**Lindsey Wilson College:**

**Choral Pedagogy and Literature**

**Fall Semester 2015**

**Music 4532**

**Tuesday and Thursday at 3:30**

**202 Slider Humanities Building**

Instructor:  Dr. Gerald Chafin

Phone:  384-8084 E-mail: ChafinG@lindsey.edu

Office Hours:  by appointment at 106 Slider

*I.  College Catalog Course Description:*

The teaching of voice within the choral ensemble from elementary school through high school.  A survey of standard choral literature from all historical periods for choral ensembles.  Assessment measures will also be considered.  (Prerequisite:  Admission to the Teacher Education Program)

*II.  Required Materials:*

Primary: Conductor’s Baton

 *The Choral Director as Voice Teacher* by Linda Spevacek

                        *Donald Neuen’s Choral Techniques and Methods*

edited by Piero Bonamico

Supplemental texts, scores, and handouts will be supplied by the instructor for class discussion.

A majority of the journals and materials incorporated for readings and presentations are provided through the personal library of the instructor.  Please handle all items carefully and return them upon completion of the assignments.

*III.  Objectives and Philosophy:*

This course functions within the Humanities & Fine Arts Division of the College supporting our five institutional *Student Learning Outcomes* to:

1.  Communicate effectively,

2.  Develop effective skills of inquiry and analysis,

3.  Become culturally aware, engaged citizens of the nation and the world,

4.  Learn to apply and integrate knowledge,

5.  Gain depth of knowledge in a discipline.

Specifically, choral pedagogy targets and assists the fourth and fifth of the *Student Learning Outcomes* by:

#4.  applying and integrating musical knowledge from other courses (such as your experiences in ensembles and applied lessons as well as music theory and music history) into the broader perspective of teaching an ensemble;

#5.  deepening your knowledge in the discipline of music, specifically focused on preparing a choral ensemble for performance.

EDUCATION PROGRAM PREPARATION:

This course is required for content preparation in Secondary, Middle Grades and Elementary Education Program(s) and prepares teacher candidates with the knowledge base for MUSIC required in the Kentucky Core Academic Standards and the College Career Readiness Standards.  The Conceptual Framework for the Education Program, "Teacher as Leader for the 21st Century", is incorporated.  The Division of Humanities and Fine Arts works with the Education Program in preparing the teacher candidates with the knowledge base required to meet Kentucky Teacher Standard I and the Education Program Student Learning Outcome for Content Knowledge.  Teacher candidates will be equipped to teach K-12 students and meet requirements for Unbridled Learning.

LWC QUALITY ENHANCEMENT PLAN:

This course is uniquely positioned to encourage and support the present College *Quality Enhancement Plan* – “Writing Across the Curriculum.”  Through the opportunity for vocalists to write about the repertoire they perform as well as performances they observe, new levels of musical understanding can emerge.  A student has beautifully described the process as “writing myself toward understanding.”  Thus, we will use writing prompts from the concepts on the following page to dive deeper into the technical aspects of our performance as well as to discern the musical and cultural elements of our repertoire.

   As we enter this journey of gaining deeper insight into music as a form of communication and cultural awareness, we will use insights from Donald Megill’s *Music and Musicians* to assist us.  He states:

        “Regardless of how complicated the definition, music, at it most basic foundation,

        must be:

                1.  expressive of both the composer and performer;

                2.  representative of its time in history;

                3.  an extension of culture and heritage;

                4.  a product of skill and concept expressed through technique,

measured by sound and sometimes compositional technique;

5.  a language involving sound and notation that is capable of communicating numerous levels of feeling, emotion, and meaning.”

Megill offers a four-step process to improving musical awareness:

                1.  One must first be exposed to the sound and performance of music…

                Toleration is sometimes the first and only step to understanding.

                2.  After exposure come analysis and criticism.  To be critical does not

                mean to find negative aspects of a composition or performance.

                To look at and listen to music critically requires that you look at the

                stylistic elements and compositional details of the music.

                3.  Understanding is the by-product of exposure followed by criticism.

                Appreciation (i.e. “understanding”) is the combination of respect and

                knowledge derived from an evaluation of the music’s quality.

4.  The last stage of the process is taste.  Following exposure, analysis and criticism, and understanding is improved awareness, or, taste.

Consequently, this process may be outlined as:

        EXPOSURE       ANALYSIS/CRITICISM       UNDERSTANDING       TASTE

*IV.  Course Activities and Grading:*

This course is focused on acquiring the skills necessary to successfully conduct and teach a choral ensemble, especially toward the teaching of voice within a choral, or group, setting.  Our course develops along several tracts.  You could even consider the organization of the course to be designed as several separate mini-courses.  Consider one of your credit hours as voice lessons, including the observation and participation in choral rehearsals.  This semester we are creating opportunities for you to observe and participate in several vocal ensembles, providing practical experience in a choral setting.

The other credit hour will take the form of video observation and, primarily, your own presentations from our readings and choral repertoire review.  The instructor will coach you through the method of presentations.  Journals will be given to you for each session and we will operate in colloquium format by alternating in the presentation of your findings regarding choral literature.

Therefore, grading is earned by accumulating points for all assignments.  The standard point-to-percentage conversion scale operates within the following categories:

A 94-100 A- 90-93

 B+  87-89 B 84-86 B- 80-83

 C+  75-79 C 70-76 D 60-69

*V.  Important Dates:*

 Wednesday, Aug. 19 Fall Semester classes begin

Tuesday, Aug. 25 Last Day to Add a Class

Monday, Sept. 7 Labor Day Holiday

Week of October 12   LWC Fall Break

Monday, Nov. 9 Last day to drop a class or withdraw

Thursday/Friday, Nov. 26/27 Thanksgiving Holiday

Week of Dec. 7 Final Exams as announced by the Registrar

Saturday, Dec. 12 Winter Commencement

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ADDED PAGES: LINDSEY WILSON COLLEGE ACADEMIC POLICY STATEMENTS . . . .

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