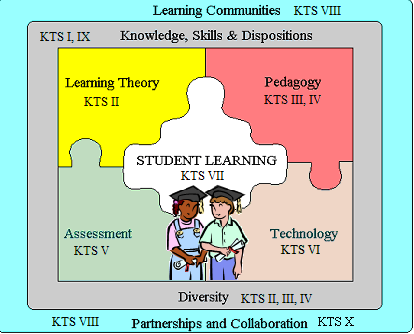
Campbellsville University

School of Music

MUS 342: Secondary Vocal Methods

Syllabus

Spring 2016



**Meeting Time:** MWF 2:00-1:50

**Meeting Place:** Gosser Fine Arts Center, Rm. 226

**Instructor:** Dr. April Sholty

**Office:** Gosser, Rm. 222

**Office Hours:** MWF 11:00-12:00, 1:00-2:00; T/Th 3:30-5:00

**Office Phone:** 270-789-5463

**Email:** [ahsholty@campbellsville.edu](mailto:ahsholty@campbellsville.edu)

**Credits:** 3

**Required Materials:**

* Phillips, Kenneth H. (2016). *Directing the Choral Music Program*, 2nd ed*.* New York: Oxford University Press.
* McAnally, Elizabeth A. (2009). *Middle School General Music: The Best Part of Your Day*. New York: Rowman and Littlefield Education.
* A 3-ring notebook for course materials
* Off-Campus Field Experience and Teaching Experiences
* Finger Print Clearance (done in a previous ED course)
* NAfME Membership is highly encouraged

**Prerequisite:** MUS 240: Foundations and Principles of Music Education

**Description:**

This course includes educational methods and practices for secondary (middle school and high school) choral music programs. It includes discussion of both choral and general music methods. Field experience is required for this course.

**Kentucky Teacher Standards:**

Standard 1: The teacher demonstrates applied content knowledge

Standard 2: The teacher designs and plans instruction

Standard 3: The teacher creates and maintains learning climate

Standard 4: The teacher implements and manages instruction

Standard 5: The teacher assesses and communicates learning results

Standard 6: The teacher demonstrates the implementation of technology

Standard 7: Reflects on and evaluates teaching and learning

Standard 8: Collaborates with colleagues/parents/others

Standard 9: Evaluates teaching and implements professional development

Standard 10: Provides leadership within school/community/profession

**Learning Outcomes:**

The student will...

* Become informed and knowledgeable of the normal social development of the secondary school student.
* Develop a philosophy of teaching music and maintaining a choral music program in the secondary school.
* Become informed and knowledgeable of curricular diversity and teaching techniques for general music, choral music, and arts and humanities.
* Become informed and knowledgeable of materials, resources, and procedures to accommodate integration of exceptional students in the regular classroom.
* Become informed and knowledgeable of the Kentucky Core Content for the Arts and Humanities, Program of Studies for Music, and the National Standards for Teaching Music.
* Be provided opportunities to practice teach and observe music teaching in the public schools of the surrounding areas.
* Design two units for secondary school (Choral and Arts and Humanities) tied to state and national standards.
* Create a Choral Planning Guide. The guide will contain elements necessary for effective teaching and rehearsal.

**School of Music Student Learning Outcomes**

* The student will develop curricula and plan for instruction in diverse P-12 settings, implementing technology in planning and teaching strategies.
* The student will demonstrate knowledge of various teaching methodologies, practices, and learning theories associated with education

PRAXIS Study Guide

**Music Learning K-12**

* Course offerings in general and overall music program objectives as related to accepted standards
* Knowledge of basic requirements in terms of facilities, course offerings, scheduling, staffing, materials and equipment as related to accepted standards
* Curriculum planning and development appropriate for a beginning teacher
* Scope as related to course content, including psychomotor, cognitive, and affective behaviors, and music concepts and elements
* Learning sequences
* Appropriate performance skills for each grade level
* Methods of teaching singing in general music
* Vocal and instrumental literature appropriate for performance by students in grades K-12
* Methods of evaluation and assessment
* Familiarity with the basic principles of pedagogical approaches as Orff, Kodaly, Dalcroze, and Suzuki
* Music instruction for special and/or gifted students
* Basic knowledge of equipment and technology for the music classroom, including computers, MIDI, and CD-ROM

## Professional Practices

* Basic knowledge of the philosophy of music education
* Knowledge of journals, reference works, and other source materials dealing with music education, music literature, performance history, and theory
* Professional ethics, especially with regard to U.S. copyright law and appropriate for performance by student ensembles
* Knowledge of professional organizations, including their philosophies and goals.

