

**TAMU-Commerce**  
**History and Organization of Choral Music**  
MUS 410-001  
Fall 2012 Syllabus  
MWF 9:00-9:50  
Music Building 105

Instructor

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Office hours: hours by appointment and MWF 4:00-5:00, Tue. 9:00-10:00

Music Department Mission Statement

The Music Department of Texas A&M University-Commerce promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

University Accommodation Policy

Texas A&M University-Commerce is committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. Americans with Disabilities Act (ADA) accommodations will be made in accordance with the law. To request ADA accommodations, please *contact Dr. Chris White 903.886.5327 or the Director of Disability Resources & Services, Hallady Student Services Building, Room 303D, (903) 886-5150.*

University Behavior Policy

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Student's Guide Handbook, Policies and Procedures, Conduct.)

Course Purpose

Intended for the undergraduate choral conductor/teacher, this course is directed towards developing a working knowledge of teaching strategies determined to be necessary for successful teaching on the secondary level.

Outcome

Upon successful completion of History and Organization of Choral Music MUS 410 the student will be able to:

1. Conduct an ensemble rehearsal that includes warm-ups, sight-reading and the rehearsal of choral music.
2. Design a comprehensive choral music curriculum plan for a middle school or high school choral program that specifically includes when each of the TEKS four music strands

(perception, creative expression/performance, historical and cultural heritage and critical evaluation) will be incorporated into the curriculum, how mastery of each musical strand will be measured, and the choose of appropriate literature to be used to teach of the musical strands. The curriculum plan will also include when and how TMEA and UIL events will be integrated into the school year and how these events support the teaching goals found in the TEKS four music strands.

3. Discuss, based on four teaching observations, what they observed in choral rehearsal observations that made each of the rehearsals and lessons successful.
4. Discuss the aspects of being a choral music educator that are related to successfully managing a secondary choral music program.

### Materials

Syllabus

Brinson, Barbara, A. *Choral Music Methods and Materials*. New York: Schirmer Books, 1996.

McGill, Stan and Elizabeth Volk. *Beyond Singing Blueprint for the Exceptional Choral Program*. Milwaukee, WI: Hal Leonard, 2007.

Fay, Jim. School wide Discipline Plan without loopholes.

### Required Memberships

All students enrolled in MUS 410 must be an active member of TMEA and ACDA. Membership forms may be accessed online. It is also expected of MUS 410 students to be an active participant in the TAMUC ACDA student chapter.

### Class Policies

Attendance is imperative to success in the class. This course will be the basis of your teaching and every topic covered will imperative to you teaching. If you miss one class you will be behind and will have missed out on important information. If you must miss a class, it is our responsibility to get the assignments and any other missed information from your colleagues.

### Assignments

1. Assignments have been designed to be of use to the student during his/her first years of teaching. Therefore these assignments should be done with thoughtful and insightful intelligence.
2. Teaching Lab Assignments- a peer teaching lab will be held each Friday during the class time. These assignments have been designed to begin to equip the beginning conductor/teacher with the needed skills for success in the classroom. Therefore the assignments should be done with thoughtful and insightful intelligence.
3. Choral Resource Notebook- All assignments, lesson plans, reading journal, class notes, handouts and appropriate brochures (such as music publisher and distributor publications, fundraising co. brochures, travel co. brochures, festival competition brochures, uniform catalogs, equipment catalogs) should be organized and presented for grading at the end of the term. You may organize and present this material in any manner you deem appropriate and useful.

4. **Reading Take Home Quizzes-** A take home assignment will be made with each reading assignment. It must be turned in the same day the reading assignment is due. These quizzes are designed to help ensure that the student is getting the most important material from the reading assignments and to ensure that the student is able to participate in the class discussion with a reasonable amount of knowledge on the subject.
5. **School Visits-** Visits to area middle schools and high schools will be scheduled. If you are unable to attend one of the scheduled group school visits, you must find another time to visit the assigned school to make up for the missed visit. After each school visit the student should turn in detailed notes on teaching strategies, classroom management etc... that were observed during the class. Make note of how the conductor structured the rehearsal including how much time was spent on each section (announcements or starting of class. Warm-ups, literature rehearsed, sight-reading, sectionals, etc....) Make note of teaching, time-management and discipline techniques used within the rehearsal and responsiveness of the students within the rehearsal.
6. **Final Exam-** Your final exam will be a mock interview scheduled during the regular exam time. This exam will be pass/fail. If you attend, present yourself in a professional manner and answer questions posed to you in an educated, intelligent manner you will pass.

