

## Directing The Choral Music Program

Hours of college methods can only begin to prepare you for the realities of the music classroom. Only experience will teach you some of the material never mentioned in methods classes, and this handbook will be an enormous practical guide to help you with This is a compact and comprehensive overview of the many teaching methods, strategies, materials, and assessments available for choral sight-singing instruction. It takes the mystery out of teaching music reading. Topics covered include practical strategies for teaching and assessment.

Rooted in the experience of a professional choral conductor, this book provides a guide to practical issues facing conductors of choral ensembles at all levels, from youth choruses to university ensembles, church and community choirs, and professional vocal groups. Paired with the discussion of practical challenges is a discussion of over fifty key works from the choral literature, with performance suggestions to aid the choral conductor in directing each piece. Dealing with often-overlooked yet vital considerations such as how to work with composers, recording, concert halls, and choral tours, *A Practical Guide to Choral Conducting* offers a valuable resource for both emerging choral conductors and students of choral conducting at the undergraduate and graduate levels.

DVD contains discussion and demonstration of instrumental and choral conducting techniques by the author and Eugene Migliaro Corporon; in part, animation.

Designed for Introduction to Music Education courses, this textbook provides an overview of the music education system , illuminating the many topics that music educators need to know, including technology, teaching methods, curricular evolution, legislation, and a range of societal needs from cultural diversity to evolving tastes in music. It encompasses a broad picture of the profession, and how the future of music education rests in the hands of today's student teachers as they learn how to become advocates for music in our schools.

This essential text provides choral music educators with a well-organized, practical introduction to directing choirs and managing choral programs at the middle-school through high-school level. It offers step-by-step advice on designing and administering a choral program, from curricula to repertoire to performance, and helps instructors develop a personal philosophy of music education. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

*Directing the Choral Music Program, Second Edition*, is a comprehensive introduction to developing and managing choral music programs from elementary through high school to adult levels. Broad in scope and practical in orientation, the book is structured around three basic units-the administrative process, rehearsal and performance planning, and choral techniques. In addition to core topics-including recruitment and auditioning, classroom management, vocal development, and curriculum and performance planning-it covers singing pedagogy and its relationship to physical anatomy, the philosophy of choral music education, the history of choral conducting, and the new National Standards for Music Education (2014). The author also presents material on directing show choirs and musicals, teaching sight-reading skills, working with adolescent singers, and organizing choir tours, festivals, and contests.

It is a truism in teaching choral conducting that the director should look like s/he wishes the choir to sound. The conductor's physical demeanour has a direct effect on how the choir sings, at a level that is largely unconscious and involuntary. It is also a matter of simple observation that different choral traditions exhibit not only different styles of vocal production and delivery, but also different gestural

vocabularies which are shared not only between conductors within that tradition, but also with the singers. It is as possible to distinguish a gospel choir from a barbershop chorus or a cathedral choir by visual cues alone as it is simply by listening. But how can these forms of physical communication be explained? Do they belong to a pre-cultural realm of primate social bonding, or do they rely on the context and conventions of a particular choral culture? Is body language an inherent part of musical performance styles, or does it come afterwards, in response to music? At a practical level, to what extent can a practitioner from one tradition mandate an approach as 'good practice', and to what extent can another refuse it on the grounds that 'we don't do it that way'? This book explores these questions at both theoretical and practical levels. It examines textual and ethnographic sources, and draws on theories from critical musicology and nonverbal communication studies to analyse them. By comparing a variety of choral traditions, it investigates the extent to which the connections between conductor demeanour and choral sound operate at a general level, and in what ways they are constructed within a specific idiom. Its findings will be of interest both to those engaged in the study of music as a cultural practice, and to practitioners involved in a choral conducting context that increasingly demands fluency in a variety of styles.

