

**Central Washington University**  
College of Arts & Humanities, Music Department  
**CHORAL TEACHING METHODS, MUS 323**  
Fall 2006 M-W-F 10-10:50am, 3 credits

**Professors:** Dr. Gary Weidenaar (Office 209, Phone 963-1616, Gary.Weidenaar@cwu.edu)  
Office Hours: 11-12:00 MW or by appointment

**Course Description:** This course is intended for music education students to become familiar with the running of a successful choral program in public schools. The following areas will be included: Why Teach, What does it Take, Philosophy, Advocacy, Recruiting, Concert Planning, Lesson Planning, Standards, Choral Rehearsal Planning, Rehearsal Techniques, Repertoire Choice, Styles & Performance Practices, Warmups, Using the Brain in Rehearsal, Sight Singing, Adjudicating, Choir Tours, Working with Adolescent Voices, Choral Program curricular design, and Job Search.

**Required Materials:**

Phillips, Kenneth. *Directing the Choral Music Program*. Oxford Univ. Press. 2004. New York.

*The School Music Program: A New Vision: The K-12 National Standards, Pre-K Standards, and What They Mean to Music Educators*. MENC, 1994: Reston, Va.  
(you need to order it yourself from the MENC website)

**Attendance:**

This is a required pre-professional music education course; therefore, attendance is mandatory. Exceptions are medical emergency (doctor's note), or death in family. You may miss two classes without penalty; each further absence will result in a deduction of 5 points from your attendance points and will be reflected in your pre-professional assessment (PPA). Institutionals are not counted. Late arrivals will also be reflected in your pre-professional assessment – and a late arrival takes 2 points off your attendance points. Classes will begin promptly at 10 AM.

**General:** on all presentation days, a VHS video is required. You will lose your presentation slot and grade for the assignment without it. If for some reason an emergency comes up and you cannot fulfill your assigned presentation time, you are required to find someone(s) to take your place, and you are to notify me before class time. Readings are an integral part of your class preparation – they are to be completed by the day assigned. I reserve the right to send you to complete your reading if it's clear that you haven't done so.

**Grading:** A "C" is not a punishment, but rather the average grade in a class such as this. A "B" can be obtained with some effort. An "A" is truly considered an exceptional grade. There are 200 points possible (see assignment page for distribution).

Late work is assessed as following: Each school day it is late, one point is deducted from the initial final assigned grade. If an assignment would have received a "9" and was due Friday, it would be lowered to a "7" if turned in on Tuesday.

EVERY LATE ASSIGNMENT MUST HAVE THE TIME AND DATE TURNED IN ON  
IT OR IT WILL NOT BE GRADED

**180-200 =A    160-179=B    140-159=C    120-139=D    0-119=F**

<b>Date:</b>	<b>Topic:</b>	<b>Assignment</b>	<b>Due Date</b>
(1) 9/20/06 – W	- Faculty Introduction - Class nuts and bolts (syllabus)	Read Ch. 1	F 9/22
(2) 9/22/06 – F	Why Teach, What does it take?	Read Ch.2	M 9/25
(3) 9/25/06 – M	Go Over Philosophy	write a philosophy page	W 9/27
(4) 9/27/06 – W	- Share Philosophies, - Advocacy overview	Read Ch. 3	F 9/29
(5) 9/29/06 – F	2 Groups advocate for Dr. W	Read Ch. 4	M 10/2
(6) 10/2/06 – M	- Auditioning - Ideal Choral Program Overview	Create your ideal choral curriculum	W 10/3
(7) 10/4/06 – W	- Share Choral Program setups - Nat'l & State Standards	Read Ch. 5	F 10/5
(8) 10/6/06 – F	Lesson plans (daily, weekly, concert, semester, year, multi-year)	Create one daily lesson plan	M 10/9
(9) 10/9/06 – M	Share Plans	Read Ch. 6	W 10/11
(10) 10/11/06 – W	- Resources - Budget	Read Ch. 9	F 10/13
(11) 10/13/06 – F	Choosing Repertoire	1 good and 1 not good piece with why	M 10/16
(12) 10/16/06 – M	Share pieces, choosing repertoire	Read Ch. 10	W 10/18
(13) 10/18/06 – W	- Choir Placement - Rehearsal Format	Read Ch. 8 & Ch. 17	F 10/20
(14) 10/20/06 – F	Rehearsal Techniques (before & after)	Prepare 5 minute rehearsal	M 10/23
(15) 10/23/06 – M	- Five 5-minute rehearsals - Warm up overview	Read Ch. 15 Prepare a warmup	W 10/25
(16) 10/25/06 – W	2 Warmups Talk about Brain Research	Using the Brain Handout (GW)	F 10/27
(17) 10/27/06 – F	- 1 warmup - Brain Warmups (GW)	Read Ch. 16 Review 2 sight singing books	M 10/30
(18) 10/30/06 – M	- 2 Wups, - Sight Singing	Ch. 18–1 <sup>st</sup> 3 styles (pgs. 315-321) + handouts (GW)	W 11/1
(19) 11/1/06 – W	- 1 Sight singing lesson - Style examples	Ch 18–last 3 styles (pgs. 322-329) + handouts (GW)	F 11/3
(20) 11/3/06 – F	- 1 sight singing lesson - Style examples	Adjudicating (GW)	M 11/6
(21) 11/6/06 – M	- 1 sight singing exercise - Adjudication	Read Ch. 11 (pgs. 183-189) & Ch, 19	W 11/8
(22) 11/8/06 – W	CHORAL FESTIVAL – NO CLASS	Fill out 4 Adjudication forms at festival.	M 11/13
(NA) 11/10/06 – F	VETERAN'S DAY – NO SCHOOL		
(23) 11/13/06 – M.	Choral Festival De-Brief	Create a 20-25 min. concert program	W 11/15
(24) 11/15/06 – W.	Share Concert Programs	Read Ch. 8	F 11/17
(25) 11/17/06 – F	Classroom Management	Read Ch. 7	M 11/20
(26) 11/20/06 – M.	Elem. Guests to audition and work with	Read Ch. 12	M 11/27
(27) 11/22 & 24	VACATION		
(28) 11/27/06 – M.	Broadway Musicals/show/vocal jazz	Read Ch. 21	W 11/29
(29) 11/29/06 – W.	Student teaching, getting a job		
(30) 12/1/06 – F.	Job interviews, review	Notebook due	
EXAM TIME	W Dec. 6 conferences & PPA's, 4-5 pm.	Dinner for class 5-6:30 pm (on me)	

