MEMT 331  CONDUCTING CLINIC: CHORAL  SUMMER 2005  Monday-Friday, June 7-24, 1:15-4 PM

PROFESSOR:  James F. Daugherty  
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Office Hrs:  By appointment

Course Calendar &  Web pages:  http://people.ku.edu/~jdaugher
Web pages:  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 serves a dual purpose in the music education and music therapy curricula. As a part of the three-course sequence that includes Performance Media: Voice, Performance Clinic: Choral, and Conducting Clinic: Choral, it provides the opportunity for students to develop (a) their own singing skills, (b) their skills in helping others learn to sing, (c) their knowledge of choral repertoire and vocal ensemble music, and (d) their knowledge of group vocal pedagogy. As part of the three course conducting sequence, it provides the opportunity for students to develop their knowledge of conducting and rehearsal techniques. The knowledge base underlying the course includes information concerning vocal production, vocal repertoire, vocal pedagogy. This course also serves as a foundation for some skills continued at a more advanced level in MEMT 450 (Choral Methods).

Teacher education standards and objectives met by this course are permanently posted on the course web site.

COURSE
OBJECTIVES:
Specific objectives for MEMT 331 students include: (1) Refine choral conducting and rehearsal leadership skills via regular practice in front of an ensemble; specific, regular feedback from the instructor and peers; and regular self-evaluations; (2) Refine skill in designing and leading sequenced choral warm-ups; (3) Plan and lead choral sightsinging that utilizes solfegge and Curwen hand signs; (4) Craft and lead a solfegge-based choirbuilding/harmony exercise; (5) Reflect critically on the relation of gesture and non-verbal techniques to desirable choral sound; (6) Gain experience in selecting choral literature and planning rehearsal time; (7) Gain a working knowledge of professional associations such as ACDA, MEMT, MTSA; (7)
Gain a working acquaintance with computer technology in enhancing the goals and objectives of the course.

**INSTRUCTIONAL METHODS:**
This class is a laboratory music performance (singing, conducting, rehearsal leadership) clinic. The laboratory experience will be supplemented by demonstrations, lectures, internet assignments, and discussion. Student conductors are videotaped. Students arrange a time with the instructor to view their videotape(s) at least once during the semester.

**REQUIRED MATERIALS:**

**MATERIALS:**
Internet Access.
Blank VHS-C videotape for recording your conducting experiences throughout the course.
Other materials may be given out periodically or placed on library reserve.

**REQUIREMENTS:**

1. MEMT 331 students will conduct and sing in the class ensemble. All students are expected to “give good class,” i.e., engage whole-heartedly in the ensemble, treat student conductors with respect, and offer constructive, positively phrased comments to peers. This class will be a safe, supportive environment in which to grow and develop skills.

2. Lead an “Evoking Choral Sound” demonstration. (videotape)

3. Self-evaluation/Review of your “Evoking Choral Sound” demonstration. Due (email) no later 7 pm of the same day.

4. Submit one example of score preparation and resulting rehearsal plan prior to first rehearsal in the Renaissance/Baroque cycle. No requirement to submit thereafter.

5. Lead sequenced choral warm-ups in-class. (videotape)

6. Self-Evaluation/Review of videotape of your warm-ups. Due (use the warm up evaluation form found on the web site) no later the announced time.

7. Conduct as scheduled.

8. Post a brief self introduction and complete two web modules: (a) Sequential Teaching Cycles/Direct Instruction module; and (b) Choral Literature on the Web.

9. A Self-Evaluation/Review of videotape of each conducting experience is due (use the conducting evaluation form found on the web site) no later than the time announced.

10. Demonstrate ability to use Curwen hand signs/solfegge in (a) leading a class sightreading exercise and (b) crafting and leading a choirbuilding/harmony exercise that incorporates solfegge. Directions for both are on the course calendar.

11. Work with a MEMT 231 student as mentor.

12. View the Eichenberger video as noted in the course calendar and write two 3-page (typed) reviews/analyses discussing ways in which this approach and suggestions from the film can benefit your own conducting. May be submitted by email. If emailed, write “Eichenberger Review” as the subject of the email. Check web site for due dates.
13. Turn in Final Grade Checklist. Criteria for your final course grade are on this list.
14. Participate in the class research project, if there is one.

ATTENDANCE:

Students may have only one absence for any reason (including illness, school sponsored activity, personal days) during this intensive summer session course. No documentation is required. For the second and each succeeding absence, the final course grade will be lowered by one letter 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.

This attendance policy seeks to balance the laboratory-ensemble nature of the course (we learn by doing, and we can't learn if you are not present) with the recognition that class members are pre-professionals in music education and music therapy and can handle necessary absences according to the expectations typically encountered in a professional employment situation.

There will be no written tests or examinations.

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 me privately in regard to this course.

MEMT 331 assignments before next class: Post to the web site a personal introduction. Prepare Evoking Choral Sound Exercise (consult web site link for details).