"The book is organized into two parts. Part I, "The Young Singer," is an introduction to 90 sequential singing exercises detailed in Part II. Here, Phillips provides historical and philosophical perspectives on procedures of vocal training for children and adolescents. Included are discussions on the physiology of the singing voice, proper vocal techniques, the vocal parameters of pitch, registers, and range, and a special section on common vocal disorders and proper vocal hygiene." "Part II, "Vocal Technique for Young Singers," examines aspects of vocal technique by grouping the exercises into five major areas: respiration, the foundation for good singing technique; phonation, developing children's speaking voices as a natural part of voice training; resonant tone production; diction, emphasizing uniform vowels and rapid consonant articulation; and expression, studying how phrasing, dynamic and tempo variation, and mood lead to meaningful interpretation." This textbook prepares Music Education and Choral Conducting majors to be effective middle school and high school choral music teachers. It fully integrates the choral field experience for hands-on learning and reflection and allows the student to observe and teach the book's principles. It covers the essentials of vocal development, auditions, literature, rehearsals, classroom management, and practical matters. (Choral). This is a book for choral directors who find themselves in conversations they might not feel ready to have. Teaching with Respect prompts us to ask deeper questions about the language we use, about systems of power, about our heritage and inheritance. When we examine our teaching, we may find that, while we do not intentionally act with racism, sexism, or bigotry, we may be complicit in adopting systems and language that marginalize and discriminate. But since we want to be the kind of directors that foster artistic communities built on respect, we must be willing to ask such questions. And the burden cannot be on our singers who are being marginalized to teach us a more respectful path; it is on us to learn how it is that we are marginalizing. In this book we look closely at our teaching strategies. How does our repertoire and instruction intersect with our singers' identities, specifically their learning abilities, gender, sexuality, religion, ethnicity, and race? How do we engage with our audience? The book suggests an ethical approach to teaching choral music that is centered on respecting the singers in front of us. Readers will discover ways to maintain and elevate their artistic standards of excellence while also expanding their mindset.

The Teaching of Instrumental Music - 4th Edition by Richard J. Colwell and Michael P. Hewitt (Prentice Hall, 2010) / 456 pages / 8.5 x 11 / \$140.80 (paper)PubAlley: 52 units, \$7,039.80 BookScan: 303 recordsWorldCat: 745 recordsPubTrak: 235 units since fall term 2006Teaching Instrumental Music: Developing the Complete Band Program by Shelley Jagow (Meredith Music, 2007) / 304 pages / 8.5 x 11 / \$34.95

## Read Free Directing The Choral Music Program

(paper)PubAlley: 167 units, \$5,856.07BookScan: 1,010 recordsWorldCat: 94 recordsPubTrack: 347 units since fall term 2006Teaching Band & Orchestra - Methods and Materials by Lynn G. Cooper (GIA Publications: 2004) / 408 pages / 7 x 10 / \$42 (cloth) PubAlley: 526 units, \$21,175.42BookScan: 1,851 recordsWorldCat: 206 recordsPubTrak: 1,513 units since fall term 2006

New to teaching chorus? If so, you may be filled with anticipation and anxiety. Getting Started with Middle School Chorus is here to point you in the right directions. Like other books in the Getting Started series, there's enough specific information here to get you started and on your way! This second edition of Getting Started with Middle School Chorus gives you new information on working with young adolescent changing voices, designing optimal rehearsals for middle schoolers, managing growing choral programs, and helping youngsters gain musical skills they can carry with them for a lifetime of making music. This practical outline will help build your confidence as you take on the new responsibilities associated with teaching middle school chorus.

As the landscape of choral education changes - disrupted by Glee, YouTube, and increasingly cheap audio production software - teachers of choral conducting need current research in the field that charts scholarly paths through contemporary debates and sets an agenda for new critical thought and practice. Where, in the digitizing world, is the field of choral pedagogy moving? Editor Frank Abrahams and Paul D. Head, both experienced choral conductors and teachers, offer here a comprehensive handbook of newly-commissioned chapters that provide key scholarly-critical perspectives on teaching and learning in the field of choral music, written by academic scholars and researchers in tandem with active choral conductors. As chapters in this book demonstrate, choral pedagogy encompasses everything from conductors' gestures to the administrative management of the choir. The contributors to The Oxford Handbook of Choral Pedagogy address the full range of issues in contemporary choral pedagogy, from repertoire to voice science to the social and political aspects of choral singing. They also cover the construction of a choral singer's personal identity, the gendering of choral ensembles, social justice in choral education, and the role of the choral art in society more generally. Included scholarship focuses on both the United States and international perspectives in five sections that address traditional paradigms of the field and challenges to them; critical case studies on teaching and conducting specific populations (such as international, school, or barbershop choirs); the pedagogical functions of repertoire; teaching as a way to construct identity; and new scholarly methodologies in pedagogy and the voice.

