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MUS 306.01: Choral Methods and Materials

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Choral Methods & Materials-Spring Semester 2007

Music 306/2 credits
Monday/Wednesday
9:10-10:00 a.m.
Room 218

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Course Description

Choral Methods & Materials explores the real world of managing a choral program and teaching in the secondary public school choral classroom.

Prerequisites: Upper division standing in music. Students must have either passed the UDRP or received prior permission, via petition, from the Department of Music's Faculty Executive Committee to enroll in this upper division course.

Materials: Provided by professor: handouts
Provided by student: red pencil for score marking, large 3-ring notebook, dividers

Texts: Teaching Choral Music. Don. L. Collins, Prentice-Hall, Inc., 1999.
The Robert Shaw Reader. Ed. Robert Blocker, Yale University, 2005.

Notebook: Each student will maintain a 3-ring notebook containing all course handouts, class notes, notes taken from assigned reading and notable quotes selected from The Robert Shaw Reader. Using dividers, the notebook will be organized as follows:

- Component 1:** Philosophy of Music Education and acquiring a choral teaching position
- Component 2:** Managing a secondary choral music program
- Component 3:** Singing in the choral setting
- Component 4:** Organizing and rehearsing the choir.
- Component 5:** Collecting resources
- Component 6:** Class Notes
- Component 7:** Notes from assigned readings
- Component 8:** Collection of notable quotes selected from The Robert Shaw Reader

The notebook will be turned in by 12:00 noon on Monday, May 7.

Final Examination: To assess the quality of each student's comprehension of the material presented, assigned and discussed, a final examination will be administered during finals week. See the Spring Semester Class Schedule for the time, date and place of the examination.

Grading: Grading is based on level of participation in class discussions and activities (34%), assignments and notebook (33%), and final examination (33%). Assignments need to be turned in by the prescribed deadlines. Because this is a class that prepares students for the professional world, assignments must be typed unless otherwise specified.

Attendance Policy: Once the grade for the course has been determined by the above criteria, the final grade for the course may also be affected by attendance. Because of the nature of the class, daily attendance is required. An absence is an absence. Although absences are discouraged, a student may miss two classes without a grade penalty. But each absence beyond two will drop the earned grade by one grade. If the earned grade for the course is a B, 3 absences = B; 4 absences = C; 5 absences = D; 6 absences = F. The class begins promptly at 9:10 a.m. Out of respect for the other students in the class, it is important to be on time. Chronic tardiness will be dealt with via private conversation between the student and the professor. If there are circumstances beyond the student's control related to attendance or tardiness, the students are advised to communicate directly with the professor. In the case of UM or Music Department activities that require the student to be absent, please inform the professor in advance. Students are still responsible for the material covered during any absences.

Course Objectives

Students will have an opportunity to:

- ... become aware that a personal philosophy of music education provides the foundation for building a choral program.
- ... approach enthusiastically the teaching of choral music.
- ... develop an increased commitment to promoting aesthetic growth in the school choir.
- ... experience growth in the efficient use of time in the choral rehearsal
- ... experience a freeing of personal inhibitions
- ... experience aesthetic responses to music through the teaching of choral music.
- ... experience an increased growth in personal musicianship.
- ... develop a desire for continued growth in the area of choral music education.
- ... gain confidence as a leader of music
- ... view rehearsing as teaching
- ... develop an appreciation for the relationship between organization and success
- ... examine one's commitment to choral music and its role in music education.
- ... be willing to accept the value of outward expressions of the face, body, and voice as important medium through which teachers provide inspirational experiences for choral students.

