

**NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY**  
Division of Church Music Ministries

**MUED5307 EDUCATIONAL PRINCIPLES  
IN CHURCH MUSIC MINISTRY**

Fall 2015

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**SYLLABUS**

**MISSION STATEMENT**

To equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**NOBTS COURSE PURPOSE:**

The purpose of this course is to carry out the mission of NOBTS as is reflected through the following core values and core competencies:

**Core Values:**

*Mission Focus:* We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

**Core Competencies:**

*Servant Leadership* - Students will reflect on their role as servant leaders in facilitating worship in local congregations

*Interpersonal Skills* - Students will explore and more clearly define the role and tasks of the minister of music position, thus improving communication abilities with church staff, church musicians, and the congregation

*Worship Leadership* - Students will be challenged in learning to facilitate worship leadership more effectively through structure and organization within the local church

**Curriculum Competencies**

The seminary has seven curriculum competencies: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership.

## **COURSE DESCRIPTION**

This course spans the methodology, resources, and developmental characteristics of teaching the discipline and art of music in church music ministry for the full cycle of life -- cradle to grave. Particular age levels studied include early childhood, preschool, early elementary, late elementary, junior high, senior high, median adult, and senior adult. Emphasis is placed on practical projects and hands-on experience. Lab Choirs (MUED5003) must be taken the following semester.

## **PHILOSOPHY**

The full measure of a man is not to be found in the man himself, but in the colors and textures that come alive in others because of him.

Albert Schweitzer

## **GOAL**

To equip church musicians with philosophies, concepts, skills, and tools to minister to children, youth, adults, and senior adults through music education in the local church.

## **STUDENT LEARNING OUTCOMES:**

By the end of the semester, the student will...

1. demonstrate a practical working knowledge of the **developmental characteristics** of each age group -- preschool, younger elementary, older elementary, youth, adults, and senior adults -- which should result in a better informed ministry to church music program participants
2. develop a **personal philosophy** about the music educational aspect of church music ministry
3. exhibit familiarity of the basic teaching **methods** and **musical materials** available for the various age-group choirs
4. exhibit **basic leadership skills** in leading and teaching choirs of all ages
5. become more informed about the **value and purpose of the choral aspect** of music ministry
6. recognize and identify characteristics of various **music education methodologies** used in teaching music to children
7. exhibit understanding of the various **theories on the changing voice**, and therefore have better knowledge to minister to younger youth (junior high) during the voice maturation process
8. research effective ways to involve children, youth, adults, and senior adults in music ministry **outreach opportunities** to promote evangelism and ministry.

## **METHODOLOGY**

Teaching demonstrations, mini-lectures, class discussions, student presentations and reports, children demonstration/observations, and case studies will formulate the basic teaching tools of this course.

## REQUIRED TEXTS

Assignments in many of the texts below will be chapter-based and can be researched in a library. Assignments will generally be short. More information on student reports is included.

|               |  |
|---------------|--|
| Children:     | <i>Music K-8</i> (music resource magazine in library)<br><i>Discipline: Who Needs It?</i> Susan Caulley  |
| Junior High   | ** <i>The Junior High Voice</i> , Dottie Ferrington  |
| Youth         | * <i>Revealing Riches &amp; Building Lives</i> , by Randy Edwards  |
| Adults        | * <i>Things They Didn't Tell Me About Being a Minister of Music</i> , C. Harry Causey<br>** <i>What to Do in Case of a Choir Rehearsal</i> , James D. Woodward |
| Senior Adults | ** <i>Senior Adult Choir Ministry</i> , W. Lyndel Vaught   |

( \* Required Texts)

(\*\* Out of print: check [www.half.com](http://www.half.com) or another used book web site; these will be on reserve in the NOBTS library also)

## RECOMMENDED READING

*There's More to Musicals than Music*, Grace Hawthorne  
*The Hurried Child*, David Elkind  
*Teaching/Discipline*, Madsen and Madsen  
*Leading Youth Choirs*, Jere Adams, editor

