

# MUED 862 Choral Literature and Conducting for School Ensembles



## Summer 2013 Syllabus

Mondays - Thursdays, 11:00 a.m. – 12:35 p.m., Westbrook Music Building Room 130  
June 10 – July 11

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**Title** Choral Literature/Conducting for School Ensembles

**Description** The selection and evaluation of choral music for the school ensemble with emphasis on curricular concerns, as well as rehearsal and conducting techniques.

**Prerequisites** MUSC 374 Advanced Conducting or permission

### Required Texts and Materials

There is no required text for the course. Instead, a variety of resources will be available on reserve in the library and on Blackboard. There is a required music packet, available for purchase at Dietze Music House, Lincoln, NE, downtown location. Cost for the packet is approximately \$39.00.

### Selected Resources

Abrahams, F. & Head, P. D. (2011). *Teaching music through performance in middle school choir*. Chicago: GIA Publications.

*\*\*Includes text and accompanying CD set*

Brinson, B. A. (1996). *Choral music: Methods and materials*. New York: Schirmer Books.

Buchanan, H. J. & Mehaffy, M. W., eds. (2005). *Teaching music through performance in choir*. Volumes 1-3. Chicago: GIA Publications.

*\*\*Includes the texts and accompanying CD sets*

Decker, H. A. (1994). *Choral conducting: Focus on communication*. Englewood Cliffs, NJ: Prentice Hall.

- Dehning, W. (2003). *Chorus confidential: Decoding the secrets of the choral art*. Hal Leonard.
- Durrant, C. (2003). *Choral conducting: Philosophy and practice*. New York: Routledge.
- Holt, M. & Jordan, J. (2008). *The school choral music program: Philosophy, planning, organizing, and teaching*. Chicago: GIA Publications, Inc.
- Phillips, K. H. (2004). *Directing the choral music program*. New York: Oxford University Press.
- Shrock, D. (2009). *Choral repertoire*. New York: Oxford University Press. 2009.  
 \*\*available as an electronic resource-link available on Blackboard
- Sharp, A. T. (2002). *Choral music : A research and information guide*. New York: Routledge.

### Web References

- [www.acda.org](http://www.acda.org)  
 ACDA - The official website of the American Choral Director's Association
- <http://www.choralnet.org/>  
 Choral Net: The Internet center for choral music
- <http://www.nafme.org>  
 NAFME - The official website of MENC: The National Association for Music Education
- <http://www.musicanet.org/>  
 NAFME – Complete list of links for National Standards Documents
- <http://musiced.nafme.org/resources/national-standards-for-music-education/>  
 MUSICA: International database of choral repertoire
- <http://acda.org/page.asp?page=publications>  
 Link to ACDA publications page-including:  
 ChorTeach - Practical Teaching Ideas for Today's Music Educator  
 The Choral Journal  
 The International Journal of Research in Choral Singing

### Course Goals

1. To stimulate thought concerning choral music education in the elementary and secondary schools as it relates to life and the study of other aspects of music teaching.
2. To develop students' abilities in analysis and decision-making consistent with some values orientation.
3. To develop the ability to recognize and apply commensurate stylistic elements appropriate to the period of composition.
4. To develop a repertoire of source materials directly related to the major stylistic periods.
5. To develop a personal philosophy of appropriate choral literature for various levels of school choirs (middle school/junior high and high school).
6. To develop conducting and rehearsal techniques for use in the choral classroom.

### Special Needs

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 402.472.3787 voice or TTY. Thank you.

## Academic Integrity

Students guilty of academic dishonesty will receive an F for the course and will be referred to the UNL Student Judicial Affairs Office. Examples of academic dishonesty include copying (or attempting to copy) the work of another student or unauthorized source, fabricating or falsifying work done in an assignment, using unauthorized materials or study aids for a test or assignment, presenting someone else's work as one's own (without properly citing the source), and fabricating an excuse such as illness, accident, or personal crisis in order to avoid requirements of the course.

## Course Outline

See attached course calendar

## Instructional Activities

- ◆ Participate in class activities and discussions
- ◆ Examination of scores and materials
- ◆ Conducting and rehearsal demonstrations
- ◆ Class assignments
- ◆ In-class presentations

## Field and Clinical Experiences:

We encourage students to access the UNL Choral Library, The UNL School of Music Library, Dietz Music House (1208 "O" Street), and their own personal and school choral libraries for appropriate music literature.

