MHL 452 Choral Materials  
Dr. Michael Murphy  
Stephen F. Austin State University  

Credit: 3 semester hours  
Meeting Times: Tuesday/Thursday: 11:00-12:15 p.m.  
Class Location: 125  
Office: 126 A  
Phone: 468-1181  
E-mail: murphymt2@sfasu.edu  
Office Hours: Monday-Thursday 1:00-1:45 pm or by appointment  

Required Text and Materials:  


Texas Essential Knowledge and Skills (TEKS):  
http://witter.tea.state.tx.us/rules/tac/chapter117/index.html  
*Please download the free APP (search under TEKS)  

Books on reserve:  


**Course Description**
Choral Materials is designed to facilitate the development of skills, techniques, understandings, and professional dispositions which are: (a) important to working with young people in choral music-making and learning, and (b) necessary to the successful planning and implementation of a choral music education program for middle school/junior high and high school students. In addition, this course encourages students to understand themselves better as persons and educators in relationship to their future students and the greater profession. In Choral Materials, students will explore topics of vocal pedagogy, literature selection, educational considerations, rehearsal techniques and strategies, program planning and development, musical literacy, learning environments, musical assessment and evaluation, personal practical knowledge and related teacher images, and professionalism. In addition, students will have experience in planning a secondary choral program, writing lesson plans, implementing teaching strategies and techniques, selecting and evaluating literature, considering greater educational issues, and making critical assessments of musical and teaching observations.

**Course Outcomes**
Upon completion of Choral Materials, students should have the ability to know and apply pedagogical knowledge and skills appropriate to choral music education. The student will demonstrate this in the following ways:

- articulating logical rationales and supporting philosophy of music education for the role of music in the school curriculum
- identifying and applying teaching methods for secondary choral music education, incorporating strategies for diverse learners and the inclusion of music technology
- identifying and describing characteristics of appropriate music education materials and literature (traditional and multicultural) for a variety of music education settings
- identifying and describing vocal classifications and ranges and the stages of vocal maturation from childhood through late adolescence
- applying the techniques of accompanying classroom and performing ensembles
- describing and applying principles of TEKS, Comprehensive Musicianship, National Standards-based instruction in choral music classrooms
- identifying and applying techniques for assessing student aptitude and achievement, appropriate to the school music program
- designing, developing, and implementing sequential curriculum appropriate to the school community
- reflecting on and revising practice towards enhanced music-making and learning
Expectations

It is expected that
- students will actively participate in the learning process and the construction of meaning related to themselves as a person, educator, and musician
- students will come to class having read the assigned readings and prepared to participate, present, conduct, etc., accordingly
- assignments will be submitted on the due date in appropriate format
- assignments will be word-processed and double-spaced unless indicated otherwise
- students will attend class sessions
- students will look ahead to future readings and assignments to ensure adequate planning and preparation time

Attendance
Students are allowed three absences (excused or unexcused) Each additional absence will lower the final grade one letter grade. Please avoid being absent when you are scheduled to teach. The amount of material covered in this class makes it extremely difficult to make up teaching assignments.

An excused absence is a documented death in the immediate family (parents, spouse, children, siblings), illness, required military service. Any attendance documentation must be presented within a week of the absence. Three instances of tardiness will result in an absence.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Withheld Grades
There will be no withheld grades given for this course unless there are extenuating circumstances. Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the
semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/
Preparing for the In-Class Choral Rehearsal
MHL 452

1. On the day of the choral rehearsal, bring to class a device so you can be videoed.
2. Lead the class in one vocal warm up that directly relates to something in the music they are about to sing.
3. Prepare a section of music that you will rehearse in front of the class.
4. Anticipate possible problems that may occur (ex.; difficult intervals, rhythms, or text).
5. Be able to sing ALL parts of your excerpt/section on solfege syllables.
6. Be able to play parts on piano.
7. Be able to conduct the piece with fluency.
8. Be prepared to stop and give verbal direction when necessary- do not accept incorrect notes, rhythms, or pronunciation.
9. Use choral methods discussed in class (such as count-singing, isolating rhythms, singing on a neutral vowel, modeling, etc.)
10. Find a friend in class and practice your rehearsal with them. Ask for feedback.
11. Be sure that your conducting gesture matches the sound you wish to achieve.
12. When standing in front of the class, model proper singing alignment.
13. Do not forget about the accompaniment (for pieces that have it). Be able to conduct the accompaniment as well.
14. Create a typed lesson plan for your rehearsal. It is okay if you do not stick to the plan exactly. It is more important that you react to what you are experiencing aurally and visually.
15. Turn in your typed lesson plan, video, and your score with markings at the end of your presentation.
Evaluation Form for Teaching Assignments

Name: 

Lesson: 

Date: 

Criteria

Musicianship (5 points) ________

⇒ In tune, accurate pitch
⇒ Accurate rhythm
⇒ Appropriate tempo
⇒ Phrasing
⇒ Expression

Notes: 

Leadership (5 points) ________

⇒ Body Language
⇒ Facial Expression
⇒ Voice tone and volume
⇒ Eye contact
⇒ Intensity (energy)

Notes:
Preparation (5 points) __________

⇒ Knowledge of Music
⇒ Knowledge of Plan
⇒ Written Plan
⇒ Instruments/equipment ready
⇒ Recordings/charts/materials ready

Notes:

Delivery of instruction (10 points) __________

⇒ Motivation, capturing attention
⇒ Sequencing of steps
⇒ Verbal instructions
⇒ Questioning
⇒ Pace of lesson, flow, transitions
⇒ Flexibility (ability to diagnose and adjust)
⇒ Feedback to the learners
⇒ Continuity/focus of lesson
⇒ Assessment of learning
⇒ Closure

Notes:

Total Points: __________
MHL 452: Three semester hours credit, two hours and thirty minutes of class contact/instruction hours per week. Students are expected to prepare outside for class meetings at least an hour each day the assigned readings, teaching assignments, written assignments, piano, self-assessments, and choral notebook (signature assignment).