**Course Requirements:**

1. Attendance/Participation (105 points, 2.5 per class meeting)

MUS 342 is an activity-based course, which requires attendance for full credit. As this course is part of your professional preparation, both attendance and on-time arrival are considered essential. Your personal involvement and experience will comprise a significant portion of the material.

Please see the university’s attendance policy. After two absences, if the student misses class for reasons other than what is allowed in the university’s policy, a penalty of 10 points will be taken from the student’s overall grade. Student must provide documentation for classes missed to avoid penalty. Two tardies equal one absence. There is no difference between excused or unexcused absences. The class is highly experience oriented. Active, student-like participation in the processes is expected and essential for individual growth and development.

1. Assignments (185 points)

Assignments for the course include creating various types of lesson materials and manipulatives, and lesson plans and units (10-25 points per assignment)

1. Classroom Teaching Experiences (100 points)

You will teach two times during the semester in a public school setting. You will arrange to teach a portion of a choral rehearsal and work with a classroom teacher to plan and organize this experience. More information will be provided. Each experience will require a written reflection after the lesson has been taught.

1. Field Experience (100 points)

Everyone must complete 20 hours of field experience in a secondary general music and/or choral classroom. All field experience must take place in the classroom of a certified music teacher. You are responsible for scheduling field experiences. Failure to meet deadline will result in point deduction and/or receiving an incomplete for the course.

**Deadlines:**

**5 hours (with signatures and reflections attached) – February 12**

**5 hours (with signatures and reflections attached) – March 11**

**5 hours (with signatures and reflections attached) – April 1**

**5 hours (need to submit all 20 hours with reflections) – April 29**

1. Pre-Professional Development Hours (75 points)

You are required to have 3 hours of PPD credit for this course. These can be obtained through approved campus events (PPD NAfME meeting) or attendance of conferences (KMEA in February). **DUE May 6.**

1. Journal Article Review (25 points)
2. Unit Planning (100 points)

**Unit:** Plan a unit of five rehearsals for a middle or high school chorus. Prepare for five 50-minute rehearsals. Plan one or two concepts to teach in each rehearsal in addition to learning and singing the choral selections. Complete all required School of Education Sources of Evidence required for a unit.

1. Midterm Exam (50 points)
2. Final Exam (50 points)

Grading:

Grades will be determined on the basis of attendance, participation in activities and discussions, exams, teaching experiences, and successful completion of assignments and projects. The final grade will be based on a cumulative set of points for all assignments and projects, following any deductions for attendance points as outlined above.

Assignments are due on the date indicated on the course schedule sheet, and will be collected at the beginning of class. Assignments will not be accepted via email unless specifically stated on the assignment. **Late assignments will receive a grade deduction as follows: 5% deduction for each day late (assignments will not be accepted after one week late).**

Grading Scale: A 90-100% D 60-69%

B 80-89% F 59% and below

C 70-79%

**Quality of Work:**

All written assignments must be typed. Students must use a computer program (e.g. Finale or Sibelius) for submission of all music examples. Proofread your assignments to insure good prose and spelling. When you submit work of high quality you will receive full credit for the assignment.

Email Etiquette Expectations:

As a future teacher, email will be a main means for communicating with administrators, parents, and colleagues. It is never too soon to practice professionalism in the field of education. When emailing your professor (or school teacher to schedule field experience), please make an effort to include the following: Subject line, Salutation (Dr. Sholty,), the body of email should use proper spelling, punctuation, and sentence structure, and a signature (your name). Dr. Sholty reserves the right to not respond to emails lacking the above criteria.

Dr. Sholty will not respond to email after 7 p.m. Please plan ahead if you need assistance with an assignment.

**All cell phones are to be turned off before entering the classroom. Absolutely no “texting” permitted during class. The use of technology is allowed as designated by instructor.**

**Academic Integrity**

Cheating is the violation of classroom rules of honesty with respect to examinations and assignments. Any student helping another student to cheat is as guilty as the student assisted. Any student found guilty of cheating will receive a failing grade of F for any assignment, project, or exam in which they have cheated.

Plagiarism is defined as representing or repeating the words or ideas of someone else as one’s own in any academic exercise. Therefore, all writing you do for any course must be your own and must be exclusively for that course alone. Any student found guilty of plagiarism will receive a failing grade of F for that assignment, project or exam. (Policy adopted March 2010, revised Feb. 2011)

**Disability Statement**: Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Cordinator:

Terry VanMeter

1 University Drive, UPO 944

Administration Office 8A

Phone: 270-789-5016

Email: [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of secual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX).

**Campus Security:** Contact number – 270-789-5555 or 270-403-6111 (preferred)

Note: The instructor reserves the right to modify this syllabus during the semester. Students will be made aware of any changes in a timely manner.

**Partial Book List (\* indicates Montgomery Library has this book):**

\*Abeles, H.F., Hoffer, C.R., Klotman, R.H. (1995). *Foundations of Music Education*, 2nd ed.

Boston, MA: Schirmer Cengage Learning.

\*Mark, M.L. (1996). *Contemporary Music Education*, 3rd ed. Belmont, CA: Schirmer.

Philpott, Chris, & Spruce, Gary. (2007). *Learning to Teach Music in the Secondary School: A Companion to School Experience*. New York: Routledge Taylor and Francis Group.

Savage, T.V., Savage, M.K., & Armstrong, D.G. (2012) *Teaching in the Secondary School*, 7th ed. Boston, MA: Pearson Education, Inc.

Course Schedule

(subject to change)

|  |  |  |
| --- | --- | --- |
| Week | Date | Class Assignments/Reading Schedule |
| 1 | 1/20 | SNOW DAY |
|  | 1/22 | SNOW DAY |
| 2 | 1/25 | SNOW DAY |
|  | 1/27 | Topic: Introduction to Course |
|  | 1/29 | Topic: Becoming a Choral Music Director  **READ: Phillips, Ch. 1**  **DUE: Journal Entry #1 (Due via Tigernet file exchange today by 11:55 p.m. EST): 1. Have you had a choral director who was a significant influence on your wanting to become a choral music educator? Describe the attributes of this person. 2. Why does the general public often perceive the field of education as not being a real profession? What can help to change this negative perception?** |
| 3 | 2/1 | Topic: Developing a Philosophy for the Music Program  **READ: Phillips, Ch. 2** |
|  | 2/3 | Topic: Unit and Lesson Planning 101 |
|  | 2/5 | *KMEA – NO CLASS MEETING* |
| 4 | 2/8 | Topic: Unit and Lesson Planning 101 |
|  | 2/10 | Topic: Teaching General Music  **READ: McAnally, Ch. 1-2** |
|  | 2/12 | Topic: Teaching General Music  **READ: McAnally, Ch. 3-4**  **DUE: Field Experience (5 Hours with Reflections)** |
| 5 | 2/15 | Topic: Promoting and Recruiting for Choral Success  **READ: Phillips, Ch. 3**  **DUE: Journal Article Review (via Tigernet file exchange)DUE: Journal Entry #2 (Due via Tigernet file exchange today by 11:55 p.m. EST):**  **1. How can the choral director cultivate administrative support as well as other teachers? 2. Of the guidelines given for working with school guidance counselors, which do you think is the most important and why? 3. What is the best means of recruiting students to the choral program?** |
|  | 2/17 | Topic: Planning, Building, and Managing the Choral Program  **READ: Phillips, Ch. 4** |
|  | 2/19 | Topic: Teaching General Music  **READ: McAnally, Ch. 5-6** |
| 6 | 2/22 | Topic: Processing the Flow of Information  **READ: Phillips, Ch. 5** |
|  | 2/24 | Topic: Technology for the Choral Director  **READ: Phillips, Ch. 6**  **DUE: Journal Entry #3 (Due via Tigernet file exchange today by 11:55 p.m. EST): Review the “things to know and do” section in ch. 6 (p. 105-106) and list them in a table. Include things to know and be able to do, as well as music technology hardware and software. In a separate column put a check mark by all of the boxes, ranking things you would like to learn, with 1’s having the highest priority.** |
|  | 2/26 | Topic: Teaching General Music  **READ: McAnally, Ch. 7-8** |
| 7 | 2/29 | Topic: Working with Adolescent Singers  **READ: Phillips, Ch. 7**  **DUE: Choral Music Lesson Plan: Write a choral rehearsal lesson plan (using source of evidence lesson plan template) (any grade level 6-12) for a 45-minute period with four choral selections (your choice) to be rehearsed. Include warm-ups and sight-singing, and follow the outline in ch. 5 as a reference.** |
|  | 3/2 | Topic: Working with Adolescent Singers |
|  | 3/4 | Topic: Teaching General Music  **READ: McAnally, Ch. 9** |
| 8 | 3/7 | **MIDTERM EXAM** |
|  | 3/9 | Topic: Classroom Management and Choir Conduct  **READ: Phillips, Ch. 8** |
|  | 3/11 | Topic: Classroom Management and Choir Conduct  **DUE: Field Experience (5 Hours with Reflections)** |
| 9 | 3/14 | *SPRING BREAK – NO CLASS MEETING* |
|  | 3/16 | *SPRING BREAK – NO CLASS MEETING* |
|  | 3/18 | *SPRING BREAK – NO CLASS MEETING* |
| 10 | 3/21 | **DUE: General Music Lesson Plan**  **DUE: General Music Lesson In-Class Teaching (15 minute portion of lesson plan)** |
|  | 3/23 | **DUE: General Music Lesson In-Class Teaching (15 minute portion of lesson plan)** |
|  | 3/25 | *EASTER BREAK – NO CLASS MEETING* |
| 11 | 3/28 | *EASTER BREAK – NO CLASS MEETING* |
|  | 3/30 | Topic: Choosing the Music  **READ: Phillips, Ch. 9** |
|  | 4/1 | Topic: Choosing the Music  **DUE: Field Experience (5 Hours with Reflections)** |
| 12 | 4/4 | Topic: Preparing the Choral Rehearsal and Music  **READ: Phillips, Ch. 10**  **DUE: Code of Conduct Assignment (due via Tigernet by 11:55 p.m. EST): Prepare a list of rules to govern conduct in the choral classroom at the secondary level. Frame the statements positively rather than negatively, and keep the number of rules as few as possible. In addition, include disciplinary measures for infractions of the code of conduct. Include how you would communicate these expectations to class, as well as how you would reinforce expectations throughout the school year.** |
|  | 4/6 | Topic: Preparing the Choral Rehearsal and Music |
|  | 4/8 | Topic: Organizing Performances  **READ: Phillips, Ch. 11**  **DUE: Journal Entry #4: (Due via Tigernet file exchange today by 11:55 p.m. EST: 1. Why are concert performances so important to the overall choral program? 2. What are some general guidelines for programming choral literature? 3. When and for what reasons would a choral director not program or cut from the concert music that has been rehearsed?** |
| 13 | 4/11 | Topic: Popular Music Presentations  **READ: Phillips, Ch. 12** |
|  | 4/13 | Topic: Teaching the Singers to Sing  **READ: Phillips, Ch. 13** |
|  | 4/15 | Topic: Vocal Development: Body and Breath  **READ: Phillips, Ch. 14**  **DUE: Audition Rubric** |
| 14 | 4/18 | Topic: Vocal Development: Ear, Voice, and Song  **READ: Phillips, Ch. 15**  **DUE: Journal Entry #5 (Due via Tigernet file exchange today by 11:55 p.m. EST: 1. What is meant by the statement “Singing is a learned behavior”? 2. What are the five basic areas of vocal instruction that comprise the Phillips vocal method?** |
|  | 4/20 | Topic: Teaching Sight-singing Skills  **READ: Phillips, Ch. 16** |
|  | 4/22 | Topic: Teaching Sight-singing Skills |
| 15 | 4/25 | Topic: Rehearsing the Choir  **READ: Phillips, Ch. 17** |
|  | 4/27 | Topic: Rehearsing the Choir |
|  | 4/29 | Topic: Understanding Styles and Performance Practices  **READ: Phillips, Ch. 18**  **DUE: Field Experience (5 Hours with Reflections)** |
| 16 | 5/2 | Topic: Presenting the Performance  **READ: Phillips, Ch. 19**  **DUE: Classroom Warm-Up and Sight-Singing Experience (50 points)** |
|  | 5/4 | Topic: Directing Other Choral Organizations  **READ: Phillips, Ch. 20**  **DUE: Classroom Choral Rehearsal Experience (50 points)** |
|  | 5/6 | Topic: Planning for Success  **READ: Phillips, Ch. 21**  **DUE: PPD Hours with Reflections**  **DUE: Unit Plan** |
|  | 5/13 | Final Exam @ 11 a.m. |

Class Assignments

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Due Date** | **Max Points** | **Your Score** |
| Journal Entry #1 | 1/22 | 10 |  |
| Journal Article Review | 2/8 | 25 |  |
| Journal #2 | 2/10 | 10 |  |
| Field Experience #1 | 2/12 | 25 |  |
| Journal Entry #3 | 2/24 | 10 |  |
| Choral Music Lesson Plan | 2/29 | 25 |  |
| Midterm Exam | 3/7 | 50 |  |
| Field Experience #2 | 3/11 | 25 |  |
| General Music Lesson Plan | 3/21 | 25 |  |
| General Music In-Class Teaching | 3/21 | 25 |  |
| Field Experience #3 | 4/1 | 25 |  |
| Code of Conduct Assignment | 4/4 | 20 |  |
| Journal Entry #4 | 4/8 | 10 |  |
| Audition Rubric | 4/15 | 15 |  |
| Journal Entry #5 | 4/18 | 10 |  |
| Field Experience #4 | 4/29 | 25 |  |
| Classroom Warm-Up/Sight-Singing Experience | 5/2 | 50 |  |
| Classroom Choral Rehearsal Experience | 5/4 | 50 |  |
| Unit | 5/6 | 100 |  |
| PPD Hours | 5/6 | 75 |  |
| Final Exam | 5/13 | 50 |  |
| **TOTAL** |  | **660** |  |