## Course Assignments:

1. Student Presentations-4 per student: Prepare and lead choral rehearsal demonstrations in class. Music concepts appropriate to a secondary choral music setting should be used as a foundation to your rehearsal plan. Rehearsal demonstrations should include effective use of verbal instructions, conducting gesture, and vocal modeling, where appropriate. Students should demonstrate their understanding of effective teaching techniques and age-appropriate vocal production through each presentation. A self-review of each videotaped segment must be completed and turned in following each demonstration. [5 points each (3 points rehearsal demonstration + 2 points video self-evaluation) = 20 points]
2. CMP Teaching Plans: Analyze 4 choral octavos using the Comprehensive Musicianship through Performance (CMP) Teaching Plan outline provided. [10 points each = 40 points]
3. Professional Article Reviews: Complete 2 reviews of professional articles regarding choral music education (articles addressing choral literature and conducting preferred) using the forms provided. Select 1 article from *The Choral Journal* or *Music Educators Journal* and the 2<sup>nd</sup> article from *Journal of Research in Music Education*, the *Bulletin for the Council for Research in Music Education*, or the *International Journal of Research in Choral Singing*. [5 points each = 10 points]
4. Choral Reviews: Compile an annotated list of 15 choral octavos (3 Renaissance, 3 Baroque, 3 Classical, 3 Romantic and 3 20-21<sup>st</sup> Century). The annotations should be modeled after choral reviews posted in journals such as *The Choral Journal* or from other print materials where reviews of choral literature appear. Music selected should be appropriate for middle level/junior high or high school choral ensembles. [30 points total]

\*\*\*Note: All assignments are to be word-processed and submitted as Word or .pdf documents through the course Blackboard site.

**Grading Procedures:**

Students will receive a grade based on the following point distribution:

Class Presentations and Self-Evaluations	20
CMP Teaching Plans	40
Article Reviews	10
Choral Reviews	30
<b>Total Points Possible</b>	<b>100</b>

Professionalism: Participate in class discussions, literature presentations, conducting/rehearsal presentations, listening evaluations, projects and activities. Miss no more than three scheduled classes for any reason (two tardies constitute an absence for these purposes) and exhibit appropriate professional behaviors in class.

Assignments completed in a scholarly manner and submitted on time will receive full credit. Those completed adequately and submitted no later than July 10 will receive half credit. No incompletes will be given except as provided for in the UNL catalog.

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Choral Conducting and Literature for School Ensembles  
Summer 2013 Calendar

Date	Topic	Readings and Assignments
June 10	Course Introduction	
June 11	Conducting Gesture and Musical Expression	Dehning, <i>Chorus Confidential</i> , The Craft (on Blackboard-BB)
June 12	Score Analysis and Study UNL Music Library Tour	Hansen, <i>Conductor-Teacher</i> Chapter 6 (BB) Dehning, <i>Chorus Confidential</i> , Appendix 1 (BB) Galvan (from <i>TMPC Vol. 2</i> ) Chapter 1 (BB)
June 13	Conducting Gesture/Developing the Choral Singer [Part 1]	Hibbard, T. <i>Choral Journal</i> (BB) Dehning, <i>Chorus Confidential</i> The Ensemble/The Instrument <b>Bring piece to share</b>
June 17	Reading Session	Choral Music Packet <b>[Sample Choral Review due]</b>
June 18	Conducting Gesture-Practical Session	<b>Class meets at Mabel Lee Hall</b>
June 19	Rehearsal Process and Technique Introduce CMP Plans	Jigsaw Read Group 1 Dehning, <i>Chorus Confidential</i> The Process (BB) Group 2 Jordan & Holt, <i>Choral Program</i> Chapter 8 (BB) Everyone Swiggum, <i>Art of Rehearsing</i> (BB)
June 20	Selecting Repertoire/concert programming	Peruse <i>Teaching Music Through Performance in Choir Vol. 1-3</i> *Student selected reading on the topic of repertoire selection or programming <b>Professional Article Review 1 due*</b>
June 24	Literature for Specific Voicings/ Developing the Choral Singer [Part 2]	Readings on Blackboard
June 25-26	Student Presentation 1 Presentation 1 based on CMP Plan 1 (Outside primary teaching area)	<b>CMP Teaching Plan 1 due</b>
June 27 & July 1	Student Presentation 2 Presentation 2 based on CMP Plan 2	<b>CMP Teaching Plan 2 due</b>
July 2-3	Student Presentation 3 Presentation 3 based on CMP Plan 3	<b>CMP Teaching Plan 3 due</b>

July 8-9	Student Presentation 4 Presentation 4 based on CMP Plan 4	<b>CMP Teaching Plan 4 due</b>
July 10	Professional Resources/Research	<b>Professional Article Review 2 due</b>
July 11	Course Review	<b>Choral Reviews Due</b>