To be covered if time – Accompanists

<b>Assignment</b>	<b>Pts</b>	<b>Description</b>
<b>Philosophy</b> Write a philosophy – minimum 2 paragraphs and no more than one single spaced typed page.	<b>10</b>	12 point font, 1 inch margins
<b>Ideal Choral Curriculum</b> You are to design your ideal choral curriculum given the following parameters: <b>Scenario 1</b> A school of 1500 students, 9 <sup>th</sup> -12 <sup>th</sup> grades. There are about 150 in the choral program, 6 periods in the day (meeting 5 times a week for 50 minutes each time). You have an assistant and an accompanist. <b>Scenario 2</b> A school of 1000 students, 9 <sup>th</sup> -12 <sup>th</sup> grades. There are about 100 in the program, 6 periods in the day (meeting 5 times a week for 50 minutes each time). You have NO assistant and NO accompanist.	<b>10</b>	Either in a graph or clear chart form to describe the program. Include rationale for why you chose what you did.
<b>Daily Lesson Plan</b> You are to make a lesson plan for a Wednesday, in the middle of your 8 weeks of preparation for a concert that your concert choir is presenting. You are to plan a 50 minute rehearsal, complete with how many minutes to spend on each item. Include pieces for them to work on, and the measure numbers of the spots to be covered, if using a partial piece.	<b>10</b>	12 point font, double spaced
<b>Repertoire choice</b> 2 pieces – one exemplary and one NOT to your liking IMPORTANT – write a paragraph about each explaining why	<b>10</b>	At least a paragraph on each piece
<b>5 minute rehearsal</b> This 5-minute rehearsal should include a plan. You will decide what part of your assigned piece to tackle, and have a step by step guide for both you and me. You must have a video to be allowed to do the warmup. You are to write a followup evaluation on it using the form provided.	<b>10</b>	Lesson plan and Video (VHS) due at teach, Self-evaluation form one week after
<b>Warmup</b> This 5-minute warmup should include the 5 steps you have learned about. You will lead the class in it. You must have a video to be allowed to do the warmup. You are to write a followup evaluation on it using the form provided.	<b>10</b>	Lesson plan and Video (VHS) due at teach, Self-evaluation form one week after
<b>Sight Singing Lesson</b> You are to lead the class in a 5 minute sight singing lesson. Aim it for your choice of a 10-12 <sup>th</sup> grade choir. Describe who you are teaching on your plan. You are to assume you are in the middle of the second month of school – the routine has been established, the students know solfeg syllables, and can do stepwise motion. You may teach either melodic or rhythmic material.	<b>10</b>	Lesson plan and Video (VHS) due at teach, Self-evaluation form one week after
<b>Adjudication Forms</b> This assignment consists of writing 4 adjudications – 2 on one type of judging sheet, and the other 2 on another type of judging form.	<b>20</b>	Due one week after the festival 5 points/form
<b>Concert Program</b> You are to create a 15-20 minute concert program. You may choose a women's, men's or mixed group of beginning, intermediate, or advanced level. Include the title, composer, publisher, publisher number, and duration of each piece with a short description of what each piece's function is.	<b>10</b>	Single page, 12 point font
<b>Notebook</b> Should be an organized, thoughtful, and complete summary of the semester including all categories and handouts, and class notes.	<b>30</b>	Due December 1, beginning of class
<b>Attendance</b> Your first 2 absences are without penalty. Subsequent absences result in 5 points deducted from these attendance points. Unexcused late arrivals (anything after 10 am) result in a 2 point deduction.	<b>30</b>	Due December 1, beginning of class
<b>Pre-Professional Behavior Assessment</b> You must fill out your own copy, which I will compare and discuss with you. This is a most important part of your development as a teacher, and one of the most valuable ways to improve yourself.	<b>40</b>	Due at your conference time, Dec. 6