



FLORIDA ATLANTIC UNIVERSITY

Choral Methods

MUE 4140

Date: TBA

Building: Arts and Letters Boca **Room:** TBA

3 Credit(s)

Spring 2025 - 1 Full Term

Instructor Information

Professor Name TBA

Email:

Office:

Office Hours:

Phone:

Course Description

~~This course will prepare students for teaching secondary choral music education including methods and materials of teaching choral singing on the secondary school level. The course will explore teacher preparedness (philosophy, class offerings and selection/audition process, planning a concert, day to day instruction, uniforms, etc.) lesson planning, teacher and student evaluations, innovative instruction, and remediation.~~

This course explores the principles and practices of teaching choral music at the secondary level. Students will develop skills in rehearsal techniques, score study, vocal pedagogy, and repertoire selection. Emphasis is placed on fostering healthy vocal production, creating inclusive learning environments, and preparing students for the practical challenges of leading choirs in educational settings. Current

developments in the field of choral music education will be addressed.

Instructional Method

In-person: Traditional Concept of in person. Mandatory Attendance is at the discretion of the instructor.

Fully online, designate synchronous or asynchronous learning)

Mixed Online & Classroom: 50%-79% of the course is delivered online (Hybrid)

Prerequisites/ Corequisites:

MUE 2040- Introduction Music Education

Required Texts/Materials

Brinson, Barbara A., and Steven M. Demorest. *Choral Music and Materials: Developing Successful Choral Programs (grades 5 to 12)*. Boston, MA: Schirmer/Cengage Learning, 2014.

Notebook with section tabs, (chapter notes, reading assignments/articles, lesson plans and best practices, assignments, reflections) pencil, pen, and paper.

It is strongly recommended that you join the FAU student NAFME chapter.

<http://www.nafme.org/>

Course Objectives/Student Learning Outcomes

Innovative and successful music education must involve exploring and accommodating a variety of learning styles to be effective. Educators need to have a goal and outcome clear in their minds, understand and evaluate their students, and adjust their teaching to accommodate learning for all. This course will help prepare future choral music educators with a variety of skills necessary to be accomplished educators.

1. The students will write their philosophy (Meaning & Value) for music education in their choral program to be included in their student/parent handbook. They will consider and address whom they will teach, what they will teach, and why it should be included in a comprehensive education.
2. The students will establish a series of classroom routines that can be implemented in a secondary music classroom. They will include entering and exiting the room, bellringers or do now, and transition time.
3. The students will create a lesson plan template for practical daily use that meets the requirements of the SDPBC. Consider sequence, time management, objectives, differentiated instruction, and special needs.
4. The students will create a rubric for audition requirements for beginning, intermediate, and advanced ensembles.
5. The students will visit a variety of classrooms to observe and write a commentary on classroom routines, management, and room layout.
6. The students will prepare sample sequential lesson plans for regular and block periods.
7. The students will create a classroom plan to celebrate success.

8. The students will prepare a score study for 2 songs create a rehearsal/instruction plan addressing: tone, intonation, rhythmic accuracy, pronunciation, style, syllabic stress, dynamics, phrasing, and chunking.
9. The students will create a Marzano based 4-tier rubric for grading melodic, and rhythmic sight reading.
10. The students will create 16 annotated grades that represent a variety of skills, 2 per week based on a 9-week quarter including how they will be weighted.
11. The students will create their choral handbook from a topic template.
12. The students will create a themed concert program from a guideline of time and ensemble grades and ability levels.
13. The students will prepare a lesson plan and teach mini lessons on rhythm, sight reading, and a section of an octavo to each other and to a high school choir, with feedback from both groups.
14. The students will gain confidence in teaching through observation, practice, and self-evaluation.
15. The students will learn and share best practices.
16. The students will learn tools for self-assessment and student assessment.
17. The students will experience a variety of repertoire suitable for all secondary levels and exceptionalities.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

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 with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Assignments and Grading:

1. **Outlines of chapters, annotations of articles and mini-project assignments:** 40% of your overall grade. These should be in 12 pt. font, Times New Roman Word documents or Excel for mini projects if needed. They should highlight the important features of the articles or chapters. They should be submitted to your Google Drive folder prior to class, with the title in the subject line.
2. **Notebook:** A notebook should be kept with hard copies of all outlines, annotations, and assignments to be checked the day of the Final Exam along with your assignment check list completed. Your notebook should have section tabs to include (chapter notes, reading assignments/articles, lesson plans and best practices,

assignments, reflections).