Students will have an opportunity to:

- ... write a philosophy of music education
- ... compose an application letter
- ... write a personal resumé
- ... participate in a mock interview
- ... develop a daily schedule for the choral program
- ... set up a music programming chart
- ... write up an order for the music for a choir
- ... develop a syllabus
- ... discuss a choral library system
- ... prepare and rehearse choral music
- ... discuss the organizing of a choir for the first rehearsal
- ... explore different seating arrangements
- ... discuss vocal auditions
- ... discuss components of a first rehearsal
- ... discuss the methods of teaching a new piece of music
- ... demonstrate an ability to lead warm-ups from the piano
- ... discuss planning for daily rehearsals
- ... investigate the principles of good singing
- ... study choral diction and choral tone

Course Schedule

(Subject to adjustment as needed)

Philosophy of Music Education and acquiring a choral teaching position

Class Period

January 22 [m]

Activity

Discuss syllabus

What is taught by music?

Materials

Syllabus

Assignment

Read Chapter 3 (Collins) pp. 52-66

Read Pt. IV (Blocker) pp. 1, 343-392

| | | | |
|--------------------|--|------------------------|--|
| | Blocker, pp. 406 and 409 | | & pp. 406-411 |
| January 24 [w] | <p>“We seek first of all to communicate something to somebody which otherwise may be incommunicable.” Blocker, p. 394 Santayana: In Other Words Notes from <u>Sense of Beauty</u> By G. Santayana Discuss Blocker reading assignment.</p> | Handouts on Philosophy | <p>Read handouts Begin to establish your philosophy of Music Education by writing a draft.</p> |
| January 29 (m) | <p>“What do you believe is so important about music that you have decided on this career, that you, anyone and/or schools should be involved in it at all?” Continue discussion of Pt. IV of Blocker book.</p> | | <p>Revise and finalize philosophical statement. Read Collins Ch. 16 pp. 443-445</p> |
| January 31 | <p>Collect philosophical statements Discuss application components.</p> | Application materials | <p>Respond to the “circumstance” below by writing a letter of application and a resumé. Read Collins Ch. 16 pp. 447-452 (application)</p> |
| January 31 (cont.) | <p>“In the application process, you represent yourself in writing by the professionalism with which you organize your material, the language you choose and the thoughtfulness with which you express your passion about music.” Discuss Ethics section from Collins book.</p> | | |

The circumstance: You are graduating from The University of Montana in May of 2007 with a BME degree. You learn that the ideal choral position has opened up. The deadline for submitting all of the materials is Monday, February 5, 2007. The job description reads as follows:

Position: High School Choral Director
Starting Date: September 3, 2007
Rank & Salary: Entry level instructor; \$30 K annual salary
The School: Imaginary High School is a brand new high school; student body of 1200 students evenly distributed over the four grade levels (9-12).
Duties:

- 1) Develop and administer the choral program;
- 2) Assist the administration in setting up a choral curriculum;
- 3) Work closely with the band and orchestra directors to develop a comprehensive music program;
- 4) Develop a budget that will provide the necessary supplies and equipment to initiate the choral program;
- 5) Work closely with the teachers in the grade schools and middle schools;
- 6) Recruit students into the program;
- 7) Participate in music festivals and contests;
- 8) Conduct a spring tour;
- 9) Work closely with the theater departments in establishing the tradition of producing an annual musical.

Qualifications: Bachelor of Music Education degree from an accredited institution of higher education
Application: Send letter of application, official transcripts, resumé/curriculum vita and philosophy of music education statement, along with three letters of reference to: Bob Parnell, Principal, Imaginary High School, 111 Dream Lane, Heavenly Heights, Montana, 59000. DEADLINE: 9:10 a.m. January 5, 2007.

| <u>Class Period</u> | <u>Activity</u> | <u>Materials</u> | <u>Assignment</u> |
|---------------------|--|----------------------|--|
| February 5 (m) | Collect resumé and letter of applic. Discuss the interview and how to prepare for it. Preparation will allow you to concentrate and focus so that you can present yourself as a competent and poised candidate. | Interview questions. | Prepare for the interview. Draft a list of answers to questions you anticipate. Review Ch. 16 (Collins) p. 447-452 (application) |

The circumstance: You have received a phone call from Mr. Parnell, the Principal at Imaginary High School. He compliments you on your application and indicates that he has included you among the finalists for the choral position. He invites you to come to an interview scheduled for Wednesday, February 7, 9:10 a.m. in Music Room 218.

