

AUBURN UNIVERSITY
DEPARTMENT OF CURRICULUM AND TEACHING
COURSE SYLLABUS

Course Number: CTMU 5140/6140
Course Title: School and Community Vocal Music Education
Credit Hours: 4 Semester Hours (3 hours lecture, 1 hour lab)
Prerequisites: Admission to Teacher Education, Graduate Certificate Students, Departmental Approval
Date Prepared: April 2011, Updated August 2015

Instructor: Jane Kuehne (kuehnjm@auburn.edu * 334-844-6852)
Office Hours: TBA and By Appointment

TEXTS OR MAJOR RESOURCES

1. Phillips, K. (2015). *Directing the choral music program* (2nd ed). New York: Oxford University Press.
2. Xiques, D. J. (2014). *Solfege and Sonority: Teaching Music Reading in the Choral Classroom*. New York: Oxford University Press.
3. Alabama Course of Study – found online through the State Department
4. National Core Standards for Music (<http://nationalartsstandards.org>)

COURSE DESCRIPTION

Vocal music development and learning. Curriculum, methods, models, and assessment for community and school childhood – adult vocal music learning settings.

COURSE OBJECTIVES, ASSIGNMENTS, AND STANDARDS ADDRESSED

Demonstrated Ability to Attend Class and Labs On Time – 20%

Lab Attendance Forms
Daily Class Attendance

Demonstrated Knowledge Acquisition from Textbooks – 35%

Solfege and Sonority – 15%
Directing Choral Music – 20%

Demonstrated Application of Skills and Knowledge Assignments – 25%

Papers, Lesson Plans, Singing Tests, Teaching Demonstrations

Demonstrated Ability to Create a Website Handbook and Sight Singing Materials – 20%

Choral Handbook and Original Sight-Singing Materials

GRADING PROCEDURES

Each assignment is graded on a 100-point scale (each is worth 100 points). Final grades are weighted based on the categories above. Final Grade Assignments are as follows: A = 90.00-100 B = 80.00-89.99 C = 70.00-79.99 D=60.00-69.99 F=below 60.00

Class Schedule Will be Listed on Canvas Each Week

CLASS POLICY STATEMENTS

Please see the *Student Policy eHandbook* for important information: http://www.auburn.edu/student_info/student_policies/

- A. Attendance: Although Auburn University does not required attendance, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. In addition, attendance is part of the grade as it is a necessary skill that must be demonstrated for future success in a teaching classroom or other employment.
- B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
- C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly

authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

- D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
- E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
- F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
- G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions: (a) Engage in responsible and ethical professional practices; (b) Contribute to collaborative learning communities; (c) Demonstrate a commitment to diversity; and (d) Model and nurture intellectual vitality.
- H. The instructor reserves the right to modify this syllabus to best fit the needs of the students.
- I. Student Lab Attendance is Required. IF YOU MISS A LAB DAY, YOU MUST MAKE IT UP OR RECEIVE AN AUTOMATIC STARTING GRADE OF A "D."
Note: The Instructor is NOT required to attend your labs. Furthermore, it is logistically impossible for her/him to attend all of the different lab placements each week. Lab attendance is for STUDENTS to gain observation and experiences. Lab Verification form is required at the end of the semester that documents lab attendance.
- J. Lab Dress: You must dress formally. Nothing revealing or tight. Men may wear polo and dress pants, or a suit with tie. Women may wear nice dress pants and nice dress blouse, or dress with a skirt below the knee. NO LEGGINGS. NO TIGHT PANTS. Plan accordingly.
- K. You must make a "C" or better in this class for it to count toward degree credit.

JUSTIFICATION FOR GRADUATE CREDIT (when offered at graduate level)

Students will gain operational skills in developing music instructional materials with a focus on teaching choral music in both school and community settings. Using existing and original methods materials, created in a variety of ways, including digitally, they will learn effect ways of teaching choral music. They will demonstrate competence in skills required for teaching choral music and will learn through direct, expository, discussion, constructivist, and cooperative learning environments and choose or create tools which enhance the curricular goals of choral music education programs and community choral programs.

STATE STANDARDS ADDRESSED IN THIS CLASS
<p>(2)(f)2(i) Perform as a vocal soloist and in small and large vocal ensembles.</p> <p>(2)(f)2(iii) Teach beginning vocal techniques individually, in small groups, and in larger classes.</p> <p>(2)(f)2(iv) Use the voice effectively in demonstrations.</p> <p>(2)(f)2(vi) Conduct ensembles.</p> <p>2.3.2.i. Child growth and development and an ability to use principles of learning as they relate to music.</p> <p>2.a.2.v. Structure composition and improvisation opportunities</p> <p>2.b.2.v. Compose, arrange, or adapt music from a variety of sources.</p> <p>2.d.2.ii. Current methods, materials, and music literature available in various fields and levels of music education appropriate to the teaching specialization.</p> <p>2.d.2.iii. The administrative aspects of the music program including scheduling; recruitment; support groups; selection, purchase, and maintenance of resource materials, equipment and performance attire; budget management; performance; and field trips.</p> <p>2.d.2.iv. The role of the music teacher as a resource person in integrating music into other components of the total school curriculum.</p> <p>2.d.2.v. Evaluative techniques.</p> <p>2.d.2.vi. Typical school health and safety practices and procedures, ethics policies, and the importance of adhering to them at all times.</p> <p>2.e.1. Articulate the commitment to the art of music, to teaching music, and to encouraging artistic and intellectual development of students.</p>

- 2.e.2. Articulate the importance of music as a component of students' intellectual and cultural heritage.
- 2.e.3. Articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
- 2.e.4. Communicate and collaborate with administrators, other faculty, and/or parent groups in the school in order to adapt the music program to school needs.
- 2.e.5. Evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.
- 2.f.1. iv. Teaching strategies designed to develop and maintain vocal health and proper vocal production at all levels.
- 2.f.1.i. Vocal and pedagogical skill sufficient to teach effective use of the voice.
- 2.f.1.ii. Content, methodologies, philosophies, materials, technologies, and curriculum development for choral music.
- 2.f.1.iii. Physical problems, which may develop if the voice is used inappropriately.
- 2.f.1.v. The organization and training of singers in the performance of appropriate choral literature.
- 2.f.2.ii. Use the keyboard as a teaching tool and to provide, transpose, and improvise accompaniments.
- 2.f.2.iii. Conduct Ensembles.
- 2.f.2.iv. Use the voice effectively in demonstrations.

AQTS (2)(c)2.(i). Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.

AQTS (3)(c)1.(i). Knowledge of standard oral and written communications.

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AQTS (3)(c)1.(iv). Ability to model appropriate oral and written communications.

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AQTS (5)(c)2.(iv). Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment.

AQTS (5)(c)5.(iv). Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.

AQTS 3.c.1.iv. Ability to model appropriate oral and written communications.