#### Class Assignments and Grade Distribution

- **Reading Take Home Quizzes-** A Take Home Quiz will be given the class before the reading assignment is due. The quiz must be turned at the beginning of the class the day the reading assignment is due. 100 pts
- **Resource File-** Due by Nov. 19<sup>th</sup> 100 pts This file should include at a minimum the following materials:
  - All Projects
  - All Reading Take Home Quizzes
  - Notes on Rehearsal Observations
  - Class Notes
  - At least one brochure for the following resources:
    - Uniforms
    - Fundraisers
    - Festivals
    - Trips
    - Risers
    - T-shirts
    - Choir pictures/composites
- **Curriculum Project -** Due Dec. 5<sup>th</sup> 300 pts
- **Lab Teaching** 250 pts (50 pts. each)
- **Final Exam Mock Interview** 50 pts
- **Written Projects-** You will receive one grade for this group of assignments. If any assignments is not completed, 0 points will be given for "Written projects." 200 pts.
  - **Music Ed Philosophical Statement-** This statement should reflect an understanding of the material present in the Brinson book chapter one. Due 9/5

- **Fictional Teaching Scenario-** Chose a real MS, JH or HS, and the create what choirs and classes you teach, how many students in each choir, where the school is located, what kind of feeder program feeds the school, the musical competency level of your students etc... You will use this fictional situation as your basis for other assignments. Due 9/10
- **Choir Handbook-** create a handbook of information for your fictional teaching scenario. The handbook should include items such as a calendar, student expectations, discipline procedures, expenses for choir events, officers (parent and student) information card for students, signature form for parents etc... Due 9/12
- **Concert Literature-** Choose literature for all one of the choirs from your fictional teaching scenario for UIL C/SR. Choose more pieces than you need and I will make suggestions to narrow your selections down to three. You do not need to choose music from the PML, just music that would work well for a UIL C/SR. Think about the order you would perform the three pieces during the performance. You may get with Sean and use our library and/or use music from your personal choral file. Due 10/3
- **Concert Program-** Type a program for the concert for which you chose literature. Include at a minimum the following:
  - Students names
  - Choirs
  - Literature performing
  - Other performer's names (Accompanist, yourself etc...)
  - Concert etiquette information Due 10/17
- **Theory Handout-** create a theory handout for your fictional teaching scenario. Due 10/31
- **Audition Form-** create a student audition form to be used at your fictional teaching scenario. Due 11/7
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## Curriculum Project Instructions

### **Part One- Yearly Plan**

- Plan Units for the entire school year for one choir in your program from your fictional teaching scenario.
- Each unit should be planned around a concert (Fall, Winter, UIL and Spring etc...).
- Plan out when Music TEKS (appropriate for level of choir) will be taught for entire school year for the choir chosen above.
- Teaching and Testing- when and what (Music TEKS, Sight-reading, part test, theory, history etc...)
- List types of business that will need to be taken care of during each unit. Use the real TMEA region and UIL calendar for your real school.
 

○ Fundraising	○ Parties
○ Pass out and collect uniforms	○ Homecoming decorating
○ Auditions	○ School testing
○ Trips	○ TMEA audition dates
○ Festivals	○ UIL S/ and C/SR
○ Field trips	○ etc...

### **Part two- Unit Plan**

- Plan in detail the UIL unit.
- Use the literature chosen for the UIL literature assignment. You will choose music for all choirs in your teaching scenario, but you will only need the music for the actual choir that you chose music for.
- Create a scope and sequence plan for this unit for this choir. This level should include the TEKS and TSW statements for each TEK taught during this unit. This unit will take place over 6-8 weeks. Plan what activities will take place during each week of the unit.
- Plan how each TSW statement will be assessed. (sight-reading test, theory test, history test, singing test... and if the assessment will be informal and formal).
- Business that will need to be taken care of during this unit.
- Create a list of resources that will need to be created to teach this unit. (tests, music [for one choir only], recordings, handouts etc...)
- Create a concert program for this unit. This should be the Concert Program you have already done from the assignment above. Include all the choirs in your teaching scenario and music from the PML for each choir.
- Create a post-concert student assignment.

### **Part Three- Lesson Plans**

- Using the above scope and sequence, write five days of formal lesson plans from the UIL unit.
- This is the most specific part of the project. More planning is better. Plan as detailed lessons as possible. Each lesson plan should contain TEKS, TSW and assessments for each TSW statement.
- Produce any materials needed to teach the week of lessons. Have copies of the music, create handouts and tests or quizzes, get any recordings needed, plan any lectures to be given etc...