

A&M Commerce
History and Organization of Choral Music
MUS 410-001
Fall 2015 Syllabus
MWF 2:00-2:50
Music Building 105

Instructor

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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.

Student Learning Outcomes

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 choice of appropriate literature to be used to teach each 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 the student observed in choral rehearsal techniques 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. and Steven M. Demorest. *Choral Music Methods and Materials*, 2d ed. New York: Schirmer Cengage Learning, 2014.

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*. The Love and Logic Press Inc., 2005.

Choral Literature and Sight Reading Materials: order from J.W. Pepper.
Information about how to order these resources will be given in class.

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 be of the utmost importance to your teaching success. 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 your 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.

3. Choral Resource File- All assignments, lesson plans, reading quizzes, class notes, school observation notes, handouts and appropriate brochures and websites (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. The file should be turned in using a digital format.
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 Observations- Observations to an area middle school and high school have been scheduled. 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....) Also make note of teaching style and discipline techniques used within the rehearsal and responsiveness of the students within the rehearsal. These notes should be typed, turned in, and included in your resource file.
6. Final Exam- Your final exam will be in two parts.
 - A) a mock interview with a Fine Arts Administrator will be graded pass/fail. If you attend, present yourself in a professional manner and answer questions posed to you in an educated (based on information presented and discussed in this class), intelligent manner, and you will pass.
 - B) a written exam over materials presented in class lectures and found in class readings.

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 **emailed** to the professor prior to class the day the reading assignment is due. 100 pts
- **Resource File-** Due by Nov. 16th. 100 pts. This file should include at a minimum the following materials:
 - All Projects
 - All Reading Take Home Quizzes
 - Notes from School Observations
 - Class Notes
 - At least one brochure and/or three website links for the following resources:
 - Uniforms
 - Fundraisers
 - Festivals
 - Trips

- Risers
- T-shirts
- Choir pictures/composites
- **Curriculum Project** - Due Dec. 2nd - 200 pts
- **Lab Teaching** 250 pts (50 pts. each)
- **Final Exam Mock Interview** 50 pts
- **Final Exam Written Test** 100 pts
- **Written Projects**- You will receive one grade for this group of assignments. If any assignments are 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 9/4
 - **Teaching Scenario**- Choose a real MS, JH or HS, and interview the director. Gather, at a minimum, this information- Schedule (non-choir and choir, from both director’s schedules), number of students in each choir or class, ability of each choir, handbook/policies/procedures, choir calendar, region TMEA and UIL calendar online, Information about feeder programs and the ability of students when they arrive. Also list the name of the school, school district and UIL/TMEA region. You will use this situation as your basis for other assignments. Due 9/9
 - **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 9/11
 - **Concert Literature**- Choose UIL C/SR literature for a
 - **MS Varsity** Treble or Men’s Choir from the UIL grade I or II PML list
 - **HS NVarsity** Mixed Choir from the UIL grade III PML list
 - **HS Varsity** Mixed Choir from the UIL grade IV and V PML list.
 Choose a varied program of styles and time periods. One piece must be A Cappella. Choose more than three pieces for each choir but list your preferred program in program order with your selections. Once Mrs. Kornegay has helped you make your final choices for all three choirs, choose one choir to purchase music for and to use for your curriculum project. Due 10/2
 - **Concert Program**- Type a program for the concert for which you chose literature. Include at a minimum the following:
 - Students names
 - Choirs to perform based on your fictional school
 - Date, time, place
 - Literature performing- include the composer’s first and last name and dates (use the UIL NV and V literature chosen for the Concert

Literature project. For the other choirs go to the PML and choose literature for each additional choir.)

- Include any translations for pieces in a foreign language
- Other performer's names (Accompanist, yourself etc...)
- Concert etiquette information Due 10/16
- **Formal Lesson Plan-** Using the formal lesson plan model, write a lesson plan for the UIL unit using the literature from the written project "concert literature." Be sure and include TEKS and TSW statements. Due 10/21
- **School Observation Notes-** Observations to an area middle school and high has been scheduled. 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....) Also make note of teaching style and discipline techniques used within the rehearsal and responsiveness of the students within the rehearsal. These notes should be typed, turned in, and included in your resource file. Due 10/26
- **Theory Handout-** create a theory handout for your fictional teaching scenario. Due 11/2
- **Audition Form-** create a student audition form to be used at your fictional teaching scenario. Due 11/4