**Instructor:** Dr. Patricia P. Fleitas, Director of Choral and Vocal Studies

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**Office Hours: MWF 9-9:50, TR, 4:30 – 5:30.** All meetings are by appointment and requested via email.

**Course Description:** Methods and materials used for teaching choral singing at the secondary school level. The pedagogical approach and methodologies will encompass selecting appropriate repertoire as a teaching and performance tool, planning and pacing the rehearsal format, the study of scores from the conductor’s performance goals as well as an opportunity to address vocal technique, sight reading, diction, identifying the fundamentals of music comprised in the score, diction and the understanding of text interpretation and, its marriage to music. MUE 2040 is a prerequisite to this course.

**Course Objectives:**

* Student will be able to select age/music level appropriate repertoire for specific concert programming.
* Student will be able to identify characteristics in given scores that provide specific teaching tools to develop the musicianship and vocal sound at the individual and ensemble level
* Student will be able to submit rehearsal format plans for simulated rehearsals in class or assigned ensemble (these will be video recorded). This plan will include the following:
  + A timetable to make sure that the rehearsal format is productive and paced well.
  + Every component of the rehearsal must be written out, i.e., “turn to “At the River” and go to page 5. Sopranos and altos, please sing ….).” Thus, the student will write in bullets the anticipated time spent for each piece while being mindful that a review of all concepts presented/experienced must be assessed at the end of the rehearsal in order to plan the next rehearsal format.
* Student will demonstrate an understanding of musical styles and performance practices in various stylistic periods when approaching any score in the simulated rehearsal and/or assigned ensemble.
* Student will be able to select the inherent/strongest teaching opportunities offered in every score, i.e., sight singing and ear training, vocal techniques, diction, text interpretation/articulation, phrasing, overall ensemble sound, etc.
* Student will be able to transfer the rehearsal formats to formal lessons plans.
* Student will demonstrate an understanding of the administrative and ethical component of teaching choral music through assessed assignments/testing.

**Course Materials:**

* The required textbook for this course is, McGill, Stan, and Elizabeth Volk. *Beyond Singing – Blueprint for the Exception Choral Program*. Milwaukee, WI: Hal Leonard, 2007.

**Course Requirements:**

* This course requires an average of 4 hours per week outside of class time.
* Students eligible to enroll in this course are voice music education majors who have passed MUE 2040 with a letter grade of C or better.
* Students must be prepared to video record activities per the professor’s request. These recording can be used as frames to submit for the mid-degree evaluation as well as to discuss the with the professor the student’s ability to transfer knowledge in a practicum setting.
* Field observations

**Course Communication Policy:**

* Announcements
  + The student is responsible for reading all announcements posted by the instructor as well as emails. Check the announcements each time you login to be sure you have read all of them since your last login session.
  + Online supplemental materials will be provided through the software Canvas, including syllabus, assignments, testing, grading and other course materials.
  + You will also need a goggle drive folder to store recordings and other materials for submission.
* Email & Message Policy
  + All electronic communication must originate from a valid FAU email address.
* Can

**Grading Evaluation:**

* Two tests covering classroom lectures and reading materials, including textbook
* Comprehensive final exam
* Three field observations (one must be a middle school or a high school). Professor will make arrangements to enable these observations. The student will be responsible to complete the form provided by the professor and signed by the teacher at the school after each visit.
* Two concert programs with the following.
  + Select 15 minutes of music.
  + One of the programs must follow a theme
  + Score study/analysis including text
  + Rehearsal Format
  + Printed program for one of the concerts with program notes
  + Three lesson plans
* Submit an academic model for a school program at the high school or middle school level. This includes academic and non-academic activities. The student will select a scenario with the approval of the professor
  + Student will provide a personal description of the ideal choral program with academic, musical and non-academic goals.
  + Given the respective circumstances of the selected model, propose a strategic plan.
  + Based on the strategic plan, provide a calendar of activities for one academic year.
* Teach three scores in class and video record each preentation. Every score presentation must be accompanied by a rehearsal format, score study/analysis (including text) and a lesson plan. All materials are to be submitted to the professor.

