Secondary Choral Methods
MUS ED 462 - 3 credits

Tuesdays - Spring 2017
8:00-10:50 AM
Room 360

Dr. Jon B. Gilliland
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cell: 920-539-0026
office hours: 8:00-4:00 Tues. and Thurs.
or by appointment

Course Description: Through classroom discussions, readings, projects, observations, and practice teaching experiences, students will gain the skills and knowledge necessary to develop a successful secondary music curricular program. Topics include: literature selection, instructional methods, student growth and development, and the choral program in the school culture.

Prerequisites: Admission to Teacher Certification Program

Course Objectives:  
- to provide an overview of secondary choral music instruction with particular emphasis on literature, vocal development, pedagogy, instructional methods, and assessment.
- to develop knowledge of student differences and develop strategies for meeting the needs of an adaptive curriculum.
- to gain experience in teaching choral music and to evaluate the effectiveness of those instructional experiences.
Learning Environment:
The University of Wisconsin - Milwaukee is dedicated to providing an environment that is supportive and responsive to the educational needs of all students. The university policies can be found at [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf). Students are responsible to read and follow the guidelines as they relate to religious observances, active military duty, incompletes, discriminatory conduct, academic misconduct, complaint procedures, and grade appeal procedures.

If you have a disability that requires accommodations, please speak to your instructor immediately, so that arrangements for assistance can be made.

Please note: We all strive to maintain an effective learning environment that is respectful of everyone involved. To that end, please silence your cell phone - or set it to “stun” - during class.

Participation and Attendance:
This course is designed to provide experiences that prepare the student to begin the transition to teacher. As a professional educator, attention and presence are the basics on which success in the classroom hinge. To that end, successful students in this course will demonstrate active participation and exceptional attendance and will:
- arrive to class on time and prepared to take an active part in the discussions
- complete assignments on time and in the suggested format. In most cases, assignments will be submitted in electronic form. Any printed material will be “word processed.”
- demonstrate pedagogically sound planning, include appropriate resources/materials, and display creative and/or innovative instructional methods in all class assignments and projects. Late assignments will receive reduced points.
- inform the instructor, should an absence be unavoidable. Absences for any reason - except for university excused absences - will affect your grade.

Required Texts and Materials:
O’Toole, Patricia; *Shaping Sound Musicians: An Innovative Approach to Teaching Comprehensive Musicianship Through Performance*. GIA, 2009.


On Reserve:
Campbell, Patricia Shehan; *Cultural Diversity in Music Education: Directions and Challenges for the 21st Century*. January 2005.

Crocker, Emily and John Leavitt; *Essential Musicianship - A Comprehensive Choral Method*. 1995
Recommended Additional Resources:


Reimer, Bennett; *A Philosophy of Music Education*. 2003.

CNAfME Membership:
Membership and participation in the UW-M Chapter of the Collegiate National Association for Music Education (CNAfME) is required. CNAfME membership affords access to a number of invaluable professional resources.

WSMA State Music Festival Participation:
All music education majors are required to participate in WSMA State Music Festival at UWM on Saturday, April 29, 2017. You will be expected to volunteer for at least a half-day. Many of you will plan and implement these festivals once you begin teaching. The experience gained through this activity will be valuable to your professional future. Plan ahead.

Grading:
Points for each assignment (below) will be combined and a percentage grade will be computed. Final grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>88.9-86</td>
<td>B+</td>
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<tr>
<td>79.9-77</td>
<td>C+</td>
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<tr>
<td>100-94%</td>
<td>A</td>
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<td>86.9-84</td>
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<td>76.9-74</td>
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<td>93.9-89%</td>
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<tr>
<td>73.9-70</td>
<td>C-</td>
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<tr>
<td>59.9-below</td>
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Evaluation:
- My Life (Up ‘Til Now) 10 pts
- Personal Philosophy of Choral Music Education (developing) Statement (3) 10 pts each
- Literature analysis (5) 10 pts each
- Lesson plans (7) 10 pts each
- Peer lesson presentations (5) 10 pts each
- Peer lesson reflections (5) 10 pts each
- Field observations (5) 10 pts each
- Video lesson analysis (5) 10 pts each
- Video teaching (3) 10 pts each
- Concert/Conference Session Report 30 pts
- Final Exam 30 pts
- Participation 50 pts

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500 possible points
My Life - Up ‘Til Now:
Here’s a chance to write about YOU. After the usual background information, please provide details regarding what led you to become a vocal music teacher. Include specifics about your early training and performing experiences, influential teachers and/or mentors, reason(s) for becoming a choral music educator, and what you see for your future.

Personal Philosophy of Choral Music Education (developing)
Statement:
In a minimum of two paragraphs, detail your personal philosophy of choral music education. During the course of the semester, you will write three (3) of these statements or “edits” thereof.

