

Sul Ross State University
MUSIC 5319
Research: Music Theatre of the 1930s

INSTRUCTOR:

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OFFICE HOURS: 9:00-9:30 M-F

CLASS MEETINGS: M 3:30-4:30

Course Description: Individual Research in Music: Graduate Level.

During this course students will:

1. Understand and articulate in both writing and verbally the major trends and composers of the period.
2. Analyze musical theatre songs of the period.
3. Through study of the songs, improve sense of pitch and rhythm.
4. Understand the importance of social issues of the period and their effect upon musical theatre. Example = The Great Depression.

Weekly Assignments, Research, Reading

Weeks 1-15:

1. Read a major biography on each of the composers and their works: the Gershwins (week 1-3), Cole Porter (week 4-6), Jerome Kern (week 7-8), Rodgers & Hart (week 9-10), Noël Coward (week 11-12).
2. 2. Weekly music reading.
3. Weekly musical theatre vocal technique using songs of the period.

Final Paper: Detailed paper on styles, composers and plot of major musicals. Due May 1.

Final project: Singing of four songs from the period.

Grading: Based on comprehension, discussion, paper, and improved vocal and musical technique.

The following table will be used to determine grades for the assignments throughout this course:

Excellent	Above Average	Average	Below Average	Not a
Written and presentation work is: <ul style="list-style-type: none"> ▪ Detailed ▪ Of professional quality ▪ synthesizes previous knowledge ▪ demonstrates creativity ▪ shows an extraordinary understanding of music and learning. 	Written and presentation work is: <ul style="list-style-type: none"> ▪ Detailed ▪ Of professional quality ▪ synthesizes some previous knowledge ▪ demonstrates creativity ▪ shows an acceptable understanding of music and learning. 	Written and presentation work is: <ul style="list-style-type: none"> ▪ General in nature ▪ Utilizes skills learned in this course only ▪ demonstrates little creativity ▪ shows an acceptable understanding of music and learning. 	Written and presentation work is: <ul style="list-style-type: none"> ▪ Is not detail-ed or factual ▪ Utilizes some skills learned in this course only ▪ shows an unacceptable understanding of music and learning. 	Written and presentation work is: <ul style="list-style-type: none"> ▪ ▪ ▪

GRADING: Grading will be based on the following:

- Attendance (3 absences maximum; grade falls 1 letter for each unexcused absence)
- Class preparation and discussion
- Written projects which include, but are not limited to:
 - Journal
 - Lesson plans
 - Observation reports
 - Sample “syllabus”
 - Quizzes (covering readings, class discussions)
 - Mid-term and Final Exams

Weighting will be as follows:

15% Class discussion & participation (attendance is mandatory)

25% Mid-term & Final + project

60% Assignments, quizzes, journal (journal may be via e-mail)

Tentative Schedule and Topics

Dates	Tuesdays	Thursdays
Aug. 20	-----	Intro. To Course
Aug. 25, 27	Philosophy Ch. 14	Leadership Ch. 1; Kelly pp. 50-70
Sep. 1, 3	Leadership Ch. 2; Kelly 119-139	Motivation Ch. 3
Sep. 8, 10	1st yr. Teaching Ch.4	Budget/Fac. Ch. 5
Sep. 22, 24	Budget/Fac. Ch. 6	Assessing/Gr. Ch.9
Sep. 29, Oct. 1	Observation I & Outline Final Project Idea	MENC, TMEA, ChoralNet and other websites
Oct. 6, 8	Lesson Plans Ch. 7	Rehearsing
Oct. 13, 15	Choral Lit.	Choral Lit.
Oct. 20, 22	Teaching Singers	Teaching Singers
Oct. 27, 29	General Music	software demo
Nov. 3, 5	Observation II	Public Relations Ch.11
Nov. 10, 12	Band Lit. (Lippard)	Band Lit.(Lippard)
Nov. 17, 19	Observation III	Fundraising Ch. 12
Nov. 24, 26	Thanksgiving Break	Thanksgiving Break
Dec .1, 3	Contest/Fest. Ch.10	Final Project
Week of Dec. 7	Review Final Project	

Journal Reviews

A one-to-two page double-spaced, **word processed** evaluation of a current periodical article as well as contributing to discussion during class constitutes fulfillment of the assignment. Topics for each assignment:

Music classroom management (discipline), due Sep. 10.

Rehearsal techniques, due Oct. 15.

Choral or instrumental music education, due Nov. 3.

Student Choice, due Dec. 1.

Try to vary the sources you consult. A suggested list follows but is not inclusive.

Music Educators Journal

American Music Teacher

Teaching Music

General Music Today

Journal of Research in Music Education

Choral Journal

Include a copy of the article with your evaluation. Your evaluation should include the proper bibliographic information in the header of your paper. The article may be downloaded from the web, but it must be printed.

Assignments will be described in greater detail during class, as will internet resources for music education.

Basic Music Teaching Websites:

www.menc.org

www.tmea.org

www.choralnet.org (everyone will be required to join ChoralTalk and ChoralList, even if you are an instrumentalist)

This list may be updated at a later date.

Students with a disability may request appropriate accommodations for this course by contacting the Disability Services Office, 837-8178.

MUSIC STANDARDS. The following are TX music education standards for music teachers.

Standard I. The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

Standard II. The music teacher sings and plays a musical instrument.

Standard III. The music teacher has a comprehensive knowledge of music notation.

Standard IV. The music teacher creates and arranges music.

Standard V. The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

Standard VI. The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning

experiences that enhance their musical knowledge, skills, and appreciation.

Standard VIII. The music teacher understands and applies appropriate management and discipline strategies for the music class.

Standard IX. The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

Standard X. The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

Basic Common Courtesies and Expected Behaviors

1. There will be no use of electronic devices during this class, including but not limited to cell phones, blackberries, iPods/mp3 players, and laptops. They may be confiscated, at least for the period, perhaps for the day. Exceptions are to be discussed with the professor in advance, and may be granted for those with children (cell phone in vibrate position) or note-taking only (laptops).
2. Going in and out of class is rude. Go to the restroom and/or get a drink of water before class.
3. Sleeping in class is also rude. Be awake. Stay alert. Manage your time to get enough sleep outside of class.
4. Be on time. Attendance will be taken at the beginning of class only. If you are late, you will be counted absent, going toward your total of 6. Three (3) tardies = 1 unexcused absence.
5. The path to the professor's office is class time. If you are absent for a class, you are not eligible for office time before the next class.

SRSU Music Schedule Fall 2009 TBA

Attendance at 75% is also mandatory.