**Grading:**

* **The starting value of the grade will begin with attendance as outlined in the chart below.**

**Attendance Grading Criteria**

|  |  |
| --- | --- |
| **Number of Absences** | **Maximum Start Value** |
| 0-1 | 100 |
| 2-3 | 94 |
| 4 | 85 |
| 5 | 75 |
| 6 | 65 |
| 7 + | 50 |

* Any student who is not in place at time of call will have points from the FINAL grade deducted as follows

|  |  |
| --- | --- |
| **Minutes late** | **Points Deducted** |
| 1-5 | 2 points |
| 5-10 | 5 points |
| 10-+ | 10 points |

* From the highest attendance grade the following considerations will be calculated to arrive at the final grade for the semester.

|  |  |
| --- | --- |
| Two Tests | 20 points |
| Final Exam | 15 |
| Three Field Observations  Two Concert Programs  Choral Program Model  Teaching three scores in class  **TOTAL** | 20  20  10  15  **100** |

**Incomplete Policy**: A grade of Incomplete will be assigned only in the case of extreme emergency or illness*.*

**Religious accommodation:** <http://www.fau.edu/regulations/chapter2/Reg%202.007%208-12.pdf>

**Student with Disabilities: FAU Student Accessibility Services (SAS)** <http://www.fau.edu/sas/Rights.php>

“In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register withStudent Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow allSAS procedures.”

**Academic Integrity** <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pd>

**What Singers Should Do**

The Area of Choral and Vocal Studies wishes to thank The Singer's Resource, the Texas Voice Center, Houston, and the University of Michigan Vocal Health Center for the following information:

1. **Maintain good general health**. Get adequate rest to minimize fatigue. If you do become ill, avoid "talking over your laryngitis" - see your physician and rest your voice.
2. **Exercise regularly**.
3. **Eat a balanced diet**. Including vegetables, fruit and whole grains, and avoid caffeinated drinks (coffee, tea, and soft drinks) and alcohol. Avoid spicy, acidic, and dairy foods if you are sensitive to them.
4. **Maintain body hydration**; drink two quarts of water daily.
5. **Avoid dry, artificial interior climates**. Las Vegas has an average daily humidity of 36%, a relatively low amount of moisture. Using a humidifier at night might compensate for the dryness.
6. **Limit the use of your voice**. High-ceilinged restaurants, noisy parties, cars and planes are especially damaging to the voice. If necessary, use amplification for vocal projection.
7. **Avoid throat clearing and voiced coughing**.
8. **Stop yelling, and avoid hard vocal attacks on initial vowel words**.
9. **Adjust the speaking pitch level of your voice**. Use the pitch level in the same range where you say, "Umm-hmm?"
10. **Speak in phrases rather than in paragraphs**. Always speak on “fresh breath”
11. **Reduce demands on your voice** - don't do all the talking!
12. **Learn to breathe silently to activate your breath support muscles and reduce neck tension.**
13. **Take full advantage of the two free elements of vocal fold healing**: water and air.
14. **Vocal athletes must treat their musculoskeletal system, as do other types of athletes;** therefore, vocal warm-ups should always be used prior to singing. Vocal cool-downs are also essential to keep the singing voice healthy.

**What All Musicians Should Do**

1. **Stay informed**. Awareness is the key. Like many health-related issues, prevention is much easier and less expensive than cures. Take time to read available information concerning injuries associated

with your art.

2. Musicians might find the following books helpful:

Conable, Barbara. *What Every Musicians Needs to Know About the Body* (GIA Publications, 2000)

Klickstein, Gerald. *The Musician's Way: A Guide to Practice, Performance, and Wellness* (Oxford, 2009)

Norris, Richard N. *The Musician's Survival Manual* (International Conference of Symphony and Opera Musicians, 1993)

1. The following links may be useful:

[Associated Board of the Royal Schools of Music](http://www.abrsm.org/) (ABRSM), the world's leading authority on musical assessment, actively supporting and encouraging music learning for all.

[Performing Arts Medicine Association](http://www.artsmed.org/) (PAMA), an organization comprised of dedicated medical professionals, artists educators, and administrators with the common goal of improving the health care of the performing artist.

[Texas Voice Center](http://www.texasvoicecenter.com/), founded in 1989 for the diagnosis, treatment, and prevention of voice disorders.

[National Center for Voice and Speech](http://www.ncvs.org/) (NCVS), conducts research, educates vocologists, and disseminates information about voice and speech.

[Vocal Health Center,](http://www.med.umich.edu/) University of Michigan Health System, recognized locally, regionally and nationally as a leading institution for the treatment and prevention of voice disorders. At the heart of the Center is a professional team comprised of experts from the University of Michigan Health System and U-M School of Music, encompassing the fields of Laryngology, Speech Pathology, and Vocal Arts.

**Health and Safety:** Students are encouraged to access the FAU Department of Music Handbook or our website [www.fau.edu/music](http://www.fau.edu/music) to read the Department’s guidelines towards hearing and performance health and safety. <http://www.fau.edu/music/pdf/HEALTH%20AND%20SAFETY%20INFORMATION%20AND%20RECOMMENDATIONS%20FOR%20STUDENT%20MUSICIANS.pdf>

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