Comprehensive introduction to developing and managing choral music programs from elementary through high school and adult levels. Useful for choral directors in schools, churches, and communities.

Using a group of average, elementary-age children, Dr. Phillips teaches & models each of the ninety exercises & vocalises of his method for the vocal instructor. Five main areas of vocal development are presented: respiration, phonation, tone production, diction & expression. Three exercises for each of these five areas form one level, & each level of fifteen exercises builds upon the next, as students in grades 1-12 are challenged to improve their singing technique.

Textbook for Beginning Choral Conductors

(Methodology Chorals). Excellence is not something stumbled upon by accident. You won't achieve great things while flailing about in paperwork nor partake of true musical artistry by folly. Success requires a concrete plan of action: a big-

picture plan followed by all the little details that, together, create a complex mosaic that forms a beautiful and intricate picture of choral excellence. This practical text offers a wealth of information for running a choral program. The two successful veteran teachers offer advice for dozens of solutions to issues facing the choral director. Includes a CD-ROM of bonus material, an introduction by Paul Salamunovich, and these chapters: 1. GET READY... The Calendar for the Year, The Choir Handbook. 2. GET SET... Preparing for Class, Herhearsal Structure and Techniques, Selecting Literature, Blueprint for Teaching Choral Literature, Effective Classroom Management. 3. GO! Conducting Concert Dos and Don'ts, Memorization, Contests and Festivals, Programming Themes and Variations, Enrichment Opportunities for Students, The Blessing of Added Extras, Identifying Prospective Audiences. 4. AFTER ALL, THEY DO CALL YOU A TEACHER! Grading Policies, Paperwork, Teaching Sight-Reading and Music Literacy. 5. TAKING CARE OF BUSINESS Copyright Law for the Choral Director, The Art of the Interview, Teacher Observations and Evaluations, Professional Resources. 6. HOW TO GET ALONG AND PLAY WELL WITH OTHERS Building Your Support System, The Recruitment and Retention of Choir Students, Effective Publicity and Public Relations. HOW TO DO STUFF Fund-Raising, Uniforms, Music Library Organization and Maintenance. 8. HOW TO KEEP THE TAIL FROM WAGGING THE DOG Show, Pop, Jazz, and Swing Choirs, Chamber Singers and Madrigal Groups. 9. WHO SAYS CHOIR IS BORING? Choir Traditions, Fun and Games, Trips, Tours, Parties, and Banquets. 10. ALL THE REST THAT'S FIT TO PRINT... Topics Overlooked in MusEd 101, The Great Miscellany of It All. 11. VAULTING INTO THE BIG LEAGUES VIPs of the Profession, "You Are Cordially Invited...", International Travel Epilogue, Table of Contents for CD Appendix, Index

Since it was first published in 1993, the Sourcebook for Research in Music has become an invaluable resource in musical scholarship. The balance between depth of content and brevity of format makes it ideal for use as a textbook for students, a reference work for faculty and professional musicians, and as an aid for librarians. The introductory chapter includes a comprehensive list of bibliographical terms with definitions; bibliographic terms in German, French, and Italian; and the plan of the Library of Congress and the Dewey Decimal music classification systems. Integrating helpful commentary to instruct the reader on the scope and usefulness of specific items, this updated and expanded edition accounts for the rapid growth in new editions of standard works, in fields such as ethnomusicology, performance practice, women in music, popular music, education, business, and music technology. These enhancements to its already extensive bibliographies ensures that the Sourcebook will continue to be an indispensable reference for years to come.