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| February 7 (w) | Mock interview. You have to get a job! | Read chapter 17 (Collins) p. 456-469 (material) Make a list of supplies, materials and equipment you will recommend for Mr. Parnell for purchase for the new choral program |
|----------------|--|--|

The circumstance: Our interviewer today is responsible for, among many other things, the recruiting, interviewing and hiring of new faculty for the school system. He will be conducting an interview with you today and will ask you some direct questions critical for determining the person to whom a contract will be offered. At the end of the interview, you are offered the job on the spot. You accept. He asks you to submit a list of material and equipment that you feel will be necessary to begin a successful choral program at Imaginary High School.

| | | | |
|-----------------|---|---------------------|---|
| February 12 (m) | Discuss Chapter 17 (Collins) p. 456-469 Turn in list of items you wish to submit to Mr. Parnell. Discuss next assignment: How many choirs? When shall they meet? Which choirs? Age levels? Rationale? | P.A. system handout | Develop a list of choral groups/meeting time. Read Collins pp. 146-163 (choir types) |
|-----------------|---|---------------------|---|

How you respond to this project will reflect your philosophy of Music Education.

Managing a Secondary Choral Music Program

The circumstance: Mr. Parnell calls you and asks you to determine how many choral groups you anticipate, what grade levels might be involved in each choir, which of them will be auditioned, the size of each ensemble and when during the day the choirs would meet according to the schedule below:

| <u>Time</u> | <u>Period</u> | <u>Lunchtime</u> | <u>Choir</u> |
|-------------|---------------|------------------|--------------|
| 8:00 | Period 1 | | |
| 9:00 | Period 2 | | |
| 10:00 | Period 3 | | |
| 11:00 | Period 4 | | |
| 12:00-1:30 | Period 5 | 12:00-12:30 | A Lunch |
| | | 12:30-1:00 | B Lunch |
| | | 1:00-1:30 | C Lunch |
| 1:30-2:30 | Period 6 | | |
| 2:30-3:30 | Period 7 | | |

| <u>Class Period</u> | <u>Activity</u> | <u>Materials</u> | <u>Assignment</u> |
|---------------------|---|--|-------------------------------------|
| February 14 (w) | Discuss rationale for Choral Schedules Submitted. Criteria for selecting repertoire. You need to be able to justify your repertoire selections based on why it is that you feel music is an important subject for students to study. | Repertoire Criteria Sacred Repertoire | Read Collins pp. 359-368 (criteria) |
| February 19 (m) | No Class | | |
| February 21 (w) | Discuss where and how to order music? | Choralnet | See Collins Appendices A-E (lit) |

| <u>Class Period</u> | <u>Activity</u> | <u>Materials</u> | <u>Assignment</u> |
|---------------------|---|---|--|
| February 21 (cont.) | Discuss syllabus components The syllabus is a contract between you and your students. | Multicultural resources Youth repertoire Class C Montana H.S. repertoire All State Choir repertoire Choral Journal | Read Collins pp. 467-469 (library) Select a class and prepare a syllabus for the course. |
| February 26 (m) | Organizing the choral library Collect Syllabus | cards, boxes, files, methods | Read Collins pp. 344-347 (audition) Read Collins p.357-359 (classifying voices) See Collins pp. 348-357 (seating charts) Determine what you need to do to Begin the year with excitement |

Singing in the Choral Setting

| <u>Class Period</u> | <u>Activity</u> | <u>Materials</u> | <u>Assignment</u> |
|---------------------|---|------------------|---|
| February 28 (w) | In-class auditions Remember that it takes quite | Audition form | Develop an audition form and audition somebody. |

a bit of courage to come and sing an audition. Your students are willing to do that just to sing in the choir.

