

MEMT 791: ADV. CHORAL CONDUCTING & REHEARSAL TECHNIQUES
SUMMER 2004 MONDAY-FRIDAY 1-4:00 PM, JUNE 8-25

PROFESSOR: James F. Daugherty
(email: jdaugher@ku.edu)
Office: 448 Murphy Hall
Phone: 864-9637
Office Hrs: By appointment.

GRADUATE
ASSISTANT: Marvin Latimer

Course Calendar & Web pages: <http://people.ku.edu/~jdaugher>
For protected materials: Username = dinky Password = dinky
Be sure to check the web site regularly for assignments, scheduling, and other important information.

COURSE
PURPOSE: This course is designed for practicing choral music educators to refine skills in choral conducting and rehearsal techniques, to think logically about the paradigms of the profession, and to expand their understandings of choral music-making.

COURSE
OBJECTIVES:

1. Acquire and expand conducting gestural vocabulary through mentored conducting lab experiences.
2. Understand relationships between gesture and choral sound.
3. Increase skills in diagnosing and correcting choral ensemble performance.
4. Gain an understanding of how choral sound is developed and refined.
5. Explore current best practice with respect to rehearsal techniques and choral pedagogy.
6. Become acquainted with research literature on choral conducting and rehearsing.
7. Begin to distinguish between research-based and non-research based choral methods.
8. Gain a working acquaintance with computer technology in enhancing the goals and objectives of the course.

REQUIRED
MATERIALS: Blank Blank VHS-C videotape for recording your conducting experiences throughout the course.

Internet Access.

Required Text: Durrant, Colin (2003). *Choral conducting: Philosophy and practice*. London: Routledge. ISBN 0-415-94357-4.

Other books and materials will be loaned or placed on the web.

REQUIREMENTS:

1. Conduct/Rehearse chosen choral literature as scheduled.
2. Complete a conducting evaluation form (online) by 7 PM the day of each conducting experience.
3. Mentor an MEMT 330 conducting student.
4. Complete seminar readings, as assigned, and contribute to class discussion of the same.
5. A Critical Analysis of a book (either a conducting text, or a choral methods/rehearsal text) from the suggested list. The analysis will take the form of a written paper, 5-6 pages. An oral, in-class presentation (20 minutes), including distribution of a handout, will also be done. In consultation with the instructor, a full length videotape may be substituted for the book. N.B. In several respects, it may be more difficult to analyze a videotape, e.g., transcribing spoken words or visual images into written text for purposes of analysis.
6. A Research Analysis of a data-based research article related to choral pedagogy. Complete/submit the review forms (xeroxed for each member of the class), and lead a class discussion on the research article.

COURSE CALENDAR: Found online at the class web site. Consult it frequently.

ATTENDANCE POLICY: Students may have only one absence for any reason (including illness, school sponsored activity, personal days) during this summer course. No documentation is required. For the second and each succeeding absence, the final course grade will be lowered by two letters for each absence. Highly unusual/exceptional circumstances will be decided on a case by case basis.

If a student finds she or he must be absent on a day he or she is scheduled to present/conduct before the class, notification prior to the class meeting is required (this may be accomplished by emailing the instructor) AND the student is expected to arrange to trade conducting or presentation times with another student so that the class schedule is not adversely affected.

EVALUATION/ASSESSMENT: This is a competency based course. Your final course grade will be determined according to the following criteria:

- A = All course requirements completed on time and with exceptional competency.
- A- = All course requirements completed on time and with competency.
- B = All course requirements completed with competency, one or two are tardy or done in haste.
- C = All course requirements completed, the majority with competency and on time.
- F = Not all course requirements completed.

There will be no written tests or examinations. No grades of Incomplete will be given in this course.

NOTE: The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see the instructor privately in regard to this course.

CRITICAL ANALYSIS GUIDELINES

Read critically and become thoroughly familiar with the content, perspective, and methodology of a chosen text on choral methods or choral conducting.

1. Write a critical analysis paper. Papers should be 5-6 pages, double spaced, APA format. Include a bibliographic citation of your text immediately after the title of your paper, prior to the first paragraph you write. Suggested format:

Perspective (1-2 pages). What is the theoretical worldview or bias of this author? How does the author know what he/she knows? Why? What evidence supports your judgment in this regard? Can you isolate a brief quote from the book that encapsulates the author's approach?

