CHORAL METHODS  \hspace{1cm} Spring 2008
MUS 415/415G  \hspace{1cm} TR  9:30  \hspace{1cm} FAC 315
Dr. Mitzi Groom  \hspace{1cm} 745-3751  \hspace{1cm} mitzi.groom@wku.edu

**Required Textbook:** Phillips, K. H. *Directing the Choral Music Program*, 2004 publication
Staff paper/pencil/3-ring binder

**Primary Objective:** This class will prepare you to teach choral and vocal music to students at the secondary level, with emphasis being given to the different stages of vocal development, quality repertoire, developing a comprehensive choral program, and effective rehearsal/management techniques.

**Requirements:**
- Vocal warm-up accompaniment
- Choral score accompaniments/open score
- Final Organized Notebook
- Class Research Assignments
- MUS 415 Critical Performance: Choral Methods – Rehearsal Plan and Mini Rehearsal Process
- Documentation of either ACDA Student Membership or CMENC membership
- Public school visits/reflections; Choral Festival attendance; Critical performance mini-rehearsal
- Positive learning attitude every day

**Specifics:**
- Accompany the class on required repertoire
- Conduct warm-ups
- Practice healthy vocal singing skills
- Visit 2 public school high school rehearsals/classes; follow-up with typed reflective evaluations on prescribed choral rehearsal form
- Daily email assignments dealing with all aspects of building a secondary school choral program (TOT: timely, original, thoughtful)
- Final notebook compilation
- 5 completed Choral Festival adjudication sheets from April 15 Choral Festival
- Mini-conducting in-class rehearsal, the critical performance for this class
- Save all information/assignments on disk, keep a current email connection, use *Microsoft Word* to email assignments

**Attendance:** As professionals in an upper level career preparation class, your attendance is mandatory and expected. This class is your job, and non-attendance will result in a grade reduction if restitution is not made. **No absences/cuts** will be allowed, except as noted by the instructor. Notification to the instructor **BEFORE** the class meets is necessary for an absence to be considered excused. **Class will not meet Feb. 7 and March 6.**

**Grades:** Determined through exams (knowing facts), critical thinking (reflection on research), musical mastery (keyboard skill), inner hearing (error detection, choir adjudication, score study), synthesis (transferring ideas to daily use in rehearsal techniques), organizational skills (notebook), and professional responsibilities (class
Your final grade in this class will include: 3 tests; final exam; classroom assignments; critical performance of the mini-conducting/rehearsal, reflective evaluations; notebook

Scale: 90-100 A; 80-89 B; 70-79 C; 65-69 D

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is 270-745-5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Order of Content Study

Chapter 1  Review of Style, Periods, Composers
Chapter 15  Warm-up mastery
Chapter 16  Accompaniment mastery
Chapter 4  Auditioning/voice classification
Chapter 10/17  Singsinging skills
Chapter 10/17  Rehearsal techniques
Chapter 13/14  Vocal development
Chapter 6  Sightreading
Chapter 7  Junior high singers
Chapter 8  Class control
Chapter 9  Choosing the music
Chapter 3  Recruiting
Chapter 6  Management of a Choral Program

3 of the 4 required attendances:
Mar. 28, FCC, WKU Choirs concert, 7:30 p.m.
April 8, VM, Cantus, 7:30 pm
April 18, Men’s & Women’s Chorus concert
April 24, FCC, WKU Choirs concert, 7:30 p.m.

CLASS MEMBERS email ADDRESSES
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MUS 415 Critical Performance: Choral Methods – Rehearsal Plan and Mini Rehearsal Process

Kentucky Teacher Standard(s) Assessed: Standard 1: Content Knowledge, Standard 2: Designs and Plans Instruction, Standard 3: Implements and Manages Instruction, Standard 7: Reflects on and Evaluates Teaching and Learning

Purpose and Use Statement: This critical performance is an evaluation of Kentucky Teacher Standard 1: Content Knowledge, Standard 2: Designs and Plans Instruction, Standard 3: Implements and Manages Instruction, Standard 7: Reflects on and Evaluates Teaching and Learning.
Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for MUS 415.

