

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

[CLASS]

[MUSIC]

Expanded Course Outline

Course Subject Area:	MU
Course Number:	3371
Course Title:	Secondary Choral Methods
Units:	2
C/S Classification #:	04
Component:	Lecture
Grading Basis: (graded only, CR/NC only, student's choice)	Graded only
Repeat Basis: (may be taken once, taken multiple times, taken multiple times only with different topics)	Taken once
Cross Listed Course: (if offered with another department)	
Dual Listed Course: (if offered as lower/upper division or undergraduate/graduate)	
Major course/Service course/GE Course: (pick all that apply)	Major course
General Education Area/Subarea: (as appropriate)	
Date Prepared:	3/23/15
Prepared by:	Iris Levine

I. Catalog Description

Study and analysis of problems and solutions involved in developing and operating a vocal music program in K-12 schools. Developing the adolescent voice. Common teaching methods, strategies and assessments. 8 hours field observations/service.

II. Required Coursework and Background

Prerequisite: MU 3331 or MU 333

III. Expected Outcomes

Students will learn to:

1. demonstrate skills to organize curriculum and administer successful secondary vocal programs
2. research content standards with respect to secondary choral music
3. develop various methods of problem solving in the choral rehearsal
4. critique and evaluate vocal production in ensemble singing
5. conduct warm-up exercises and vocalises
6. evaluate and demonstrate correct vocal technique
7. recognize individual vocal technique problems and offer solutions
8. critique rehearsal technique and conduct rehearsals

9. evaluate and select appropriate secondary school choral repertoire
10. develop viable assessment strategies of the choral program and individual participation in choirs
11. demonstrate knowledge of professionalism and professional ethics
12. gain skills for writing a resume and applying for the job.

The outcomes of this course relate to the following Music Department Student Learning Outcomes:

- #2. Communicate effectively--verbally and in writing--about specific musical works and musicians, about the creative process in music, and about music's role in human culture.
- #5. Articulate a holistic understanding of the many influences on any musical endeavor (e.g., cultural, artistic, technological, economic, etc.).
- #6. Develop specialized knowledge appropriate to the option or emphasis area.

BA in Music:

- #3. **Communicate effectively**--verbally and in writing--about specific musical works and musicians, about the creative process in music, and about music's role in human culture.

BM in Music:

- #1. **demonstrate** a high level of musicianship that facilitates independent preparation of music for performance.
- #2. **utilize** current/recent technologies appropriate to the musical endeavor.
- #3. **demonstrate** basic keyboard competency as needed for musical analysis and interpretation of intermediate level repertoire.
- #6. **analyze, interpret, and defend** judgments of various musical works for audiences of scholars and amateurs.
- #8. **promote** musical culture in the community.
- #9. **think, speak and write** clearly at the college level.

BM in Music Education/Pre-Credential:

- #1. **demonstrate** foundational skills on instruments commonly taught in schools.
- #2. **display** effective conducting skills for choral and instrumental ensembles.
- #3. **evaluate, select, prepare, and assess** music for performance.
- #4. **compare and contrast** common music teaching methods.
- #5. **differentiate** sequential repertoire appropriate to general music classes.

BM in Performance:

- #1. **apply** skills for collaborative music making (including chamber music and conducting).
- #3. **discuss** pedagogy of their instrument at a foundational level.

IV. Instructional Materials

Brinson, Barbara. Demorest, Steven. Choral Music: Methods and Materials, 2nd ed. Boston, MA: Schirmer. 2014.

Holt, Michele. The School Choral Program: Philosophy, Planning, Organizing, and Teaching. Chicago, IL: GIA Publications. 2008

Phillips, Kenneth. Directing the Choral Music Program. New York, NY: Oxford University Press. 2004.

Collins, Don. Teaching Choral Music, 2nd ed. London: Pearson, 1999.

Hylton, John. Comprehensive Choral Music Education. London: Pearson, 1995.

V. Minimum Student Material

Required Textbook

VI. Minimum College Facilities

Classroom with piano, music stands, chairs, audiovisual equipment and internet access.

VII. Course Outline

1. Philosophy of Choral Music Education.
2. Designing a Choral Program/Choral Curriculum.
3. Recruitment of singers.
4. Programming and producing concerts.
5. Building musicianship, sight-singing, and group vocal technique.
6. The adolescent/changing voice.
7. Classroom management.
8. Administering the choral program and parent booster support.
9. The Choral profession and building your career.

VIII. Instructional Methods

1. Lecture and laboratory/problem solving
2. Demonstration with student participation.
3. Student observation of specific secondary school situations, followed by written reports, oral presentations to class and classroom discussion of problems and solutions.

IX. Evaluation of Outcomes

1. Written assignments
2. Individual oral presentations
3. Written projects/papers
4. Attendance (required) and class participation.
5. Final notebook of lecture and textbook materials.

