

Ashland University
Dwight Schar College of Education
Department of Curriculum and Instruction
Course Syllabus

Graduate: Undergrad: X
Credit Hours: 3
Field/Clinical Hours: 0/4

Course Number: EDCI 396

Course title for the catalog: CURRICULUM & METHODS OF TEACHING CHORAL MUSIC

Catalog description:

A study of music teaching which provides the choral music education student with a foundation of teaching methodologies, classroom management strategies, and insights to effectively teach and administer the choral music program in the secondary schools.

The prerequisite (s) for this course is (are):

MUSIC 152, EDCI 230PK

The enrollment restriction (s) for this course is (are):

15 students

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

KNOWLEDGE:

The teacher education student:

1. understands and applies the national music education standards.
2. understands conceptualizing course content as measurable goals and objectives.
3. formulates a philosophy of music in education based on the contribution of music as a discipline in aesthetic education with a recognition of the importance of the non-musical outcomes often provided by study in music.
4. understands and can identify the methods necessary for teaching choral performance and non-performance classes, including the use of world music.
5. understands the diagnostic-prescriptive teaching model.
6. has a knowledge of learning theory, its domains and developmental theory and its application in teaching choral music, particularly at the secondary level.

7. deals with the specialized requirements of evaluation knowledge and skills in both choral performance classes and non-performance classes.
8. gains an awareness of availability, practicality, and application of technology in music for both classroom and rehearsal settings.
9. understands and applies appropriate methods in these specific areas:
 - a. teaching of sight-singing.
 - b. issues involving use of religious texts in a public school setting.
 - c. the stages of and specific methods for teaching the male changing voice.
 - d. psychological and social issues of the adolescent student.
 - e. basic physiology of the singing voice.
 - f. techniques for training voices in a group.
 - g. how to choose music for middle school and high school choral groups.
10. gains insight and experiences into the administrative requirements of secondary choral music teachers.
11. is aware of professional organizations in the field and their importance for his/her professional development.

SKILLS:

The teacher education student:

1. Translate course content into instructional objectives by writing lesson plans whose expectations are consistent with diagnostic test results.
2. Use the four domains of the Teacher Performance Assessment Criteria as detailed in Praxis III as the blue print for class preparation, management, presentation and professional activity.
3. Teaches vocal music to secondary school students in homogeneous or heterogeneous groups using appropriate methods and materials considered to be best practice.
4. Teaches music in performance and non-performance settings to secondary school students.
5. Construct evaluative tools with consideration to type of knowledge or skills to be measured
6. Gather ideas, information, and teaching approaches from a variety of professional sources including: journals, texts, and web-based sources.
7. Develops appropriate unit and lesson plans for performance as well as non-performance classes using the following:
 - a. Instructional objective
 - b. Identification of instructional strategies
 - c. Classroom management
 - d. Criteria for evaluation/assessment
8. Arranges melodies for various types of choral ensembles, including middle school choirs and/or choirs of limited means.
9. Demonstrates use of music-writing software and ability to function at a MIDI keyboard.
10. Uses age-appropriate methods for training the student voice from about age 12 to age

18.

DISPOSITIONS:

The teacher education student:

1. Demonstrates a commitment to music and teaching based on the belief in the importance of music in our schools as a foundation for good citizenship, sensitivity, and appreciation of aesthetics.
2. Values the ability to inspire and excite the imagination of the students, engendering a respect and desire for musical experiences.
3. Believes it is essential to reflect on and evaluate his/her effectiveness as a teacher and consider input from other professionals regarding teacher effectiveness.
4. Believes it is essential to seek, evaluate, and use new ideas and developments that are relevant to music teaching.

Suggested texts and/or references:

Kenneth Phillips, *Directing the Choral Music Program*. Oxford University Press, 2004. ISBN: 0195132823.

Suggested instructional strategies:

Direct instruction, demonstration, discussion, student presentation

Description of field/clinical experiences:

FIELD EXPERIENCE

None

CLINICAL EXPERIENCE

Peer Teaching

Evaluation of students:

Students will be assessed through written examinations, projects involving various topics covered in the course, preparation of lesson plans, peer teaching, arranging assignments, tests at the keyboard.

Faculty who frequently teach the course:

Dr. Rowland Blackley

Licensure programs in which course is required:

Music Pre-K-12

If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:

Bibliography (Learned Societies, etc.)