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<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment</th>
<th>Completed</th>
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<tbody>
<tr>
<td>January 22</td>
<td>Class Syllabus, Philosophy and Teaching Styles, Attributes of Successful Music Teachers</td>
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<tr>
<td>January 24</td>
<td>Advocacy, Philosophy and Teaching Styles, Attributes of Successful Music Teachers (continued)</td>
<td>Murphy article reading Chapters 1 &amp; 3 Readings and Questions Due</td>
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<tr>
<td>January 29</td>
<td>Advocacy, Philosophy and Teaching Styles, Attributes of Successful Music Teachers (continued)</td>
<td>Music Philosophy due</td>
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<td>January 31</td>
<td>Lesson planning in the secondary choral classroom</td>
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<td>February 5</td>
<td>Lesson planning in the secondary choral classroom</td>
<td>Teaching no. 1 Teach a non-musical task Due: Lesson plan due</td>
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<td>February 7</td>
<td>Behavior management in the secondary choral classroom</td>
<td>Due: Reflection 1 on teaching non-musical task Granlie reading</td>
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<td>Date</td>
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<td>February 12</td>
<td>Special education in the choral classroom - Guest lecturer: Claire Murphy</td>
<td>Darrow reading</td>
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<td>February 14</td>
<td>TMEA</td>
<td>No class</td>
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<td>February 19</td>
<td>Simple Song/Round School Music Program Review of Children’s Voices and Developmental Characteristics (Cognitive, Psychomotor, Affective - Bloom’s Taxonomy)</td>
<td>Chapter 15 Reading and Questions Due</td>
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<td>February 21</td>
<td>Simple Song/Round School Music Program Review of Children’s Voices and Developmental Characteristics (Cognitive, Psychomotor, Affective - Bloom’s Taxonomy)</td>
<td>Teaching 2 (simple song/round) Due: Lesson plan due</td>
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<td>February 26</td>
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<td>No class (A Cappella Choir on tour) Due: Reflection 2 on teaching simple song/round</td>
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<tr>
<td>February 28</td>
<td>The Middle/Junior High School Program Review of Middle School Voices and Developmental Characteristics (Cognitive, Psychomotor, Affective - Bloom’s Taxonomy)</td>
<td>Chapter 16 Reading and Questions Due Reflection 1 on teaching simple song/round due</td>
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<td>March 5</td>
<td>The Middle School/Junior High School Program continued Review of Middle School Voices and</td>
<td>Reading: The Changing Adolescent Voice</td>
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<td>Date</td>
<td>Activity</td>
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<td>March 7</td>
<td>Developmental Characteristics (Cognitive, Psychomotor, Affective - Bloom’s Taxonomy)</td>
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<td>The Middle School/Junior High School Program continued</td>
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<td>Voicing the Middle School Choir</td>
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<td>March 12</td>
<td>The Middle School/Junior High School Program continued</td>
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<td>Teaching for part independence (Middle School Repertoire - Choral packet)</td>
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<td>March 14</td>
<td>Introduce Choral Warm-ups</td>
<td>Chapter 9 Reading and Questions due</td>
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<td>March 18-22</td>
<td>Spring Break</td>
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<td>March 26</td>
<td>Choral Warm-ups</td>
<td>Piano test (5 note descending vocalises and arpeggio) submit through video</td>
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<td>March 28</td>
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<td>Teaching 3 (class warm-ups)</td>
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<td>Due: Lesson plan</td>
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<td>April 2</td>
<td>Sight-reading</td>
<td>Chapter 8 Reading and questions</td>
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<td>Due: Reflection 3 on teaching warm-ups</td>
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<td>April 4</td>
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<td>Teaching 4 (class sight-reading example)</td>
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<td>Due: Lesson plan</td>
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<td>Date</td>
<td>Activity</td>
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<td>April 9</td>
<td>Introduce Teaching 5 - Middle School Repertoire teaching</td>
<td>Due: Reflection 4 on teaching sight-reading example</td>
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<td>April 11</td>
<td>Middle School teaching</td>
<td>Teaching 5 (Middle School selection) Group 1 Due: Lesson plan</td>
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<td>April 16</td>
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<td>Teaching 5 (Middle School selection) Group 2 Due: Lesson plan</td>
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<td>April 18</td>
<td>The High School Program</td>
<td>Due: Reflection 5 on teaching sight-reading example</td>
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<td>Review of High School Voices and Developmental Characteristics</td>
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<td>(Cognitive, Psychomotor, Affective - Bloom’s Taxonomy)</td>
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<td>April 23</td>
<td>High School Teaching</td>
<td>Teaching 6 (High School selection) Group 1 Due: Lesson plan</td>
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<td>April 25</td>
<td>High School Teaching</td>
<td>Teaching 6 (High School selection) Group 2 Due: Lesson plan</td>
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<td>April 30</td>
<td>UIL Process – Guest lecturer Dr. Tod Fish</td>
<td>Due: Reflection 6 on teaching sight-reading example</td>
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<td>May 2</td>
<td>UIL Process – Guest lecturer Dr. Tod Fish</td>
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<td>May 7</td>
<td>Q &amp; A about Teaching, Administering the Choral Program, Professionalism</td>
<td>Murphy handout: Preparing for the Student Teaching experience</td>
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<td>May 9</td>
<td>View video: Studying for the Music Content Exam and the PPR</td>
<td>Due: Turn in Signature Assignment (Final notebook project due)</td>
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