College course text for Choral Methodse

Vocal, Instrumental, and Ensemble Learning and Teaching is one of five paperback books derived from the foundational two-volume Oxford Handbook of Music Education. Designed for music teachers, students, and scholars of music

education, as well as educational administrators and policy makers, this third volume in the set emphasizes the types of active musical attributes that are acquired when learning an instrument or to sing, together with how these skills can be used when engaging musically with others. These chapters shed light on how the field of voice instruction has changed dramatically in recent decades and how physiological, acoustical, biomechanical, neuromuscular, and psychological evidence is helping musicians and educators question traditional practices. The authors discuss research on instrumental learning, demonstrating that there is no 'ideal' way to learn, but rather that a chosen learning approach must be appropriate for the context and desired aims. This volume rounds out with a focus on a wide range of perspectives dealing with group performance of instrumental music, an area that is organized and taught in many varied ways internationally. Contributors Alfredo Bautista, Robert Burke, James L. Byo, Jean Callaghan, Don D. Coffman, Andrea Creech, Jane W. Davidson, Steven M. Demorest, Robert A. Duke, Robert Edwin, Shirlee Emmons, Sam Evans, Helena Gaunt, Susan Hallam, Lee Higgins, Jere T. Humphreys, Harald Jers, Harald Jørgensen, Margaret Kartomi, Reinhard Kopiez, William R. Lee, Andreas C. Lehmann, Gary E. McPherson, Steven J. Morrison, John Nix, Ioulia Papageorgi, Kenneth H. Phillips, Lisa Popeil, John W. Richmond, Carlos Xavier Rodriguez, Nelson Roy, Robert T. Sataloff, Frederick A. Seddon, Sten Ternström, Michael Webb, Graham F. Welch, Jenevora Williams, Michael D. Worthy

This is an annotated bibliography to books, recordings, videos, and websites on choral music. This book will serve as an excellent tool for librarians, researchers, and scholars in sorting through the massive amount of new material that has appeared since publication of the previous edition.

Are the stars of the Civil Rights firmament yesterday's news? In *Living Black History* scholar and activist Manning Marable offers a resounding "No!" with a fresh and personal look at the enduring legacy of such well-known figures as Malcolm X, Martin Luther King, Jr., Medgar Evers and W.E.B. Du Bois. Marable creates a "living history" that brings the past alive for a generation he sees as having historical amnesia. His activist passion and scholarly memory bring immediacy to the tribulations and triumphs of yesterday and reveal that history is something that happens everyday. *Living Black History* dismisses the detachment of the codified version of American history that we all grew up with. Marable's holistic understanding of history counts the story of the slave as much as that of the master; he highlights the flesh-and-blood courage of those figures who have been robbed of their visceral humanity as members of the historical cannon. As people comprehend this dynamic portrayal of history they will begin to understand that each day we-the average citizen-are "makers" of our own American history. *Living Black History* will empower readers with knowledge of their collective past and a greater understanding of their part in forming our future.

*Directing the Choral Music Program*

Discusses rehearsal techniques, organization, and conducting.

After earning his theology degree from Union Seminary in New York, Lloyd Pfautsch (1921–2003) found his true calling in church

music. He was invited to Southern Methodist University in 1958 to start their graduate program in sacred music and remained there for 34 years. Outside the university, he formed the Dallas Civic Chorus and led it for 25 years. He was nationally known for his conducting and the quality of the musicians he produced as well as for his compositions, many of which are illustrated here with his handwritten notations. This is the first biography of this important figure, and it is told from the viewpoint of a longtime colleague and friend. Aligned with the biography, Hart analyzes some of Pfautsch's hundreds of compositions. This is the definitive work on one of the most influential American choral musicians of the twentieth century. "The combination of biographical facts, history, and anecdotal accounts makes this work unique. Pfautsch was a powerful choral figure, and many conductors mentored under his guidance."--Tim Sharp, Executive Director, American Choral Directors Association