Content of the Book (1 page). Give in outline form the major content covered by the book. You may be able to duplicate the Table of Contents. You may have to conflate/reduce it to fit in one page.

What specific content is research-based and what specific content appears to be based on opinion or tradition? (1 page). First, combine this part of the paper with the previous page (Content of the Book) by some system of starring or footnoting. Then on this page, supply reasons for your judgment, ideally taking in brief detail a segment of the book that is research-based and a segment of the book that is opinion/tradition to serve as examples.

What, in your judgment, is the strength of this particular book/perspective? Why? (1 page).

What, in your judgment, is a particular weakness of this particular book/perspective? Why? (1 page).

What did you learn from reading this book/completing this analysis that was of benefit to you? (1 page)

2. Prepare and lead a class presentation (20 minutes, plus 10 min for discussion), along with a handout for the class that includes a bibliographic citation and whatever else you choose. Also xerox the article for the class. For this presentation, briefly isolate and convey what in your judgment is the theoretical worldview or bias of this author and why. Then spend most of the time on sharing with the class a particular approach or technique or idea contained in the book that you think is interesting or important, either positively or negatively, for professional practice.

SUGGESTED BOOKS AND VIDEOTAPES FOR CRITICAL ANALYSIS

Others may be chosen in consultation with the instructor.

Suggested Methods Books:

- Brinson, B.A. (1996). *Choral music methods and materials: Developing successful choral programs (grades 5-12)*. New York: Schirmer Books.
- Collins, D.L. (1999). *Teaching choral music*. 2nd edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Demorest, S. (2002). *Building choral excellence: Teaching sight-singing in the choral rehearsal*. New York: Oxford University Press.
- Hylton, J. (1995). *Comprehensive choral music education*. Englewood Cliffs, NJ: Prentice-Hall.
- Phillips, K. (2004). *Directing the choral music program*. New York: Oxford University Press.
- Smith, B. & Satalaoff, R.T. (2000). *Choral pedagogy*. San Diego, CA: Singular Publishing.

Suggested Conducting Books:

- Demaree, R. W. & Moses, D. V. (1995). *The complete conductor*. Englewood Cliffs, N.J.: Prentice-Hall.
- Garretson, R. L. (1998). *Conducting Choral Music*. 8th ed. Upper Saddle River, NJ: Prentice-Hall.
- Jordan, J. (1996). *Evoking sound: Fundamentals of choral conducting and rehearsing*. Chicago: GIA.

Suggested Videotapes:

- Eichenberger, R. *What they see is what you get*.
- Eichenberger, R. *Creative movement in the choral rehearsal*.

Armstrong, A. & Thomas, A. *Body, mind, spirit, voice.*

RESEARCH ANALYSIS GUIDELINES

Choose a data-based, research study bearing on choral pedagogy from one of the following journals: *Journal of Research in Music Education*, *International Journal of Research in Choral Singing*, *Bulletin of the Council of Research in Music Education*, *Choral Journal* (be careful! Many articles in Choral Journal are not research-based), or *Journal of the Acoustical Society of America*. Articles from other sources may be used after consultation with the instructor about the particular article.

Complete one of the following research analysis forms for your article. Transfer the particular form into your own word processing program and space/format as desired.

For your in-class presentation (20 minutes), distribute to the class xerox copies of both the article and your research analysis form.

RESEARCH ANALYSIS FORM A (for non-experimental quantitative, historical, philosophical, or qualitative studies)

Complete bibliographic citation of the article (APA format):

Type of research:

Purpose of the study:

Methodology (include any non parametric statistical measures performed, if applicable; for historical or philosophical studies, specify as best you can the type of philosophical or historical methodology employed):

Results/Conclusions of the study:

Recommendations made for future research:

Your evaluation/assessment of the integrity and importance of this research:

RESEARCH ANALYSIS FORM B (for quantitative studies with experimental or quasi-experimental designs, i.e. some variable is manipulated)

Complete bibliographic citation of the article (APA format):

Type of research:

Purpose of the study:

Independent variable (The effect of....):

Dependent variable (The effect of the above on.....):

Design (statistical, pre-post, reversal, etc.):

N =

Number of groups:

Methods/Procedures:

Statistical analyses (list tests):

Graphic analyses (list titles):

Results:

Discussion/Conclusions:

Recommendations for future research:

Your evaluation/assessment of the integrity and importance of this research:

Generalization possibilities to other subjects and situations: