated organizations: OMEA and OCDA.) Attendance at XU ACDA and NAfME Student Chapter meetings is mandatory. Guest speakers and topics for this quarter are being carefully selected to coincide with the content of this course.
5. Digital video recorder, tablet, phone, laptop, or other device with video recording capability.
6. Arranged transportation to and from your school sites.

OTHER RECOMMENDED MATERIALS/RESOURCES

COURSE REQUIREMENTS
Field Experience (10 points each reflection, 20 pts overall professionalism = 160 total points)
A substantial component of this class will be experience in a public school setting. Class members will be assigned to JH/MS & HS classrooms/teachers throughout the greater Cincinnati area. In addition to the two “field trips” we take as a group, class members will observe/assist in at least 7 junior high/middle school and 7 high school 45-minute classes during the course of the semester. After receiving the initial placement information, class members will contact their cooperating teacher and arrange times to visit. After completing each visit, the student will email a 2-paragraph summary/response per class to Dr. Schnipke within 24 hours. The cooperating teacher from the assigned public school will be given the opportunity to evaluate the student’s professionalism and performance. Students must also keep record of these observations on the appropriate XU Education Field Experience form and turn in the completed form to the Education Department at the end of the semester.

Peer Teaching Sessions (approximately 100 points total)
Each student will teach the class for a total of three sessions (15 minutes each time). Repertoire will be assigned and provided by the instructor. Students will thoroughly learn these scores and be prepared to rehearse, conduct, and accompany the assigned pieces. Students should be prepared to play the at least two parts together at once as well as play (or “fake”) the accompaniment. Students will also video record each session and provide a written self-evaluation within one week. The overall grade will be
based on preparation, lesson content, sequencing, pacing, professionalism, improvement, and acceptance of constructive criticism.

**Handbook/Programming Project (50 points)**
The project should include a junior high/middle school or high school choir handbook that you can use as a template for your first teaching position. In this handbook, be sure to include:

1. Introductory letter to parents and students
2. Course objectives/goals
3. Grading Policy (including types of assessment)
4. Classroom Expectations
5. Classroom Management Policy
6. Tentative November Concert Program
7. Other areas that you deem important

**Piano Accompaniment for Choral Warm-ups and Curwen Hand Signs (35 piano, 15 points Curwen)**
Class members will be tested on their ability to accompany warm-up exercises at the piano utilizing I, IV, and V chords in all major keys and on their ability to use Curwen hand signals for the purpose of interval practice. There is a specific date on the class schedule set aside for this test. However, students may opt to set-up an individual time with the instructor for testing at any point in the quarter. Three scores are possible during the first testing: 100% (good), 80% (acceptable), and 0% (unacceptable). Students may try to improve their initial scores at any point in the semester by appointment. On the second try the possible scores are 90%, 70%, and 0%. On the third try, the possible scores are 80%, 60%, and 0%. All first tries should be done by the assigned date on the class calendar. Students who fail to do this will be awarded a zero and will not have the opportunity to improve that score.

**Choral Concert/Adjudicated Event/Competitive Event/ Festival Observation (50 points)**
Choose one of the two following options for this assignment:

1. Students will attend at least one half day (4 hours) of a choral adjudicated event, competition, or festival and write a 1-2 page reflection of their experience. The instructor will provide a list of events in Ohio and attempt to make arrangements for students to sit with adjudicators during the events when possible and applicable.

2. Students will attend a high school choral concert and evaluate at least one group using the OMEA Adjudicated Events Rating Sheet. Comments will be written on the Rating Sheet and a 1-2 page, typed rationale will be provided to support those comments and the assigned rating.

**Warm-Up Collection (30 points)**
Students will develop a collection of 30 choral warm-ups. Please include 5 exercises that address each of the following categories and cite your sources:

1. Breath Management/Connection
2. Tone Production/Vowel Shape
3. Range
4. Flexibility
5. Diction
6. Ear Training
Literature Notebook (100 points)
Students will compile a resource notebook of 25 pieces of choral music appropriate for junior high/middle school and 30 pieces of choral music appropriate for high school choir. At the front of the collection, please list the following information for each piece: Title, composer, publisher and octavo number, voicing, ranges, accompaniment needs, special considerations. For the junior high/middle school component, include 5 pieces of each of the following: unison/two-part treble, male chorus, female chorus, three-part mixed, and SATB. For the high school component, include 10 pieces of each of the following: male chorus, female chorus, SATB. Be sure to include music of varying levels of difficulty, focusing specifically on music for the beginning and intermediate choirs.

Reading Assignments/Classroom Participation (50 points)
Reading selections from the required text and supplemental materials will be assigned throughout the semester. Student participation will be heavily dependent on preparedness and knowledge of the readings; they are essential for class discussion and in class writing assignments.

Short Miscellaneous Written Assignments & Projects (10-20 points each)
Throughout the quarter there will be smaller assignments that correspond to the topic of the day. Details for these assignments will be provided by the instructor.

Written Mid-term Exam (100 points)

Written Final Exam (100 points)

Attendance
As future music educators you will be expected to treat this course in the manner that you will adopt as an education professional. Attendance at every class meeting and punctuality are expected. Excused absences must be reported prior to the start of the missed class meeting and will be made-up with the submission of a substitute-teaching plan. This plan is due by class meeting time on the day of the absence. Unexcused absences will result in one lowered letter grade for each absence.

Professionalism
You are preparing to become professionals. As such, it is expected that you will put forth your best effort in your preparations for this class. Your class attendance should be prompt and regular. Assignments are to be well thought-out, typed, and submitted on time. You should dress professionally for your field experience and on days you teach in class. In this class you will have the opportunity to practice and demonstrate the kind of professionalism that will help you earn the respect of your students, colleagues, and administrators when you become a teacher.

