

MUE 7610 CHORAL CURRICULUM

3-0-3

COURSE DESCRIPTION: Materials and teaching techniques relative to choral music education.

RATIONALE: The development of instructional techniques, administrative practices, and knowledge of instructional materials are essential for the practicing choral music educator.

TEXT: Hylton, J. (1995) Comprehensive choral music education. Englewood cliffs, NJ: Prentice-Hall, Inc.

COURSE OBJECTIVES: Upon successful completion of this course students will:

1. Develop performance-based curriculum based on conceptual learning and musical growth. **DOM: 1, 2, 3; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, IV Assessment, V Planning and Instruction**
2. Demonstrate effective teaching strategies of choral music at all levels of public school instruction (K-12). **DOM: 3; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction**
3. Synthesize and express ideas gained from readings, lectures, and discussions. **DOM: 1, 2, 3; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**

DEPARTMENT OF MUSIC – EDUCATIONAL OUTCOMES:

1. Students will explain, describe, and discuss the historical and sociological foundations of music education in the United States.
2. Students will select and use a broad range of instructional strategies and technologies that promote student learning and will clearly explain the choices they make in their practice.
3. Students will exhibit an in-depth knowledge of music history and music theory.
4. Students will utilize appropriate research methodology for music education.
5. Students analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students can learn.

COLLEGE OF EDUCATION – EDUCATIONAL OUTCOMES:

1. Candidates in advanced teacher education programs demonstrate an in-depth knowledge of the content that they teach.
1. Candidates in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning; they will clearly explain the choices they make in their practice.
2. Candidates in advanced teacher education programs reflect on their practice and

- identify their strengths and areas of needed improvement.
3. Candidates in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

College of Education Valdosta State University Conceptual Framework: Guiding Principles

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

EVAUATION: The basis of evaluation is the course will be content examinations, reports, presentations (microteaching), class interaction, and and/or written assignments. Attendance is required in keeping with college department policy.

BACKGROUND: This course is designed to expand and deepen students' awareness of music education in the choral setting. Assignments are intended to allow students to apply professional and classroom experiences and readings to self-selected preferences related to personal teaching situations. Time in class is interactive; students are expected to read all assignments prior to class in order to be able to participate in discussions and activities in meaningful ways. There will be a field-based component that is intended to allow students to apply techniques in context.

GRADING: All assignments are due the date posted in the schedule. Late, incomplete, or sloppy work will not be accepted. Students will be expected to rework all assignments until they are in acceptable condition. Spelling, grammar and other construction aspects will be considered in the grade. All written work must be typed. Grades will be calculated on a percentage of the total received collectively for the assignments (230 for presentations/ written work, 20 for class participation = 25 total).

ASSIGNMENTS

1. Historical period report Select one of the major historical musical style periods (Renaissance, Baroque, Classical, Romantic, Contemporary) and present a 15-minute overview to the class. The report should include a written outline reproduced for the class. The presentation should focus on choral and/or vocal music as opposed to instrumental. Recorded examples are expected. The outline will be submitted to Dr. Corbin as part of the grade. Be sure to include sources for all recordings and information. (35 points) **DOM: 3; COE-CFS: I Content and Curriculum**
2. Curriculum presentation. Using the outline found in *Choral Techniques* (G. Lamb), select, analyze, and present a one-semester curriculum for a choral ensemble of your choosing. This will likely take the form of one concert of 25-30 minutes. The curriculum will be based on the repertoire included and appropriate student learning goals and objectives. Each piece must be described using the Lamb outline. Assign at least two QCC standards and two National Standards to each piece and develop three teaching strategies and two assessment activities for each piece to measure student learning. You may use only one "performing" or "skills" standard per piece. The others must be the more academic standards (knowledge, connections, etc.). The curriculum will be presented to the class (about 20 minutes) with a general overview and a demonstration of one of the teaching strategies. The written submission will include a brief description of each piece, the analysis, goals/objectives, and a brief discussion as to why the piece was selected. (75 points) **DOM: 1, 3; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction**
3. Assessment Project. Select an activity you would expect to utilize in a choral rehearsal (music reading, singing a part, vocal development, theory drills, improvisation, interpretation, connections, etc.) and develop an assessment task and a 4-level rubric or scoring guide. The written submission will consist of the description of the task, the directions for the "students," and the rubric/scoring guide. The assessment will be administered to the class and you will "evaluate" each class member using your rubric. (No more than 15 minutes) (30 points) **DOM: 1;**

COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Planning and Instruction, IV Assessment

4. Vocal Pedagogy Project. Select a performance from the audio tapes provided. Diagnose at least three vocal problems exhibited by the ensemble and select or develop at least two interventions to address each of these problems (minimum total: 6). The written submission will include the various diagnoses accompanied by the interventions. You will lead the class through the interventions, listening for and correcting vocal deficiencies. Include sources as appropriate (10-15 minutes) (60 points) **DOM: 1; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**
5. Final Exam. Comprehensive essay exam. (50 points) **DOM: 1, 3, 4; COE-CFS: I Content and Curriculum, II Knowledge of Students and Their Learning, III Learning Environments, IV Assessment, V Planning and Instruction, VI Professionalism**