## REQUIREMENTS AND EVALUATION

- 200 points - **Practicums** - presentations of children's choir lessons. This grade is based on prompt, prepared, creative presentations.
- 50 points – **Web Assignment: Section I** Due \_\_\_\_\_  
Visit the following web sites and **print ONLY one page from** the site. (B&W is fine)  
On the back of that page, write a brief description of the philosophy or purpose, as well as its application/benefit to church music.  
Be sure that the web address is printed on the bottom of the page.  
Be prepared to **discuss and share in depth** about each site  
(without looking at your printouts!!!).
  - <https://oake.org/>
  - <http://www.aosa.org/bout/mission>
  - <http://www.nafme.org/>
  - <http://www.nafme.org/about/mission>
  - <http://www.ti-me.org/>
  - <http://lcweb.loc.gov/copyright>
  - <http://www.vh1savethemusic.org/>
  - <http://www.choristersguild.org/> (go to the mission statement under ABOUT)
  - <http://www.prpmk8.com/> (go to School Music Matters under FEATURES)
  - <http://www.ccli.com/> (print a lead sheet from a song with suitable text, key, and melodic range for children from SongSelect)
- 200 points: **Mid-term Project** Due \_\_\_\_\_  
A three-week, grade-level appropriate lesson plan for **each** of the two levels of graded children's choirs in the church (gr. 2-3 and gr. 4-6). This should primarily use current *LifeWay* or *Music K-8* activities and concepts with outside resources. Plans should include **current, documentable** resources (source, publish date, page #) available to them in the

Sellers Resource Center or library, not a re-hash of what you did in choir as a child. Elements and teaching sequence of the lesson plan are as follows:

- |                                 |                             |
|---------------------------------|-----------------------------|
| a. early bird activity          | e. fun (musically centered) |
| b. welcome song or activity     | game/activity               |
| c. familiar song or activity    | f. song of beauty           |
| d. new material (song or skill) | g. devotion                 |
|                                 | h. closing song or activity |

4. 300 points: 3 **Application Projects.**

- A. **Arrange one choral piece for junior high mixed choir.** Designate voice parts, grades included in the choir, and optimal time of year for performance. Be sure to include a copy of the **“Permission to Arrange Form.”** Due \_\_\_\_\_ (100 pts)
- B. Present a **written and oral report** on the following assignment: Due \_\_\_\_\_ (100 pts)  
Select a teenager from the book, *Seen and Heard: Teenagers Talk About Their Lives*. Prepare a ministry oriented strategy to create inroads with this person who is on the fringes of your youth group at church. How can you show that Christ and the church are relevant to their life? How will you prepare your youth group to be sensitive and accepting of this person? **Include info from other sources** that would be helpful in eventually sharing Christ with this teenager. One copy is in the division office that is not to leave the building and another on reserve in the library.
- C. **Design a brochure** for your church music department to be used in a welcome pack for guests or as a stand-alone mailer to new members. Computer generated with clip art or pictures, or, typed with cutouts and taped on pictures.
- Include:
1. welcome, philosophy, closing, personal signature
  2. music organization descriptions and schedule
  3. pictures, graphics, illustrations
  4. mailer panel with church address, phone number, email
  5. clean layout
  6. clear, creative, appropriate organization of material and information
- Due \_\_\_\_\_ (100 pt)

5. **Web Assignments: Section II** Due \_\_\_\_\_ (50 pts.)

Somewhere, very visible on the page, write the following vital information if available and be prepared to share. Be sure that the address is printed on the bottom of the page.

- a. Who sponsors this site?
- b. What is the denominational/education background of those who run the site?
- c. Is it appropriate for all youth ages?
- d. In asking for personal information, how invasive is the site? etc.
  1. <http://www.truelovewaits.com/>
  2. <https://www.bc.edu/schools/law/services/studentorgs/cls.html>
  3. <http://www.thesource4ym.com/>
  4. <http://www.youthministry.com/>
  5. <http://christianyouthgroup.org/index.html>
  6. <http://www.arthursfamily.com/omnilist/>
  7. <http://ministryblue.com/belief/charismatic.html>
  8. <http://www.lifeway.com/n/Ministries/Youth>
  9. <http://www.whosoever.org/v4i4/youth.html>
  10. <http://www.youthworker.com/>

6. 200 points: **Final Project** Project due \_\_\_\_\_

Design and describe in detail 3 Sunday morning orders of worship incorporating multigenerational worship. Include titles, all song lyrics, all scripture readings (complementary to the sermon) whether read responsively or in unison by the congregation, or by a group of readers. After the order of worship, provide a full explanation of your reasoning and thinking that led to these selections within, and the structure of, your order of worship.