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|-------------|--|--|
| March 5 (m) | The first week of school Auditioning Placing voices Seating options Folders Music Syllabi Seating Chart | Read Collins pp. 106-119 (adolescent) Read Collins pp. 121-142 (changing voice) |
|-------------|--|--|

It is important that you are well-organized. It shows your students that you expect them care.

| | | | |
|--------------|--|---|---|
| March 7 (w) | Basics of Singing To be an effective choral director you need to know the fundamentals of singing. | Dealing w/singing Vocal devel.-Telfer | Read Collins p. 189-206 (adolescent voice) |
| March 2 (w) | Basics of Singing | Adolescent Female-Gackle JH Male Voice – Cooksey | Read Collins p. 211-231 (singing technique) Read Blocker pp. 5-11 & pp. 37-44 |
| March 12 (m) | Discuss Blocker readings On building a choir | | Read Blocker pp. 12-16 & pp. 96-118 (diction/articulation) |
| March 14 (w) | Discuss diction/articulation Blocker pp. 12-16 & 96-118 | Warm-ups Children’s Choir-Leck | Practice warm-ups so they can be easily played at keyboard. Read Blocker pp. 60-66, 68-71, 72-81 |

Organizing and Rehearsing the Choir

The remainder of the semester will be devoted to the discussion and practice of rehearsal methods.

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| <u>Class Period</u> | <u>Activity</u> | <u>Materials</u> | <u>Assignment</u> |
|----------------------------|------------------------|-------------------------|--------------------------|

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|--------------|---|--|---|
| March 19 (m) | Discuss warm-up, rhythm, tempo Phrasing, text, pitch as presented In Blocker text pp. 60-66, 68-71, 72-81 | | Read Blocker pp. 82-95 (count singing) |
|--------------|---|--|---|

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|--------------|------------------|--------------|--|
| March 21 (w) | Watch Shaw Video | Video equip. | Read Collins pp. 368-377 (score preparation) Read Blocker pp. 51-59 (Rehearsal Preparation) |
|--------------|------------------|--------------|--|

March 26-30 Spring Break

| <u>Class Period</u> | <u>Activity</u> | <u>Materials</u> | <u>Assignment</u> |
|---------------------|---|--|--|
| April 2(m) | Discuss score preparation and marking Anticipating musical problems/conducting | Teaching schedule. | Read Collins pp. 68-86, 404-419 (discipline) Read Blocker pp., 17-32 Begin process of finding a piece of music that you will teach the class to sing. |
| April 4 (w) | Discipline/Motivation | Scherchen: On Conducting Social Loafing – Stocker Motivation – Kaptein | Read Collins pp. 385-395 (teaching new piece) Blocker pp. 44-46 (new music) Continue searching for a piece choral music you will teach the class. |
| April 9 (m) | Teaching a new piece of music Discuss readings | | Select a piece of music from the choral library that you will teach the class in 10 minute blocks+ 5 minute discussion. |
| April 11 (w) | 9:10-25 Brittany 9:25-40 Caitlin 9:40-55 Cassie | | |

April 16 (m) 9:10-25 Christina
 9:25-40 Emily
 9:40-55 Eric

April 18 (w) 9:10-25 Holly
 9:25-40 Kerra
 9:40-55 Maggie

April 23 (m) 9:10-25 Michael
 9:25-40 Paul
 9:40-55 Willi

April 25 (w) 9:10-25 Rebecca
 9:25-40 Emily
 9:40-55 Kerra

April 30 (m) 9:10-25 Christina
 9:25-40 Maggie
 9:40-55 Rebecca

May 2 (w) 9:10-25 Cassie
 9:25-40 Brittany
 9:40-55 Willi

May 2 (m) 9:10-25 Paul
 9:25-40 Michael
 9:40-55 Caitlin

May 4 (w) 9:10-25 Eric
 9:25-40 Holly
 9:40-10:00 Discussion of Final Examination

Finals Week

May 7

Notebook turned in with material organized via dividers as indicated in this syllabus.

See Spring Semester Final Examination covering reading, handouts and class discussions
Course schedule

Academic Misconduct and the Student Conduct Code: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at: www.umt.edu/SA/VPSA/Index.cfm/page/1321