3. **Midterm Project:** 10% of your overall grade. The mid-term project will be your first draft of your Chorus Handbook to include the information provided from the template.
4. **Class discussion/participation, observation feedback reflections, rehearsal reflections, and mini lessons:** 40% of your overall grade. Mini-lessons will be comprised of alternating weekly teaching of warm-ups, rhythm reading, melodic and harmonic sight-reading practice designed to help you gain confidence to stand and lead a class of your own.
 - a. You will need to visit 1 middle school and 1 high school rehearsal for observation.
 - b. You will need to visit 1 middle school and 1 high school and record yourself presenting a mini lesson (tried in our class first) of approximately 15 minutes in length.
 - c. It is possible for us all to do this together at my school so that we can enjoy giving each other feedback and learn from each other.
5. **Final Exam Project:** 10% of your overall grade. You will need to turn in your notebook with all assignments filed, your check list, your final Chorus Handbook, and your themed Concert Program to include 3 choirs; beginning, intermediate, and advanced mixed. One must be either all male or all treble voicing. It needs to include a combined piece to open or close the concert. The concert should last between 1 and 1 ½ hours. Translation, annotations, or narrations should be included where needed.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#). All projects and assignments need to be of your unique authorship. Using a portion of someone else's project is considered plagiarism and will be dealt with according to the process set forth by FAU's academic integrity policy

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Class will begin promptly at 5:00 p.m. Arriving to class after 5:10 will count as an absence. Bring all necessary materials and participate in class discussions. "Bell Ringers," i.e., quizzes and written responses, will occur at the beginning of class periods. Poor attendance in this class will result in a grade reduction of one letter for each absence beyond three (3). No absences are allowed on in-class teach days. Arriving to class after 5:10 will count as an absence. Life

happens. If you know ahead of time that you will be absent, please let me know. Miss no more than three (3) classes for any reason other than what is stated in the Provost's memoranda found at the following link as well as the Religious Accommodation:
<http://www.fau.edu/provost/files/studentabsences.pdf>

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

You can add to this if you deem appropriate

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Your work is expected to be turned in on time. Late work will be accepted and graded accordingly.

Special Course Requirements

You will need to visit 1 middle school and 1 high school rehearsal for observation. You will need to visit 1 middle school and 1 high school and record yourself presenting a mini lesson (tried in our class first) of approximately 15 minutes in length.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **<https://fau.edu/ai/citation>**

AI Language Specific To This Course

AI Flexible: The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (<https://fau.edu/ai/citation>).

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)

- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

Jan 9

- Syllabus
- Overview of course
- Description of assignments & Mini teaching Lessons
- Your Philosophy of Music Education

Assignment:

1. Read and outline Ch. 1 “The Meaning and Value of Choral Music” (outline=your commentary essay)
2. Write your Philosophy for Music Education mini project # 2 intended to be included in your choir handbook
3. Prepare for your classroom visits...

Jan 11

- No Class FMEA
- Begin the process to be fingerprinted and background approved with the School District of Palm Beach County

Jan 16

- No classes MLK

Jan 18

- “The Meaning and Value of Choral Music”
- Turn in and share your philosophy
- Classroom routines
- Handbook template/mid-term and final project

Assignment:

1. Read and outline Ch. 3 “Designing Your Choral Program”
2. Prepare an audition and information form with a rubric

Jan 23

- “Designing Your Choral Program”
- Turn in and share your audition form and rubric
- Lesson Plan Formats (what IS required)
- Lesson plan templates

Assignment:

1. Prepare a sample sequential lesson plan for middle school mixed SAB advanced choir 50 min period

Jan 25

- Turn in and share your lesson plan
- Sign up for a mini lesson plan for rhythm and sight singing

Assignment:

1. Assignment:
2. Read and outline Ch. 13 “Managing Your Choral Classroom”
3. Contact and visit/observe 2 secondary classrooms 1 MS and 1 HS in the public schools TBA write an outline commentary of your observation. Copy me on all e-mails.
4. Contact 2 Middle School and 2 High School directors and compile a list of title, composer/arrangers, and voicing of 4 each of their tried and true go to pieces. Copy me on all e-mails.

Jan 27-28 FYI

- Solo and Ensemble MPA at Santaluces High Fri 3-9 p.m. Sat 9 a.m.-4 p.m.

