Kantorei and Singin’ Axes
Fall 2021 Syllabus

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- MUEN 1133.02, 3133.02, 5133.02
- MUEN 1133.03, 3133.03, 5133.03
- The objective of all the SFA Choral Ensembles is to provide a worthwhile and meaningful choral experience for all singers. Every effort will be made by the conductor to offer quality art music allowing for the musical, vocal, and education development of each singer. Students will demonstrate comprehensive capabilities in rehearsing and preparing a high level performance in ensembles.

- GRADING
  Like most musical ensembles and applied lessons, grading is subjective on Participation and regular attendance at concerts is mandatory.

- ATTENDANCE
  Your class meets twice (Kantorei) or three times (Axes) per week. You will receive THREE free absences for the semester. A fourth absence will drop you to a C, a fifth to a D, and 6 or more an F.
  - Missing a dress rehearsal for anything short of a dire illness and family tragedy will result in being refused the privilege of performing in our concert, and thus, receiving a failing grade for the semester.
  - EMAIL - information is oftentimes sent by email. Please check your email daily and if the address should change, please notify me. If you use an account other than your “jacks” account, please inform me of your preferred email address.

- UNIFORMS
  Concert Black - Kantorei - It can be whatever you are comfortable wearing (concert dress, not leggings). Singin’ Axes - Black shoes, socks, slacks, button-down dress shirt.
  - MASKS - up to the individual (but be considerate).

- MUSIC
  Most of the music is supplied for you. A WH will be recorded until all music and folder are turned in at the end of the semester

- REHEARSALS
  We begin promptly at the designated time. If an illness or emergency keeps you from attending, please notify your SECTION LEADER ahead of time.

- NUMBER THE MEASURES IN YOUR MUSIC
• SECTION REHEARSALS
Sectional rehearsals are our best “note-chasing” opportunities. Work hard and cooperate with your section leader. Section leaders also have the authority to call for sectionals outside of class time as they see fit. Promptness and attendance are mandatory for these rehearsals. Graduate students will be responsible for running these sectionals.

• DATES
DO NOT, UNDER ANY CIRCUMSTANCES, PLAN ANYTHING THE NIGHT BEFORE A SCHEDULED CONCERT. There will always be a dress rehearsal.

Graduate students: You will have extra duties assigned over the course of the semester. You will be called upon to help with the distribution of music, attendance taking and serve as section leaders. These duties will also include serving as the contact for the students concerning absences. If I am ever gone, you will also be in charge of rehearsal.

ADDENDUM: I will show flexibility with attendance while we are still facing the pandemic. If you feel the least bit ill, do not come to rehearsal or a performance. Please communicate either with me or the Graduate Assistant.

<table>
<thead>
<tr>
<th>CONCERT DRESS REHEARSALS AND PERFORMANCE DATES</th>
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<tbody>
<tr>
<td>October</td>
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<tr>
<td>10 Combined Rehearsal</td>
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<tr>
<td>Cole Concert Hall (or Choir Room)</td>
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<tr>
<td>7:00 - 9:00</td>
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<tr>
<td>18 Combined Rehearsal</td>
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<tr>
<td>Cole Concert Hall</td>
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<tr>
<td>6:00 - 10:00</td>
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<tr>
<td>19 Concert</td>
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<tr>
<td>Cole Concert Hall</td>
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<tr>
<td>7:30 Call time TBA</td>
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<tr>
<td>December</td>
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<tr>
<td>2 Combined Dress Rehearsal</td>
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<tr>
<td>Cole Concert Hall</td>
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<td>4:00 - 6:30</td>
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<td>3 Concert</td>
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<tr>
<td>Cole Concert Hall</td>
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<td>5:30 Call time TBA</td>
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E-mail
E-mail is recognized by the University as an official means of communication. Make sure your SFA and D2L accounts are activated. If necessary, see that these accounts are forwarded to a more active account (gmail, yahoo, etc.). Call the Student Help Desk for assistance: x4357. The student is responsible for all information sent by the instructor via e-mail!
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, 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(s) 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/.

Academic Integrity
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. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Time Requirements
MUP 133.02 and MUP 133.03 Singin' Axes and Kantorei (1 credit) are required for all undergraduate vocal/choral area music majors. As with any performance class, performers must spend significant time in preparation outside of rehearsal acquainting themselves with all of the fundamental skills necessary for acceptable performance on the selected repertoire. While this cannot be easily separated from the time necessary to master all of their required musical skills on their instrument, the performers are expected to spend a minimum of 30 minutes daily on the current repertoire being prepared for performance as part of their 2 – 3 hour daily practice routine.

Withheld Semester Grades
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.

Texas All-Level Music Standards
Standard I. The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.
The beginning teacher is able to:
1.1k the standard terminology used to describe and analyze musical sound;*
1.2k how to demonstrate musical artistry both through vocal or instrumental performance and by conducting performances
1.1s identify and interpret music symbols and terms
1.2s perceive performance problems and detect errors accurately;*
1.4s use standard music terminology*
1.5s distinguish among timbres*
1.6s identify different rhythms and meters
1.7s identify specific intervals
1.8s use appropriate techniques of musical performance for instruments and voice
1.9s use appropriate performance techniques for small and large ensembles
1.11s interpret music through performance;
1.12s analyze musical performances using standard terminology;
1.13s analyze intervals, music notation, chordal structure, harmonic progressions, rhythm, meter, and harmonic texture using standard notation;
1.14s analyze musical forms in performance and listening repertoire, and characteristics of style and expression in musical performance
1.15s recognize and describe melody, harmony, and texture of a musical work;*
1.16s identify music forms

**Standard II. The music teacher sings and plays a musical instrument.**

The beginning teacher knows and understands:
2.1k methods and techniques for singing and for playing a musical instrument;**
2.2k techniques for performing vocally and instrumentally as a part of a group; and
2.3k a varied musical repertoire for vocal and instrumental performance.