**Graded Product: Rehearsal Plan and Mini Rehearsal Process**

**Task:** The student will develop a Rehearsal Plan and Mini Rehearsal Process based on the Kentucky Core Content for Assessment and Program of Studies Standards

This plan/process must meet the following indicators:

1. Develops rehearsal objectives aligned with specific music knowledge and music skills (perform, analyze and/or create music).

2. Implements instructional strategies and activities that sequence simple to complex levels of music knowledge and incorporates the use of multiple music skills.

3. Evaluates his/her rehearsal performance based on achievement of musical outcomes.

4. Demonstrates appropriate musical knowledge during rehearsal.

**Rehearsal Plan and Mini Rehearsal Process Analytic Scoring Guide/Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Distinguished (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops rehearsal</td>
<td>Objectives are neither specific nor meaningful and are not clearly aligned</td>
<td>Objectives are not specific and meaningful or are not clearly aligned</td>
<td>Objectives are somewhat specific and meaningful and clearly aligned</td>
<td>Objectives are specific and meaningful and clearly aligned with Core Content and Program of Studies</td>
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<tr>
<td>objectives aligned with</td>
<td>with Core Content and the Program of Studies,</td>
<td>with Core Content and the Program of Studies.</td>
<td>with Core Content and the Program of Studies.</td>
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<tr>
<td>specific music knowledge</td>
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<td>and music skills (perform,</td>
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<td>analyze and/or create</td>
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<td>music)</td>
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<p>| Implements instructional | Little to no demonstration of implements instructional strategies and       | A partial demonstration of implements instructional strategies and activities | Satisfactory demonstration of implements instructional strategies and activities | Exemplary demonstration of implements instructional strategies and activities that sequence |
| strategies and activities| that sequence simple to complex levels of music knowledge and incorporates   | that sequence simple to complex levels of music knowledge and incorporates the  | that sequence simple to complex levels of music knowledge and incorporates the   | sequence simple to complex levels of music knowledge and incorporates the use of multiple |
| that sequence simple to  | the use of multiple music skills.                                             | the use of multiple music skills.                                             | the use of multiple music skills.                                             | music skills.                                                                                     |
| complex levels of music  |                                                                               |                                                                               |                                                                               |                                                                                                  |
| knowledge and incorporates|                                                                               |                                                                               |                                                                               |                                                                                                  |
| the use of multiple      |                                                                               |                                                                               |                                                                               |                                                                                                  |
| music skills.            |                                                                               |                                                                               |                                                                               |                                                                                                  |</p>
<table>
<thead>
<tr>
<th>Evaluates his/her rehearsal performance based on achievement of musical outcomes.</th>
<th>Little or no relevant evaluation of his/her rehearsal performance based on achievement of musical outcomes.</th>
<th>A partially written evaluation of his/her rehearsal performance based on achievement of musical outcomes.</th>
<th>A satisfactorily written evaluation of his/her rehearsal performance based on achievement of musical outcomes.</th>
<th>A significantly written evaluation of his/her rehearsal performance based on achievement of musical outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates appropriate musical knowledge during rehearsal.</td>
<td>Demonstrates inaccurate appropriate musical knowledge during rehearsal.</td>
<td>Partially demonstrates use of appropriate musical knowledge during rehearsal.</td>
<td>Demonstrates use of appropriate musical knowledge during rehearsal.</td>
<td>Demonstrates effective and clearly articulate use of appropriate musical knowledge during rehearsal.</td>
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**TOTAL POINTS POSSIBLE = 20**
**TOTAL POINTS EARNED: ___________/20**

**NOTE TO STUDENTS:** After you submit this critical performance, the scores on this analytic rubric will be provided to you for constructive feedback. However, only an overall “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric:

- Holistic Score of 1 = Analytic Rubric Score Range 5-7
- Holistic Score of 2 = Analytic Rubric Score Range 8-12
- Holistic Score of 3 = Analytic Rubric Score Range 13-17
- Holistic Score of 4 = Analytic Rubric Score Range 18-20