*A Guide to Library Research in Music* introduces the process and techniques for researching and writing about music. This informative textbook provides concrete examples of different types of writing, offering a thorough introduction to music literature. It clearly describes various information-searching techniques and library-based organizational systems and introduces the array of music resources available. Pauline Shaw Bayne has cleanly organized the material in three succinct parts, allowing for three independent tracks of study. Part I treats essentials of the research process. It explains starting point resources like library catalogs, dictionaries, and bibliographies; addresses scholarly documentation, the use of style manuals, and basics of copyright; and provides samples of common written research products. Part 2 develops skills and strategies for library and Internet-based research, describing database structures and library catalogs, subject searching in catalogs and journal indexes, keyword searching techniques, related-record searching and citation databases, and the use of experts, the Internet, and thematic catalogs. In Part 3, Bayne describes music uniform titles and select resources that follow the organization of a music library, such as score collections, books and journals in music literature, and music teaching publications. Each chapter concludes with learning exercises to aid the students' concept application and skill development. Appendixes provide short cuts to specific topics in library organizational systems, including Library of Congress Subject Headings and Classification. The concluding bibliography provides a quick overview of music literature and resources, emphasizing electronic and print publications since 2000, but including standard references that all music researchers should know.

This Handbook summarizes the latest research on music learning consisting of new topics and up-dates from the *New Handbook of Music Teaching and Learning* (Oxford, 2002). Chapters are written by expert researchers in music teaching and learning, creating research summaries that will be useful for practitioners as well as beginning and advanced researchers.

The changing adolescent voice counts among the most awkward of topics voice teachers and choir directors face. Adolescent voice students already find themselves at a volatile developmental time in their lives, and the stresses and possible embarrassments of unpredictable vocal capabilities make participation in voice-based music an especially fraught event. In this practical teaching guide, author Bridget Sweet encourages a holistic approach to female and male adolescent voice change. Sweet's approach takes full consideration of the body, brain, and auditory system; vocal anatomy and physiology in general, as

well as during male and female voice change; and the impact of hormones on the adolescent voice, especially for female singers. Beyond the physical, it also addresses the emotional and psychological components: ideas of resolve and perseverance that are essential to adolescent navigation of voice change; and exploration of portrayals and stereotypes in pop culture that influence how people anticipate voice change experiences for teens and 'tweens, from *The Brady Bunch* to *The Wonder Years* to *The Simpsons*. As a whole, *Teaching Outside the Voice Box* encourages music educators to more effectively and compassionately assist students through this developmental experience.

A total reference for producing a show with inexperienced actors from ages six to fifteen.

This title provides the prospective teacher with front-line tested strategies and approaches that are based on current research and the author's three decades of service as a public school music educator, department chairman, and public school district music administrator.

A series of 6 videocassettes (levels 1-6), each with 15 lessons of progressive difficulty focusing on respiration, phonation, tone production, diction and expression. Kenneth H. Phillips teaches 5 students the fundamentals of singing.

*Choral Conducting* is a resource for singers, teachers, and choral conductors, and a college-level text for students of choral conducting. It also includes an overview of what is involved in leading a choral group and examines theories of learning and human behaviour and the history of choral music together with conductor's role. The book also discusses issues of the conductor-vocalist relationship, the mechanics of singing, rehearsal strategies, and more.

*Choral Music: A Research and Information Guide, Third Edition*, offers a comprehensive guide to the literature on choral music in the Western tradition. Clearly annotated bibliographic entries guide readers to resources on key topics within choral music, individual choral composers, regional and sacred choral traditions, choral techniques, choral music education, genre studies, and more, providing an essential reference for researchers and practitioners. Covering monographs, bibliographies, selected dissertations, reference works, journals, electronic databases, and websites, this research guide makes it easy to locate relevant sources. Comprehensive indices of authors, titles, and subjects keep the volume user-friendly. The new edition has been brought up to date with entries encompassing the latest scholarship, and updated references and annotations throughout, capturing the continued growth of literature on choral music since the publication of the second edition.

Examines works representative of major developments in the evolution of religious and secular choral music

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