Literature Analysis:
You will be provided three pieces of choral literature for which you will prepare an analysis of their applicability to either a middle school or a high school choral music program. In addition, you will select and analyze two pieces of choral literature of your own. Not intended as a harmonic analysis or theory project, you will describe all pedagogical considerations that will be necessary to teach this music to students AND will describe how you will go about assessing the students’ success.

Lesson Plans:
You will prepare complete lesson plans for seven different choral music lessons. As described in class discussions - and employing a variety of materials and teaching designs - lesson plans will be “stand alone” or a lesson segment, intended for use as part of a long-term project. Assessment of the students’ abilities to satisfy the lesson objective will be expected. In general, we will use the lesson plan format expected for the completion of the edTPA.

Peer Lesson Presentations and Reflections:
Based on class discussions, readings, and available materials, you will produce five (5) unique choral lesson plans or lesson segments and then teach these to the class. Following your lesson segment presentation, you will write a “self-reflection” analysis of your lesson presentation....what you wanted to accomplish, the degree to which you achieved your goal, and how you might improve this lesson in the future.

Field Observations:
As you take part in field experiences and assist in the classrooms, note moments when you have questions about the way the teacher does things, the manner in which students responded, or other issues related to the InTASC standards and/or discussions or materials from class. You will want to include these questions/issues in the report narrative from each field observation. This narrative report should be at least a page in length and can incorporate topics/issues from class discussions or the readings.

Classroom observations may be made at almost any school you would wish - but please clear these, in advance, with the instructor. We will make arrangements for you to observe choral classes and will have the specifics for these observations at our first class meeting.
Video Lesson Analysis:
During class, we will view and discuss several video recordings of choral music lesson presentations. On specific days, you will view five (5) different lessons and will prepare a written analysis narrative of the teacher’s presentation, using information from our earlier sample presentations, class discussions, and readings.

Video Teaching:
You will prepare three (3) video recorded lessons for submission - one for middle school choral students, one for a high school choral music class, and one for the level of your choice. These lessons will be prepared during the last half of the semester and will be submitted on a thumb drive. The lessons should be no less than 10 minutes in length and will employ appropriate pedagogical understanding and teaching methods. A written self-analysis narrative of your lesson will accompany the submission of your thumb drive.

Concert/Conference Session Report:
During the course of this semester you will have the opportunity to attend choral concerts at the university and other schools. In addition, there will be conferences and/or seminars that you may choose to attend. You will prepare a narrative report - not less than 2 pages in length - of one such concert or conference/seminar session in which you will describe the experience, what you learned, and how it relates to class discussions and readings.

Class Sessions and Assignments

1/24/2017  Session 1  Intro / What we already know

1/31/2017  Session 2  What are we doing here?
Phillips - Ch 1
O’Toole - Ch 6 & 7

2/7/2017  Session 3  Teaching Kids to Sing - ALL of Them
Phillips - Ch 2
O’Toole - Ch 1 & 2

2/14/2017  Session 4  The Adolescent Voice
Phillips - Ch 3, 4 & 5
O’Toole - Ch 3

2/21/2017  Session 5  Literature Selection
Phillips - Ch 6, 7, & 8
O’Toole - Ch 4 & 5

2/28/2017  Session 6  Middle School Literature
Phillips - Ch 9 & 10
O’Toole - Ch 9
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<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>3/7/2017</td>
<td>Session 7</td>
<td>High School Literature</td>
<td>Phillips - Ch 11, 12 &amp; Appendices</td>
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<td>3/14/2017</td>
<td>Session 8</td>
<td>Ethno / Folk Music and Mid-Course Corrections</td>
<td>O'Toole - Ch 8</td>
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<td>1st Literature Analysis</td>
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<td>3/17-3/27</td>
<td>SPRING RECESS</td>
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<td>3/28/2017</td>
<td>Session 9</td>
<td>Music Standards and the Program</td>
<td>Philosophy of Music Education 2</td>
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<td>Video Lesson Analysis</td>
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<td>4/4/2017</td>
<td>Session 10</td>
<td>Organizing the Curriculum / Scope &amp; Sequence 1</td>
<td>Video Lesson Analysis</td>
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<td>4/11/2017</td>
<td>Session 11</td>
<td>Organizing the Curriculum / Scope &amp; Sequence 2</td>
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<td>4/18/2017</td>
<td>Session 12</td>
<td>Lesson Planning for the Long Haul</td>
<td>Peer Lesson Presentations</td>
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<td>4/25/2017</td>
<td>Session 13</td>
<td>The Choral Program and School Culture</td>
<td>Concert/Conf Session Report</td>
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<td>5/2/2017</td>
<td>Session 14</td>
<td>Putting It All Together</td>
<td>Philosophy of Music Education 3</td>
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<td>All Field Observations Due</td>
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<td>5/9/2017</td>
<td>Session 15</td>
<td>Wrapping It Up</td>
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<td>5/19/2017</td>
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<td>FINAL EXAM</td>
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