The beginning teacher is able to:
2.2s demonstrate advanced techniques on a principal instrument or voice using literature at all levels of difficulty
2.3s demonstrate, through performance, knowledge of musical styles using appropriate literature
2.4s perform a varied repertoire of music representing styles from diverse cultures, including music of the United States
2.5s perform music expressively from memory and notation
2.6s demonstrate basic performance skills on a range of instruments, including voice.

**Standard III. The music teacher has a comprehensive knowledge of music notation.**

The beginning teacher knows and understands:
3.1k how to read, recognize aurally, and interpret music notation;* and
The beginning teacher is able to:
3.1s read and write standard music notation;*
3.2s recognize clefs, keys, and meters;*
3.3s interpret rhythmic and melodic phrases both aurally and from notation;
3.4s interpret music symbols and terms both aurally and from notation;
3.5s sight-read melodies in various modes and tonalities;
3.6s read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters

**Standard V: The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.**

The teacher knows and understands:
5.1k music of diverse genres, styles, and culture
5.2k major periods, styles, and individuals in the history of music and their significance
5.3k how music can reflect elements of a specific society or culture
5.4k various music vocations and avocation
The beginning teacher is able to:
5.1s characterize and classify examples of music by genre, style, culture, or historical period
5.2s analyze various purposes and roles of music in society and culture
5.6s identify concepts from other fine arts and their relationships to music concepts

**Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.**

The beginning teacher knows and understands:
6.1k the criteria used to evaluate and critique musical compositions;
6.2k the criteria used to evaluate and critique musical performances and experiences.*

The beginning teacher is able to:
6.1s apply basic criteria for evaluating musical compositions, performances, and experiences;
6.2s evaluate specific musical works and styles using appropriate music terminology;
6.3s apply evaluative criteria appropriate for the style of given musical works;
6.4s recognize accurate pitch, intonation, rhythm, and characteristic tone quality;*
6.5s diagnose performance problems and detect errors accurately;*
6.6s offer meaningful prescriptions for correcting performance problems and errors;
6.7s offer constructive suggestions for the improvement of musical composition
6.8s apply knowledge of music forms

**Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.**

The beginning teacher knows and understands:
7.2k appropriate sequencing of music instruction and how to deliver developmentally appropriate musical instruction
7.5k the importance of helping students develop music skills that are relevant to their own lives;*
7.6k the importance of providing each student with a level of musical self-sufficiency to encourage lifelong enjoyment of music;*
7.7k strategies and benefits of promoting students’ critical-thinking and problem-solving skills in relation to music;*
7.8k procedures and criteria for selecting an appropriate repertoire for the music class;*
7.12k proper health techniques for use during rehearsals and performances;*
7.13k appropriate literature to enhance technical skills and provide musical challenges;*
7.14k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts
7.15k strategies that students with diverse strengths and needs can use to develop content area vocabulary

The beginning teacher is able to:
7.2s provides students with developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful
7.3s adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities, and levels of development and musical experience;*
7.4s provide instruction that promotes students’ understanding and application of fundamental principles of music;*
7.5s provide each student with varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres, and to evaluate music of various types;*
7.6s use varied materials, resources, and technology to promote students’ creativity, learning, and performance;*
7.7s teach students to apply skills for forming and communicating critical judgments about music and musical performance using appropriate terminology;*
7.8s provide each student with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating, and responding to music;*
7.9s provide each student with opportunities to contribute to the music class by drawing from personal experiences
7.10s teach students concert etiquette
7.11s help students develop an understanding and appreciation of various cultures through instruction related to music history and discussion of current events related to music
7.12s incorporate a diverse musical repertoire into instruction, including music from both western and non-western traditions
7.13s integrate music instruction with other subject areas

**Standard VIII. The music teacher understands and applies appropriate management and discipline strategies for the music class.**

The beginning teacher knows and understands:
8.1k strategies and procedures for effectively managing and organizing the music class in various settings (e.g., rehearsal room, concert hall, marching field); and
8.2k techniques for effectively and efficiently managing varied resources for the music education program.

The beginning teacher is able to:
8.1s manage time, instructional resources, and physical space effectively for the music class;
8.2s establish clear behavior guidelines for students and apply appropriate discipline strategies for the music class in various settings

**Standard IX. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.**

The beginning teacher is able to:
9.1k the skills needed to form critical judgments about music;*
9.2k techniques and criteria for ongoing assessment of students’ musical knowledge and skills;*
9.3k the constructive use of criticism when evaluating musical skills or performances.*
9.2s use ongoing assessment results to help develop instructional plans;*
9.3s use standard terminology in communicating about students’ musical skills and performances;* and
9.4s offer meaningful prescriptions to correct problems or errors in musical performances.*

**Standard X. The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.**

10.1s comply with copyright laws to make appropriate and ethical decisions about the use of music in an educational setting
10.2s comply with federal, state, and local policies and regulations concerning the use or performance of music
10.4s collaborate professionally with other music educators to strengthen and promote music education
10.6s serve as an advocate on behalf of the music program
10.7s serve as active member of professional music education organizations

**INTASC (Interstate New Teachers Assessment and Support Consortium) Standards Covered for this Course**

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.