

WESTERN UNIVERSITY
DON WRIGHT FACULTY OF MUSIC

Music 3832B – Choral Literature and Techniques
Winter 2022

Instructor: Dr. Mark Ramsay
Pronouns: he/him
Office: TC325
Email: mramsay9@uwo.ca
Office Hours: by appointment

Teaching Assistant: Matthew Boutda
Email: mboutda@uwo.ca
Office Hours: by appointment

Class times: Monday 9:30 - 10:20 a.m. and Thursday 1:30 - 3:20 p.m.
Class location: MB227

Course Description:

A survey of repertoire selection, score study and applied rehearsal strategy which supports the choral music educator to teach and conduct in a variety of settings, providing a complex understanding of choral music making today.

Together, we will explore how to select appropriate repertoire for different choral ensembles, refine our score study skills to better inform rehearsal approaches, and build rehearsal plans that support various learners in an ensemble setting. In-class conducting opportunities will help to expand our toolbox of possible conducting gestures and rehearsal strategies. Throughout the course of the semester, we will refine our ability to provide supportive feedback to others while modeling inclusive language, and investigate contemporary issues impacting the choral field.

You will be expected to complete readings and written assignments, and to participate in, as well as lead, musical activities and class discussions. Assignments include personal reflections, in-class rehearsal segments, and a final project that incorporates in-class teaching, sequential rehearsal planning, and programming. A weekly announcement will be posted on Fridays on our OWL site to assist with preparation for the following week. You will be required to video record your own conducting and teaching and store the footage in an online portfolio.

Prerequisites: Music 2832A/B or the former Music 2830 or Music 3841A/B or the former Music 3840.

Learning Outcomes:

By the end of this course you should be able to:

1. Select repertoire that fits the needs of an identified ensemble and together forms a cohesive program
2. Analyze musical scores to inform rehearsal planning
3. Develop sequential rehearsal plans that incorporate strategies for teaching specific skills and knowledge
4. Implement effective rehearsal strategies to benefit an ensemble
5. Demonstrate comfort and ability in leading others in rehearsal
6. Communicate musical intentions through conducting gestures

7. Aurally identify areas for improvement within an ensemble
8. Utilize inclusive and supportive language
9. Demonstrate care and consideration for the vocal health of a choral ensemble
10. Dialogue effectively with peers, instructors, and community music leaders to seek answers and build knowledge
11. Participate thoughtfully to class discussions and contribute to group music-making opportunities
12. Enhance evaluative skills through self and peer evaluation

Course Materials:

Supplemental materials, scores, assignments, and announcements will be available on the OWL course page. Be sure to check the course page regularly for updates. Both online and in-person classes will require singing and active participation; when participating in an online class, please ensure you are in a location that will allow you to participate freely.

You will be required to video record your conducting and teaching throughout the semester. These videos must be uploaded to an online platform that will allow you to easily review them throughout the semester and also share them with others for viewing as required.

As a class, we will purchase a set of scores that we will all use during the second half of the semester. The cost of the music order will be shared among everyone in the class and you will retain one copy of each score at the completion of the course for your future use. Budget \$30 for this music.

Evaluation:

Participation and Classwork: 10%

Weekly

This course will require you to work independently as well as in small groups and with the entire class. You are expected to attend and be punctual for all classes, to prepare weekly readings and tasks with care and consideration, to meaningfully contribute to class discussions, to provide helpful feedback to classmates, as well as appropriately receive feedback from others. You will be required to actively participate as a singer in the class and will have multiple opportunities to act as a musical leader for the class. You must be prepared. You will be expected to read, reflect on, and be prepared to discuss one reading of your choice from the Reading Folder (found on OWL) each week. In addition, you will maintain a learning log throughout the course that includes your evolving learning goals, self-reflections from your in-class teaching experiences, links to recorded videos of your teaching, feedback from instructors, and weekly readings you complete. Assessment criteria includes: consistent commitment to preparation; care and consideration of others; demonstration of effort and initiative; and punctuality and consistent attendance.

Personal Reflections: 20% (10% + 10%)

Due dates: Feb. 7 and Mar. 21

Two formal personal reflections will be completed throughout the semester. You may choose a format of written prose (approx. 500-750 words), audio recording (approx. 5-7 mins), or

audio/video recording (approx. 5-7 mins). Prompts will be provided a minimum of one week before the due date for each reflection. The purpose of the assignment is to provide the opportunity for you to share your critical reflections in relation to the topics we discuss, your own weekly readings, your experiences in the class as a singer and leader, and also to explore your own ideas, beliefs, and understandings as they relate to your skills as a musical leader. Assessment criteria includes: clarity of communication; awareness of your own learning; and depth of critical analysis.

Conducting and Teaching Opportunities (CTO): 40% (10% + 15% + 15%)

Due dates: #1: Jan. 27 + Feb. 3; #2: March 3 + 10; #3: March 31 – April 7

Throughout the semester you will have the opportunity to lead the class in rehearsal. Three of these opportunities will be formally evaluated and a schedule of conductors will be posted one week in advance. For each of these opportunities you will be required to prepare a written plan, execute the plan within the given time while responding to the needs of the ensemble, and reflect afterwards on the effectiveness of your mini-rehearsal. Feedback and support during the lessons as well as afterwards will be provided by the instructors and your peers. Assessment criteria includes: evidence of preparation; appropriateness of selected rehearsal strategies; ability to identify areas for improvement and effectively respond to the ensemble; demonstration of effective gestures and rehearsal strategies as well as inclusive and support language.

