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Spring 2-1-2016

### MUSE 497.01: Methods - Choral & Literature

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**CHORAL METHODS MUSE 497-01: 2 CREDITS**

**Syllabus SPRING 2016**

Schedule: MW 9:10-10:00am (Music 218)  
Instructor: Dr. David Edmonds  
Office: Mus 209  
Office hours: See office door for weekly times; other times by appointment  
Office phone: (406) 243.6889 (messages only; email is the best way to get a hold of me)  
Email: david.edmonds@umontana.edu

**PREREQUISITES**

Upper division standing in music is required unless a petition has been approved by the Faculty Executive Committee permitting a student to take the course prior to completing the UDRP. Students not majoring in music must receive permission from the instructor.

**REQUIRED TEXTS**

1. Paul Hondorp, *Choral Error Detection: Exercises for Developing Musicianship*. Carl Fischer, 2015

**RECOMMENDED TEXTS** (not required for completion of course work)

1. James C. McKinney, *The Diagnosis and Correction of Vocal Faults*, Waveland Press
2. Kenneth H. Phillips, *Directing the Choral Music Program*, Oxford University Press
3. Christine Ammer, *The A to Z of Foreign Musical Terms*, ECS Publishing
4. Doug Lemov, *Teach Like a Champion: 49 Techniques...*, John Wiley & Sons, Inc.

**OTHER REQUIRED MATERIALS**

1. Membership to choralnet.org – Free
2. Web access

**COURSE DESCRIPTION**

The aim of this course is to prepare the future music educator both conceptually and practically to take on the duties required in becoming a choral director at the secondary level. To this end, materials and assignments will be gathered and shared amongst the students when possible to help provide a practical starting point for each student's eventual classroom. Through lecture, discussion, and in-class student-led teaching units, the practical as well as the conceptual aspects of teaching choral music will continually be addressed.

**COURSE OBJECTIVES**

Through class readings, projects, in-class activities and discussions students who have completed this course and have met the requirements will be able to answer and demonstrate a competency regarding the following questions which are fundamental to the practice of teaching choral music in the secondary classroom:

1. How do I diagnose and correct individual vocal inefficiencies exhibited by my students?
2. How do I audition and classify voices?
3. Where do I find age-appropriate choral literature, and how do I select, order, and study it and subsequently program a public choral concert?
4. How do I assess and evaluate student learning both with immediate feedback during rehearsals and outside of class assessment systems?
5. How can I structure and execute choir rehearsals for optimal learning, efficiency, and productivity including the learning of repertoire and building vocal and musical skills (such as sight-singing)?

**ATTENDANCE AND GRADING**

All assignments must be submitted to their specified Moodle folder to receive credit unless otherwise noted. This requires an internet connection, so plan accordingly. All submitted assignments must be saved in following file name format. Assignments NOT following this nomenclature will not be credited until submitted correctly (and run the risk of being late):

AssignmentName – StudentLastName FirstName  
(ex: Programming 1 – Edmonds David)

*\*\*You are responsible for keeping up with assignment due dates.* Assignments are due **BEFORE CLASS** on the due date indicated. Late assignments will be assessed a penalty of 10% for each class meeting that passes after the due date. (Example: Due Monday but not turned in when indicated = -10%. Wednesday class passes = -10% additional. Assignment turned in before class the following Monday = -20% total penalty.)

Choral Error Detection (using class req. text)	50 (5 x 10 points each)
Quizzes for Comprehension	75 (25 x 3 points each)
Student-Led Warm up & Sight-Singing	25
Compose Sight-Singing Exercises	180 (6 levels x 30pts/per level)
Choir Handbook	20
Choir Auditions	20
Grading Assessments	20
Student-led Rehearsals	100 (2 x 50 points each)
Student-Led Sight-Singing Adjudication	30
Video Reactions (4)	80 (4 x 20 points each)
Guest Teacher Q&A	30
Programming 1: CPDL, IMSLP & Choralnet	50
Programming 2: State Lists & JWPepper	50
End of Term Resource Binder	50
	<b>780 points total</b>

**GRADING SCALE:**

A	93-100% (>725pts)	C+	81%
A-	92%	C	73-80% (>569pts)
B+	91%	C-	72%
B	83-90% (>647pts)	D+	71%
B-	82%	D	63-70%
		D-	62%
		F	61% & below

- A grade of 'A' is reserved for *exceptional work* and is a reflection of a well-displayed mastery of the course material including a clear and effective conducting gesture, a full understanding of score preparation and implementation of prepared musical ideas, and thoroughly completed assignments submitted on time.
- A grade of 'B' is assigned for work that consistently represents above average effort and understanding of the course material, including
- A grade of 'C' is assigned for average work. Work at this level is consistent with an average understanding of the course material and performance on in-class and out of class assessments. 'C' level work is considered marginal for future conductors and/or music educators.
- A grade of 'D' is assigned for work that falls below the expectations of the course materials, representing either a lack of preparedness, practice or performance on in-class and/or out of class assignments.
- A grade of 'F' is failing.

**CLASS SCHEDULE**

The following schedule is subject to change as needed by the demands of the course.