GRADING
Written assignments are due by the end of class on the assigned day. Points will be reduced by 20% daily for late submissions. Grades will be calculated by percentage of total points possible for the quarter:

A  93-100
A- 90-92
B+ 87-89
B  83-86
B- 80-82
C+  77-79
C  73-76
SUBSTITUTE LESSON PLAN OPTIONS (to make up an excused absence)

- **Listening Day plan with Study Guide**
  Develop a listening activity with a study guide based on a historical period, genre or some other aspect of musical learning with a clear study guide.

- **Power Point Presentation**
  Develop a power point presentation on a historical period, genre or some other aspect of musical learning with a follow-up quiz.

- **Musical Game or Activity**
  Develop a musical game or class activity that focuses on some aspect of music learning.

- **Movie or Video with Study Guide**
  Develop a study guide for viewing a movie or video related to some aspect of music learning.

**UNIVERSITY POLICIES:**

**Academic Honesty** (From the Xavier University Student Handbook, 2.3.9.1)
The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of standards of ethical behavior will not be tolerated at Xavier University. These include but are not limited to cheating, plagiarism, unauthorized assistance in assignments and tests, and the falsification of research results and material.

All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

Penalties for violations of this policy may include, but are not limited to, one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from Xavier. The Academic Dean of the college in which the student is enrolled is to be informed in writing of all acts of academic dishonesty, although the faculty member has authority to assign the grade for the assignment, test, or course. If disputes regarding the applicability or enforcement of this policy arise, the student, faculty member and department chair should attempt to resolve the issue. If this is unsatisfactory, the Academic Dean of the college will rule on the matter. As a final appeal, the Provost will call a committee of tenured faculty for the purpose of making a final determination.
Disability Services
Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

TENTATIVE ACDA & NAfME GUEST SPEAKERS

Monday, February 2, 7:00-8:30 pm: Dalcroze in the Classroom, Dr. Marla Butke, Ashland University

Sunday, March 29, 7:30-9:00 pm: MS/JH/HS Tried and True Reading Session, guest teachers from the greater Cincinnati area

TENTATIVE COURSE OUTLINE

Week 1
Jan. 12     Jan. 14     Jan. 16

Week 2
Jan. 19     Jan. 21     Jan. 23
No Class – MLK Day Junior High Voice Junior High Voice
(W-S 22-28, supplemental readings)

Week 3
Jan. 26     Jan. 28     Jan. 30
Field Trip Warm-Ups Warm-Ups/Demo
Sycamore Junior High (W-S 34-54, H&J 185-199) (W-S 100-116)

Week 4
Feb. 2     Feb. 4     Feb. 6
Learning Theories/Teaching Strategies (Noble Handout) Lesson Planning/Rehearsal Techniques (W-S 68-85)

Warm-Up Collection Due

Week 5
Feb. 9     Feb. 11     Feb. 13

Sight Reading/Musicianship

Week 6
Feb. 16     Feb. 18     Feb. 20
Adolescent Behavior Classroom Management (W-S 28-32, H&J 89-97) Adolescent Behavior Classroom Management

Exam Review

Piano/Curwen Exams heard individually, outside of class this week

Week 7
Feb. 23     Feb. 25     Feb. 27
Mid-term Exam No Class – ACDA Conference No Class – ACDA Conference
JH/MS Field Exp. Complete
### Mar. 2 – 6, Spring Break

**Week 8**

<table>
<thead>
<tr>
<th>Mar. 9</th>
<th>Mar. 11</th>
<th>Mar. 13</th>
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<tbody>
<tr>
<td>Repertoire Selection/Programming</td>
<td>Repertoire Selection/Programming</td>
<td>Field Trip</td>
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<tr>
<td>(W-S 55-63, 117-131)</td>
<td>Stanton’s Sheet Music</td>
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**Week 9**

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<tr>
<th>Mar. 16</th>
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<tr>
<td>Peer Teaching Prep</td>
<td>Field Trip</td>
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<td>High School Choral Observation TBA</td>
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**Week 10**

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<tr>
<th>Mar. 23</th>
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<tr>
<td>Assessment/Grading</td>
<td>Peer Teaching</td>
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<tr>
<td>Choir Handbooks</td>
<td>Handbook/Programming</td>
<td>Project Due</td>
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<td>(Assessment Handout, McGill &amp; Volk 1-7)</td>
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**Week 11**

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<th>Mar. 30</th>
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<td>Recruitment</td>
<td>Peer Teaching</td>
<td>No Class – Easter Break</td>
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**Week 12**

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<th>Apr. 6</th>
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<td>No Class – Easter Break</td>
<td>Peer Teaching</td>
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**Week 13**

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<th>Apr. 13</th>
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<th>Apr. 17</th>
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<tr>
<td>Seating Arrangement &amp; Voice Placement</td>
<td>Peer Teaching</td>
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<td>(H&amp;J 160-172)</td>
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**Week 14**

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<th>Apr. 20</th>
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<tr>
<td>OMEA Adjudications</td>
<td>Peer Teaching</td>
<td>Peer Teaching</td>
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<td>(Phillips 196-197)</td>
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**Literature Notebook Due**

**Week 15**

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<th>Apr. 27</th>
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<th>May 1</th>
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<td>Choral Program Administration</td>
<td>Peer Teaching</td>
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<tr>
<td>(W-S 179-182)</td>
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<td>Concert/AE Assignment Due</td>
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**Final Exam:** Friday, May 8, 10:00 – 11:50 AM