Programming and Planning Project: 30%

Due date: April 8

The purpose of this assignment is to combine your programming, score study, and rehearsal planning skills into one final product. It is important that the final product is practical and useful to you in the future so choose your repertoire wisely. From our class set of repertoire, you will select one piece, complete a full score study of the work, build a cohesive program of music inspired by this piece, and construct sequential rehearsal plans that would allow you to unpack the piece with an ensemble. Opportunities will be created for you to share your progress with instructors and peers in order to receive feedback. The final product will include a copy of the concert program with access links to view scores of the additional repertoire, a clear scan of your studied score, and three sequential rehearsal plans. Assessment criteria includes: effectiveness of repertoire selection and programming; ability to thoroughly analyze the musical score; ability to construct sequential rehearsal plans informed by musical analysis.

Notes:

i) **Course Prerequisites:** Music 2832A/B or the former Music 2830 or Music 3841A/B or the former Music 3840. Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

ii) **Grading scale:** A+=90-100%, A=80-89%, B=70-79%, C=60-69%, D=50-59%, F=0-49%.

iii) **Academic Consideration for Student Absence:** Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. **Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus.** Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. **Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.**

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office. For the Western University policy on Consideration for Student Absence, see:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Special Note for Covid-19-related Situations:

As a guideline, if a student has been contacted by the Middlesex-London Health Unit (MLHU) to self-quarantine due to a Covid-19-related situation, then the Self-Reported absence system is not to be used to report this absence or to request an academic accommodation. The student should contact the Academic Counselling office as soon as they are notified.

In general, even when the MLHU has not advised students to self-isolate, students are advised to follow the most recent directions from the university and the MLHU concerning when to self-isolate and for how long. Specifically, if a student believes they have Covid-19 then the student is directed to report this to the Academic Counselling office as soon as possible for further direction on receiving accommodation consideration.

iv) **Academic Consideration for Missing Work:** In cases where students are unable to submit work due to medical illness or compassionate grounds, if an online self-reported absence is submitted, or if appropriate supporting documentation is submitted to the Associate Dean's office, and the accommodation is granted, then the missed assessments may be rescheduled or discounted in the calculation of the final grade for the course, at the discretion of the instructor. If neither a self-reported absence nor an appropriate supporting document is submitted to the appropriate office, then the missed assignments will receive a grade of zero.

v) **Academic Offences:** Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. Scholastic offences are taken seriously and students are directed to

read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

vi) **Mental Health & Wellness:** Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in UCC room 76. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in UC11 or to click on the green “I Need Help Now” button on the Health and Wellness page above.**

vii) **Accommodation for Students with Disabilities:** Students work with Accessible Education Western (AEW, formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

viii) **Religious Accommodation:** Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar. <http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

ix) **Contingency Plan:** Although the intent is for this course to be delivered in-person, the changing COVID-19 restrictions may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any assessments affected will be conducted online as determined by the course instructor.

x) **Recording of Online Activities:** Remote learning sessions for this course may be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

xi) **Online Etiquette:** Some components of this course may involve synchronous online interactions. To ensure the best experience for both you and your classmates, please observe the following general considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of “Zoom-bombing” a class, or of other

serious online offenses, may be subject to disciplinary measures under the Code of Student Conduct.

Class Schedule: *(subject to change)*

	Date	Topics	Assignments Due
W E E K 1	M. Jan. 10	Welcome, introductions, and course overview	
	Th. Jan. 13	Introduce: Where do we start? - <i>purpose of score study</i> - <i>warm-up structure</i> - <i>linking strategies with purpose</i>	
W E E K 2	M. Jan. 17	Introduce: Where do we start? <i>(continued)</i>	
	Th. Jan. 20	Introduce: Where do we start? <i>(continued)</i>	
W E E K 3	M. Jan. 24	Where do I find music?	
	Th. Jan. 27	Conducting and Teaching #1 <i>Introduce</i>	
W E E K 4	M. Jan. 31	Should we sing this?	
	Th. Feb. 3	Conducting and Teaching #1 <i>Introduce</i>	
W E E K 5	M. Feb. 7	Should we sing this? <i>(continued)</i>	Personal Reflection #1 due
	Th. Feb. 10	Reinforce: What am I hearing? - <i>identifying what you hear</i> - <i>responding with strategies</i> - <i>evaluating</i>	
W E E K 6	M. Feb. 14	Reinforce: What am I hearing? <i>(continued)</i>	
	Th. Feb. 17	Reinforce: What am I hearing? <i>(continued)</i>	
	M. Feb. 21	Reading Week (no classes)	
	Th. Feb. 24	Reading Week (no classes)	
W E E	M. Feb. 28	Changing voices: What do I do?	

WEEK 7	Th. Mar. 3	Conducting and Teaching #2 <i>Reinforce</i>	
WEEK 8	M. Mar. 7	Programming and Planning Project Updates	
	Th. Mar. 10	Conducting and Teaching #2 <i>Reinforce</i>	
WEEK 9	M. Mar. 14	Now what? How do I keep learning?	
	Th. Mar. 17	Refine: How can we improve? - <i>building understanding</i> - <i>adding nuance and polish</i>	
WEEK 10	M. Mar. 21	Refine: How can we improve? <i>(continued)</i>	Personal Reflection #2 due
	Th. Mar. 24	Refine: How can we improve? <i>(continued)</i>	
WEEK 11	M. Mar. 28	But that has nothing to do with making music.	
	Th. Mar. 31	Conducting and Teaching #3 <i>Introduce, Reinforce, and Refine</i>	
WEEK 12	M. Apr. 4	Conducting and Teaching #3 <i>Introduce, Reinforce, and Refine</i>	
	Th. Apr. 7	Conducting and Teaching #3 <i>Introduce, Reinforce, and Refine</i>	
	F. Apr. 8	Programming and Planning Project due	