

ADVANCED CHORAL REHEARSAL TECHNIQUES
MUS 6905
Dr. Will Kesling MUB 128 Office Phone: 3922-0223 ext.207

MATERIALS: Text – Kesling, Will. *The Voices in My Head: from Madness to Music*. Manuscript

Additional texts as assigned from the Fine Arts Library
Lecture Outlines, selected Articles, selected Scores and a Baton

PURPOSE OF THE COURSE: To illustrate, discuss and apply practical, efficient and effective methodology for teaching choral music in rehearsals at an advance level.

GENERAL OBJECTIVES:

1. To study the role of the teacher/conductor as a musician and the role of the professional maestro and to present and their qualifications, responsibilities and professional preparation.
2. To study and analyze the elements of an artistic musical performance.
3. To study the conditions under which successful rehearsal of school choral ensembles are conducted.
4. To investigate the components of a rewarding musical experience.
5. To gain an overview of the body of appropriate repertoire available for secondary school choral ensembles.
6. To create a Compendium containing the materials of the course.

SPECIFIC OBJECTIVES:

1. To gain an understanding of how to develop the choral instrument by
 - a. Learning the European roots of choral music,
 - b. Gaining an historical perspective of choral music in America,
 - c. Examining the techniques and philosophies schools of choral singing in America
 - d. Examining the techniques of the schools of choral singing in America as they pertain to pitch, tone, dynamics, speech-in-song and vocal pedagogy,
 - e. Discussing the practical application of the various techniques presented, and
 - f. Analyzing the Instructor's methodology.
2. To continue to develop a philosophical basis for teaching and building an artistic ensemble.
3. To gain a deeper understanding of the choral conductor and the rehearsal by
 - a. Executing purposeful rehearsals,
 - b. Learning rehearsal preparation techniques
 - c. Learning to prepare the score,
 - d. Discussing the issues of ensemble singing,

- e. Evaluating the rehearsal environment,
 - f. Debating choral seating arrangements,
 - g. Discussing the types of rehearsals and their functions,
 - h. Learning rehearsal time/organization management,
 - i. Refining the use of purposeful warm-ups,
 - j. Discussing rehearsal pacing, use of humor, group dynamics, interaction,
 - k. Examining the make-up of different types of choral ensembles,
 - l. Discussing the use of the piano, accompanist, other instrumentalists and orchestra,
 - m. Determining the vocal pedagogical responsibilities of the choral conductor – including corrective procedures and demonstrations,
 - n. Acquiring advanced techniques regarding choral tone, intonation, rhythmic accuracy, balance and blend,
 - o. Learning principles of rhythmic diction, and
 - p. Discussing the stimulus of performance and festivals.
4. To develop a philosophy and gain insights as to how to select choral music and how to create interesting and effective concert programs.
 5. To explore the interpretive values of a choral composition and to gain deeper interpretive insights through and by the analysis of style and performance practice, phrasing and “musical meaning”.
 6. To relate the “grammar” of conducting to actual rehearsal techniques.

GEGNERAL INFORMATION: In this class the student will be expected to participate as

1. A singer,
2. A conductor, and
3. A participant in class discussions and presentations.

GRADING PROCEDURES: The final grade in the class is based on the following exams and assignments:

1. Mid-term Exam	10%
2. Final Exam	10%
3. Term Paper	20%
4. Rehearsal Project	20%
5. Course Compendium*	40%

*Compendium Includes:

1. Proposed Concert Programs (2)**
2. Chapter Summaries (2 Texts)***

3. Diction Analysis (3)
4. Conductor's Analysis (3)
5. Rehearsal Reviews (3)
6. Choral Recording Reviews (3)
7. Rehearsal Project Lesson Plan
8. Class Notes

** Proposed Concert Programs:

1. Describe hypothetical ensemble and audience profile
2. Pick a concert program format.
3. Pick repertoire for the concert based on principles for developing programs
4. Using a few descriptors justify your selection of the pieces and why these are placed in the chosen position on the program

*** Chapter Summaries:

1. Summarize the chapter in one word.
2. Using the one word summarize the chapter in one sentence.
3. Using the one sentence summarize the chapter in one paragraph.

* Reasonable accommodation will be provided for all persons with disabilities in order to ensure participation in the class. Please see the School of Music handbook for details

*As a result of completing the registration form at the University of Florida, every student has signed the following statement: ***"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."*** The instructor of this course fully supports the intent of the above statement and will not tolerate academic dishonesty. The members of the University of Florida Community pledge to hold themselves and their peers to the highest standards of honesty and integrity.