Jan 30

- “Managing Your Choral Classroom”
- Fibonacci Choral Lesson Plan
- Scales, rubrics, bell ringers, brain breaks

Assignment:

1. Read and annotate articles: “Learner-Centered Instruction” and “Portfolios in the Choral Classroom”

Feb 1 (FYI-SDPBC All-District Honor Choir rehearsal 8-5, Feb 2nd concert at 7, call at 4)

- Article discussion
- Marzano says: teach, assess, re-teach
- 4 fingers, 4 corners, student leaders, scales, rubrics
- 3 is the magic number to get over the wall

Assignment:

1. Read and outline Ch. 11 “Planning the Rehearsal”
2. Use mini-projects 1, 2, and 3 as a guide and prepare a sample sequential lesson plan for an SSA intermediate High School choir block period 90 minutes long
3. Design a classroom plan to celebrate success
4. Note that mini-project 2 involves a classroom visit, your school will need to be pre-approved

Feb 6

- “Planning a Rehearsal”
- Turn in and share the lesson plan
- Class think pair share: celebrate success and portfolios
- Share observations

Assignment:

1. Read and annotate 2 articles: “Sing for Success” and The Neutral Syllable”

Feb 8

- ✓ Article discussion
- ✓ How do we rehearse “chunking”
- ✓ Read and outline Ch. 12 “Rehearsing The Choir” and Ch. 10 “Analyzing and Preparing the Score”

Feb 13 Mid-Term

Project Due: “Your Choir Handbook” from template provided Score reading and preparing, samples provided, group activity

Assignment:

1. Read and outline Ch. 5 “Repertoire” and Ch. 7 “Group Vocal Techniques”
2. Fill out observation templates to share with the class

3. Choose 2 pieces looked at this week and design warm ups relevant to the songs. Share with the class next week.

Feb 15

- Share warm up strategies from the score
- Share observation rehearsal good practices and issues with a solution
- Where do we find music: online, brick and mortar, workshops, MPA, ACDA, others

Assignment:

1. Read and Outline Ch. 9 “Building Musicianship Skills” and Ch. 4 “Choral Curriculum and Assessment”
2. Prepare a 4 tier rubric for grading and comprehension for melodic and rhythmic sight reading Marzano style

Feb 20

- Don’t forget to teach
- Sight singing, rhythm reading, theory, word walls, terms and symbols,
- FVA resources & Share resources
- mini project 3 Chapter 9

Assignment:

1. Read and outline Ch. 9 “Building Musicianship Skills” and Ch. 4 “Choral Curriculum and Assessment”
2. Turn in 16 annotated grades, 2 per week, for a quarter and how they will be weighted.

Feb 22

- Mock parent conference; be prepared to justify Jonny and Jane’s grades. Even when it’s difficult, say something nice first
- Explore rubrics, your new best friends

Assignment:

1. Read and annotate articles: “No Tech, Low Tech and High Tech” and “Classroom Communication With Students Who Have Disabilities”

Feb 27

- Inclusion and adaptive resources What does your handbook really say

Assignment:

1. Read and outline Ch. 15 “Administering the Choral Program”
2. Revise your Handbook to include fees, uniforms, parent groups, etc.

March 1

- What goes into a concert
- How do you show learning has occurred
- Parents want to be entertained but you have a curriculum and MPA to balance

Assignment:

1. Read and outline Ch. 6 “Programming and Producing Concerts”
2. Read and annotate article “Creating a Concert Preparation Checklist
3. Begin planning your themed concert based on mini project 1-4

March 3-4 FYI

High School MPA Forest Hill HS Fri 3-9PM Sat 9am-4pm

March 6 Spring Break

Assignment:

1. Have fun
2. Be safe
3. Listen to good music
4. Do something nice for someone
5. Visit a classroom
6. Start researching your Theme Concert!!!!

9-11 FYI

Middle School MPA Palm Beach Gardens High School 3-9PM

March 13

- Recruitment and boys they smell but you need them Student vs. Parent Leadership

Assignment:

1. Read and outline Ch. 2 “Recruitment and Retention of Singers” and Ch. 8 “The Changing Voice”
2. Continue working on your Final Projects

March 15

- It’s your job now what Evaluation=Marzano
- Effective, Highly Effective, Innovative Where to look for jobs

March 20-22

- project sharing

March 27-April 24-

- Catch up and project sharing

Final Exam Turn in:

Your notebook Revised Handbook

Themed Concert program Assignment check list

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University’s grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.