Week	Date	In Class	Preparation/Assignments
Week 1	1/25	-Overview of Syllabus/Class Structure -Warm up & Sight-Sing -Choir Handbooks and Auditions	<b>Reading:</b> <i>Phillips p. 60-65 &amp; 71-80 "Auditions and Assessments"</i>
	1/27	-Warm up & Sight-Sing -Choir Handbooks and Auditions	<b>Reading:</b> <i>Phillips p. 85-86 "Choir Handbooks"</i> <b>Assignment:</b> Choir Handbook (DUE: 2/1)
Week 2	2/1	-Begin <b>Quizzes For Comprehension</b> -Warm up & Sight-Sing and Auditions - <b>Lecture:</b> <i>The Choral Warm up</i> - <b>DUE:</b> Choir Handbook	<b>Assignment:</b> Choir Auditions (DUE: 2/8)
	2/3	-Warm up & Sight-Sing - <b>Choral Error Detection</b> (class text) - <b>Lecture:</b> <i>The Choral Warm up</i>	<b>Assignment:</b> Video Reaction - <i>Choral Warm Up</i> ("Tone Building") (DUE: 2/8)
Week 3	2/8	-Warm up & Sight-Sing - <b>Lecture:</b> <i>Sight-Singing</i> - <b>DUE:</b> Choir Auditions - <b>DUE:</b> Video Reaction – <i>Warm up</i>	<b>Assignment:</b> Video Reaction – <i>Sight reading</i> (DUE: 2/10)
	2/10	-Warm up & Sight-Sing - <b>Lecture:</b> <i>Sight-Singing &amp; Choosing Rep</i> - <b>DUE:</b> Video Reaction – <i>Sight reading</i>	<b>Assignment:</b> Composing Sight-Singing Examples Levels 1, 2, 3 (DUE: 2/17)
Week 4	2/15	NO CLASS – Presidents Day	
	2/17	- <b>Student-led:</b> <i>Warm up &amp; Sight-Sing 1</i> - <b>Lecture:</b> <i>Choosing Repertoire</i> - <b>Lecture:</b> <i>Preparation &amp; Choral Rehearsal</i> - <b>DUE:</b> Composing SS Examples (1,2,3)	<b>Reading:</b> Phillips "Classroom Management" p. 142-145 <b>Assignment:</b> Programming 1 (DUE: 2/24)
Week 5	2/22	- <b>Student-led:</b> <i>Warm up &amp; Sight-Sing 2</i> - <b>Lecture:</b> <i>Preparation &amp; Choral Rehearsal</i>	
	2/24	- <b>Student-led:</b> <i>Warm up &amp; Sight-Sing 3</i> - <b>Choral Adjudication</b> (from class text) -Introducing new music & skill sheets - <b>DUE:</b> Programming 1	<b>Assignment:</b> Video Reaction: <i>Skill Sheet</i> (DUE: 2/29)
Week 6	2/29	- <b>Student-led:</b> <i>Warm up &amp; Sight-Sing 4</i> -Introducing new music & skill sheets - <b>DUE:</b> Video Reaction – <i>Skill Sheet</i>	
	3/2	- <b>Student-led:</b> <i>Warm up &amp; Sight-Sing 5</i> -Rehearsing for Accuracy & Intonation	<b>Reading:</b> Phillips "Efficient Rehearsal Pacing" p. 302-308
Week 7	3/7	- <b>Student-led:</b> <i>Warm up &amp; Sight-Sing 6</i> -Rehearsing for Accuracy & Intonation	<b>Reading:</b> Withrow "Forty Per Cent"
	3/9	- <b>Choral Error Detection</b> (class text) -Rehearsing for Accuracy & Intonation	<b>Reading:</b> Archibeque "Making Rehearsal Time Count"

Week 8	3/14	- <b>Student-led:</b> <i>Rehearse for A&amp;I 1</i> -Online Repertoire Resources	<b>Assignment:</b> Programming 2 (DUE: 3/23)
	3/16	- <b>Student-led:</b> <i>Rehearse for A&amp;I 2</i>	
Week 9	3/21	- <b>Choral Error Detection</b> (class text) - <b>Student-led:</b> <i>Rehearse for A&amp;I 3</i>	<b>Assignment:</b> Grading Assessments (DUE: 3/28)
	3/23	- <b>Student-led:</b> <i>Rehearse for A&amp;I 4</i> -Rehearse for Completion - <b>DUE:</b> Programming 2	
Week 10	3/28	- <b>Choral Error Detection</b> (class text) - <b>Student-led:</b> <i>Rehearse for A&amp;I 5</i> -Rehearse for Completion - <b>DUE:</b> Grading Assessments	
	3/30	- <b>Student-led:</b> <i>Rehearse for A&amp;I 6</i> -Rehearse for Completion	<b>Assignment:</b> Composing Sight-Singing Examples – Level 4, 5 and 6 (DUE: 4/11)
--	--	NO CLASSES – SPRING BREAK	
Week 11	4/11	-Rehearse for Completion - <b>Student-led:</b> <i>Rehearse for Completion 1</i> - <b>DUE:</b> Composing SS Examples (4,5,6)	<b>**Assignment:</b> Teacher Q&A Tuesday April 12 <sup>th</sup> 7:00-8:45pm**
	4/13	- <b>Student-led:</b> <i>Rehearse for Completion 2</i>	
Week 12	4/18	- <b>Student-led:</b> <i>Rehearse for Completion 3</i>	
	4/20	- <b>Student-led:</b> <i>Rehearse for Completion 4</i> -Sight-Singing Adjudication - <b>DUE:</b> Teacher Q&A Questions	<b>Assignment:</b> Video Reaction – <i>Sight-Singing Adjudication</i> (DUE: 4/25)
Week 13	4/25	- <b>Student-led:</b> <i>Rehearse for Completion 5</i> -Sight-Singing Adjudication - <b>DUE:</b> Video Reaction – <i>SS Adjudication</i>	
	4/27	-Sight-Singing Adjudication	
Week 14	5/2	- <b>Student-led:</b> <i>Sight-Singing Adjudication 1</i>	
	5/4	- <b>Student-led:</b> <i>Sight-Singing Adjudication 2</i>	
FINAL	5/11 10:10- 12:10	- <b>Student-led:</b> <i>Sight-Singing Adjudication 3</i>	

#### 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 at: [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php)

#### Information Concerning Reasonable Modifications

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability>