MUE 314  Music in Secondary Schools (Choral)  SP/15

Tuesday-Thursday 9:30-11:15
Thomas Fine Arts Building (TFAB) Room 226
Theme for the Academic Year:

Acta Non Verba
“Action not Words” James 1:22, Matthew 7:24-27

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Professor of Music Phone: 601-318-6177
Email: mmalone@wmcarey.edu

Recommended Text:
Group-Thomson Learning, 1996.

MUE 314 is designed as a one-trimester course for the Music Education major with specific emphases in vocal development, sight-reading, choral literature, rehearsal/concert planning, teaching strategies, working with a showchoir, singing small ensemble literature, as well as program administration and formulating a choral philosophy. The course is structured to provide each student with a practicum experience within a public school choral program. Compact disc recordings, videos, piano, and other instruments will be used to enhance course content and presentation.

Student performance in the course will be assessed in the following areas:

<table>
<thead>
<tr>
<th>Attendance/Practicum</th>
<th>20%</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>20%</td>
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<tr>
<td>Teaching Lessons</td>
<td>35%</td>
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<tr>
<td>(Conducting Warm-up and Rehearsal)</td>
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<tr>
<td>Notebook/Final Exam*</td>
<td>25%</td>
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<td>*Key Assessment</td>
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<thead>
<tr>
<th>Attendance/Absences</th>
<th>Practicum</th>
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<tr>
<td></td>
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<tr>
<td>0       = 100</td>
<td>15 hrs. = 100</td>
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<tr>
<td>1       = 90</td>
<td>14 hrs. = 90</td>
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<td>2       = 80</td>
<td>13 hrs. = 80</td>
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<td>3       = 70</td>
<td>12 hrs. = 70</td>
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<tr>
<td>4       = 60</td>
<td>11 hrs. = 60</td>
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<tr>
<td>5       = 50</td>
<td>10 hrs. = 50</td>
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Practicum
Each student must schedule a practicum in either Petal High School or Hattiesburg High School and accrue a total of 15 hours work with high school students. It is important to be intellectually involved in this endeavor, rather than just observe (i.e. assist the teacher, sing with the students, teach the students, learn choreography, work one-on-one). Students must have the supervising teacher sign each week to verify participation.

KEY ASSESSMENT PERFORMANCE - Teaching a Lesson (WCU 1, 2; Confident, Caring, Reflective CF 1, 2, 3; EG 1, 2, 4; InTASC 5, 6, 7, 8, 9; NSIM 1, 2, 3, 4, 5, 6, 7)
Each student will prepare a lesson plan to vocalize the choir and a second lesson plan to begin learning a choral selection with the choir at one of the two designated high schools. Lesson plans must contain well-written objectives with citations from National Standards, as well as the
Mississippi Framework and adhere to the format established for student teaching. As schools permit, lessons will be video-taped and play-backs will be scheduled during class time.

*Note: Students earning a grade lower than “C” on either teaching experience will receive an incomplete for the trimester and must complete the teaching phase with a grade of “C” or higher.

**The Notebook**

Each student must supply a 3 inch binder in which to collect and file materials, creating a notebook that will be a useful reference for use in the choral setting. The notebook is to be organized in the following sections:

A. National Standards and Mississippi Curriculum

B. Philosophy of Music Education
   - Philosophy Assignment

C. Vocalises from *Technical and Artistic Elements of Singing* by Betty Jane Grimm

D. Sight-Reading
   - Detailed method for teaching sight-reading
   - Rules for Mississippi, Alabama, and Florida
   - Sample sight-reading materials from MS, FL, AL

E. Auditions/Choirs to Offer/Placement of Singers
   - Dream Assignment

F. Musical Analysis and Score Study
   - Submit analysis and score study for teaching piece

G. Rehearsal Planning/The Lesson Plan
   - Depth of Knowledge/Bloom’s Taxonomy

H. Choral Literature
   - 100 titles = 100
   - 50 titles = 70
   - 75 titles = 90
   - 40 titles = 60
   - 60 titles = 80
   *Must have page dividers separating the following five style periods/genres:
     - 20 Renaissance
     - 15 Baroque/Classical
     - 20 Romantic
     - 30 Contemporary
     - 15 Showchoir/Popular/Broadway

I. Showchoir
   - Choose a name, select literature for one show design and get the music, describe uniforms, explain accompaniments, plan transitions that are clearly marked in the music
   - Adjudicate three showchoirs

J. Choral Festival
   - Follow 2 middle school choirs through adjudication February 21 during class
   - Follow 2 high school choirs through adjudication February 28 during class

K. ACDA/MMEA Convention Sessions/Workshops
L. Teaching Extras

**KEY ASSESSMENT CONTENT - Final Examination** (WCU 1; Confident CF 1, 2; EG 1; InTASC 4)

**Course Objectives**
Each student will be able to perform the following with at least 86% accuracy:

1-Demonstrate understanding of adolescent vocal development by planning and conducting a vocal warm-up with live subjects in a public high school choral setting. (WCU 1; Confident CF 1, 2; EG 1; InTASC 4)

2-Demonstrate understanding of choral rehearsal planning/pacing by conducting a choir rehearsal with live subjects in a public high school choral setting. (WCU 1, 4; Confident CF 1, 2; EG 1; InTASC 4; NSIM 1, 2)

3-Demonstrate understanding of high school sight-reading abilities by conducting the class in a mock sight-reading procedure with materials from Florida, Alabama, and Mississippi. (WCU 1, 4; Confident CF 1, 2; EG 1; InTASC 4; NSIM 1, 2)

4-Demonstrate effective organization, diagnostic, and communication skills in two short teaching segments. (WCU 1, 2; Confident, Caring, Reflective CF 1, 2, 3; EG 1, 2, 4; InTASC 5, 6, 7, 8, 9; NSIM 1, 2, 3, 4, 5, 6, 7)

5-Effectively accumulate and organize music materials in a resource book for classroom reference and use that demonstrates accurate spelling, grammar in a word-processing (computer) format. (WCU 1; Confident CF 1, 2; EG 1; InTASC 4)

6-Demonstrate knowledge of the use of appropriate music techniques in a high school choral setting through application of learned course content to questions, problems, and hypothetical situations in written form. (WCU 1, 4; Confident CF 2, 4; EG 4; InTASC 3; NSIM 8)

7-Demonstrate understanding of choral tone, blend, expressive elements, rhythm, diction, and other factors by adjudicating choirs at a choral festival. (WCU 1; Confident CF 1, 2; EG 1; InTASC 4; NSIM 1, 2)

8-Demonstrate understanding of appropriate vocal production, choreographic movement, and show design by adjudicating showchoirs at a contest. (WCU 1; Confident CF 1, 2; EG 1; InTASC 4; NSIM 1, 2)

9-Amass an annotated list of choral literature appropriate for high school choirs that encompasses all style periods and includes music for showchoir. (WCU 1; Confident CF 1, 2; EG 1; InTASC 4)

10-Demonstrate understanding of small ensemble singing skills by singing and conducting appropriate literature representative of all musical style periods/eras in quartets, sextets, octets, and ensembles numbering 9-16 performers. (WCU 1; Confident CF 1, 2; EG 1; InTASC 4; NSIM 1, 2)
Course Attendance Policy
Students are encouraged to be punctual and attend all classes. In the event of emergency, doctor’s appointment, or illness, a maximum of two absences are allowed (with proper documentation), provided all work is made-up in a timely manner.

Evaluation Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100</td>
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<tr>
<td>B</td>
<td>85-91</td>
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<tr>
<td>C</td>
<td>75-84</td>
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<tr>
<td>D</td>
<td>68-74</td>
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<tr>
<td>F</td>
<td>0-67</td>
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Course Calendar

Week One: District 5 High School Choral Festival @ WCU

District 5 Middle School Choral Festival @ WCU

Week Two: Syllabus, Practicum Information, Showchoir Assignment, Philosophical Foundations (Chapter 1), Music Philosophy Assignment (due Week 3B) Auditions and Placement of Singers (Chapter 3), Choral Traditions/ Rituals/Expectations Assignment (to be included in Notebook)

Recruitment and Retention of Singers (Chapter 2) Development and Evaluation of Choral Program (Chapter 4),

Week Three: Sight-Reading (handout), FL, MS, AL Rules Choral Warm-Up (Vocalises from Betty Jane Grimm),

Exploring vocalizations for breath control, tone, resonance, vowels/consonants, tension/relaxation, even scale, flexibility, range, dynamic ratio, Warm-up Lesson Plan Assignment (due Week 4 B)***ACDA/MMEA Convention @ USM (March 19-20)

Week Four: Literature/Repertoire (Chapter 5) Singing Small Ensemble Literature

Literature – conducting assigned pieces Singing Small Ensemble Literature

Week Five: *Choral Warm-Ups at high schools – completed! Singing Small Ensemble Literature Dream Project Assignment-Due: May 4

Literature – conducting assigned pieces, Choral Warm-ups – Peer Teaching. Singing Small Ensemble Literature

Week Six: Literature – conducting student selected pieces, choral warm-up video playbacks, Singing Small Ensemble Literature
Choral Festival Administration (assist with Private/Home School Music Festival at WCU)

Music Analysis and Score Preparation (Chapter 7), Rehearsal Planning/
The Lesson Plan (Chapter 8) Student-Teaching Lesson Plan Model and
Bloom’s Taxonomy/D.O.K. Lesson Plan (due Week 8)

***State Music Performance Assessment @ Pearl High School

Week Seven: (Chapter 8) Student-Teaching Lesson Plan Model and
Bloom’s Taxonomy/D.O.K. Lesson Plan (due Week 8)
Earn Practicum hours in schools
Programming (Chapter 6)

Week Eight: Showchoirs/Pop Ensembles/Musical Productions (Chapter 12),
Singing Small Ensemble Literature (vocal jazz, showchoir)

Showchoir Literature, Singing Small Ensemble Literature
(vocal jazz, showchoir)

Week Nine: Peer-Teaching – rehearsing a new piece
Earn Practicum hours in schools

Week Ten: *Rehearsing a new piece completed at high schools!
Video playbacks, Notebooks due!

Assignments
1. Choir Adjudication at District 5 High School Music Performance Assessment (Feb. 24)

2. Music Philosophy Due: March 17
Write a one page (typed) paper that explains personal music education philosophy using
true-musical reasoning for the inclusion of music in the school setting. Three paragraphs
required: Purpose of Education, Reason for inclusion of music in the school curriculum,
Role of the teacher in facilitating music making

3. Choral Traditions/Rituals/Expectations Assignment Due in Notebook by March 17
Design a list of behavioral/operational expectations for the senior high school choral
setting.

4. Assist with Private/Home School Music Festival at WCU, April 7

5. Dream Project Due: May 4

6. Completed Notebook Due: May 4

Catalog description: Music in Secondary Schools (2 hours)
Choral techniques and materials for mixed chorus, gender specific choirs, voice class, music
theory and program design.

Statement on Academic Integrity
William Carey University seeks to create an environment that encourages continued growth of
moral and ethical values, which include personal honesty and mutual trust. The University places
the highest value on academic integrity and regards any act of academic dishonesty as a serious
offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.

**ADA Statement**
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (contact person) at (phone number). (contact person) is located in (office of contact person).

The contact information:

Hattiesburg campus:  Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

Tradition campus:  Mr. Jerry Bracey, 228-702-1802.

Keesler Center:  Ms. Amanda Knesal, 228-376-8480.

Slidell Site:  Dr. Karen Sicard, (601) 318-6475

**Disaster Plan Statement**
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website [http://wmcarey.edu](http://wmcarey.edu), and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at [https://elearning.wmcarey.edu](https://elearning.wmcarey.edu). For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at [http://wmcarey.edu/saderwatch](http://wmcarey.edu/saderwatch).