Advanced Choral/General Music Techniques

MUE 4421 (2 credits)
Fall 2016
Tuesday, periods 3-4 (9:35am-11:30am)
MUB 146

Instructor: Dr. Marshall Haning
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Office Hours: As posted or by appointment

Course Description:

This course is designed to familiarize students with the techniques and skills necessary to build and sustain a successful and comprehensive choral program in a secondary school setting. Students will synthesize previous knowledge regarding vocal physiology and pedagogy, lesson and curriculum planning, sight-singing and musicianship, and other topics and will apply this knowledge to create products that will support their future teaching efforts. Additional topics will include a philosophical rationale for vocal music education, choral program design and management, recruitment, advanced vocal pedagogy including working with adolescent voices, audition procedures, classroom management, repertoire selection, rehearsal and performance planning, sight-singing and music literacy, incorporating technology in the choral program, assessment, and national, state, and professional standards. This course includes a clinical component, and students will spend a substantial amount of time working with local choral teachers and students to apply the skills gained in this course.

Course Goals:

1. Students will develop techniques and skills necessary to build and sustain a successful and comprehensive choral program in a K-12 school setting.
2. Students will build confidence in the application of their pedagogical and content knowledge by creating materials including sample concert programs, choral program handbooks, and proposed curriculum outlines.
3. Students will gain experience applying their skills and knowledge in naturalistic classroom settings.

Required Text:

Phillips, K. H. (2015). *Directing the choral music program* (2nd ed.). New York, NY: Oxford University Press.

Supplemental Resources:

Additional resources for this course have been placed on reserve in the music library and/or will be made available via the course Blackboard page.

Attendance:

Attendance at all class sessions is expected. Many portions of this course will involve collaboration and group discussion; when you are not present, it affects not only your own participation but that of your colleagues as well. In the event that you must miss a class, please be in contact with me before your absence, stating the reason for your absence and agreeing upon a way to make up the work. Absences for illness and other valid reasons will be excused when advance notice is provided. Any missed assignments must be made up as soon as possible after your return to class, and no later than one week following your return. Additionally, do speak with me if you know that you will miss more than one class for any reason. If you have an unusual situation that results in extended absences, please contact me so I am aware of the situation and can make arrangements to meet your instructional needs.

Communication:

All course members need to check their UF e-mail regularly, as important communication regarding this course may take place via email. Your university e-mail account is the official e-mail address used for this course, so please check it as part of your daily routine. In addition, all members of this course are expected to regularly check the Canvas page, since all course information and materials will be housed there.

Assignments:

Students will generally have small assignments to complete for each course meeting. These assignments will provide the foundation for several larger projects and products that will be due throughout the semester. Products are intended to be usable by students in their future teaching positions, and so students are encouraged to design projects around their own interests and career goals. Flexibility will be provided in all assignments to allow students to draw upon their experience and address individual learning goals and concerns. Students are encouraged to speak to the instructor if they have ideas for alternative projects or approaches that they feel would be more valuable to them.

Final Project:

The final project in this class will consist of two elements. The first will be a written choral program handbook and operations manual that serve as a collection and synthesis of many of the products that will be produced throughout the course. The second will be an "Open House" or "Curriculum Night" presentation about the choral program, designed to be presented to prospective secondary music students and their parents. These presentations will be given in

class, and peer feedback will make up a portion of the final project grade. More information about the final project will be forthcoming as the semester progresses.

Observations and Micro-Teaching:

This course will include in-class peer-teaching assignments as well as observations and micro-teaching assignments in local school settings. More information about this component of the course will be forthcoming during the first few weeks of class.

Grading:

Assignment Type Weights:
Daily Assignments—30%
Projects—20%
Preparation and Participation—10%
Observation Reflections/Micro-Teaching Assignments—20%
Final Project—20%

Grading Scale

A+…98-100	A…93-97	A-…90-92
B+…88-89	B…83-87	B-…80-82
C+…78-79	C…73-77	C-…70-72
D+…68-69	D…63-67	D-…60-62

E…59 and below

The formula for assigning grade points at the University of Florida can be found at
 https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

University-Wide Statements

Students Requesting Accommodations due to Disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy
It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside

sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

UF students are bound by The Honor Pledge which states, *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code."* On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Course Evaluations
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Tentative Course Calendar: (Subject to change)

Date	Topic	Readings/Assignments	Practicum
August 23	Course Introduction and Overview/Philosophy	None	
August 30	Curriculum/Program Design	Phillips, Ch. 2; Ch. 4 (pp. 54-67 only); Conway article Personal Philosophy Draft	
September 6	Assessment	Phillips, Ch. 5 (pp. 84-97 only); Ch. 14 (pp. 273-280 only) HS/MS Curriculum Outlines	Physical warm-up sequence
September 13	Repertoire Selection	Phillips, Ch. 9; Ch. 14 (pp. 280-289 only) Assessment Plan Outline **Project: Personal Philosophy**	Breath warm-up sequence
September 20	Repertoire Selection (cont.)	Phillips, Ch. 15 (pp. 296-307 only) Repertoire Resource List	Vocal Pedagogy Quiz

September 27	Music Literacy	Phillips, Ch. 16 Concert Program Draft	Phonation warm-up sequence
October 4	Music Literacy (cont.)	Online Article (TBA) Sight-singing self-assessment	Sight-singing sequence
October 11	Rehearsal Planning	Phillips, Ch. 10 **Project: Sample Concert Programs**	Advanced solfège techniques
October 18	Rehearsal Planning (cont.)	Phillips, Ch. 17 Sample objectives; sample rehearsal time breakdown	Diction/Expression warm-up sequence
October 25	Classroom Management	Phillips, Ch. 8	New repertoire introduction
November 1	Performance Planning	Phillips, Ch. 19 Discipline Scenarios **Project: Warm-up Plan**	Repertoire rehearsal
November 8	Program Administration	Phillips, Ch. 4 (pp. 67-79 only); Ch. 11 Sample performance checklist	Mini-lesson
November 15	Adolescent Voices	Reading: Phillips, Ch. 7 Sample Budget **Project: Rehearsal Plan**	Adolescent voice-testing
November 22	Recruiting/Auditions	Phillips, Ch. 3 Adolescent Voice Quiz	Auditions
November 29	Technology	Phillips, Ch. 6 Sample Audition	
December 6	Semester in Review	**Project: Curriculum/Assessment Plan**	
Final Exam	Final Project Presentations	Choral Program Handbook Curriculum Night Presentations	

This syllabus is a guide. It may be varied as needed.