OrdWor 1 – Youth and Sr. Adults

OrdWor 2 – Children and Adults

OrdWor 3 – all 4 groups

### 7. **Other Important Information**

**Extra Credit:** Extra credit can be used to improve a grade you may not be happy with, or hedge against future academic catastrophe. This would be earned by exploring an appropriate topic agreed upon by student and professor and presenting an oral report to the class.

If a student **must be absent** or **cannot be prepared** on the day he/she is to give an **oral report**, please **contact another class member to fill your slot AND notify me** before hand. On a day that you are absent, **you are responsible for any materials given out by the professor or by others.**

**Ask a classmate** (not the prof) before the absence to collect a set of materials for you or make a Xerox copy from a classmate.

Unless prior arrangements are made with the professor, **written assignments and web assignments over one week late** (with academic penalty) **will not be accepted.**

### **GRADE CALCULATION**

|                           |             |
|---------------------------|-------------|
| Practicums                | 200         |
| Web Assignment I          | 50          |
| Web Assignment II         | 50          |
| MidTerm Project           | 200         |
| Application Projects      |             |
| A. Jr. High arrangement   | 100         |
| B. Teenagers or Prejudice | 100         |
| C. Church Music Brochure  | 100         |
| Final Project - 3 OrdWor  | <u>200</u>  |
| Total                     | 1000 points |

### **GUIDELINES FOR REPORTS ON ASSIGNED ARTICLES/REPORTS**

Each person will prepare and present a typed, one page per chapter, three-level outline with annotations (comments) and Turabian bibliographic reference on assigned articles or chapters on preschool/children's choirs on various days of the week. One letter grade per page will be deducted for reports over 1 page. These reports should be thorough but concise. The oral report should be 5 to 7 minutes long for maximum points. Presenters for reports will preferably volunteer, or regrettably be assigned prior to the due date. Other class members will be responsible for the contents of the reports. A copy of each report will be made by the student to distribute to each class member at the beginning of the report. The person making the report is to collect and later distribute extra copies for people who may be absent during the oral presentation.

### **GUIDELINES FOR PRACTICUMS**

Practicum are designed to give students practical experience in teaching activities for children of various age levels. Each student/group will lead an age appropriate, 15-20 minute lesson from the assigned literature. The lesson must include an activity from a documentable supplementary source

outside LifeWay literature such as *Using Kodaly and Orff in the Church* by Julia Broyles and Betty Woodward, *Music K-8* (on reserve in the library), or *Fun with Boomwhackers!* By Chris Judah-Lauder. Classmates will serve as age-appropriate children (BE NICE! What goes around comes around!). A suggested written lesson plan format will be provided. Bibliography and comment on the outside source will be presented at the conclusion of the lesson. After the practicum presentation, the remaining class time will be used for group discussion of the lesson and planning for subsequent lessons.

One person from the class will serve as a “helper” to set out instruments, cue up and play audio equipment, distribute handouts, assist students, etc. Basically, the helper must anticipate what activity is coming next and have all materials ready so that no time is available for student misbehavior, talking, etc. The leader will provide the helper with a lesson plan and specific list of materials, duties, for the lesson. The helper will be a “behind the scenes” person (seen but not heard).

For earning maximum grade points, consider the following:

1. Have materials, music and props ready before it is time for class to start.
2. Read and become intimately familiar with the assigned lesson in the Teacher’s Guide in *YM/MM Pak* or Leader’s Guide in *Made for Praise* and select an age appropriate musical learning concept taught in one of the lessons.
3. Find an activity in *Using Kodaly and Orff in the Church, Music K-8* (or other source) that teaches, enhances, or practices this same concept. KNOW the song or activity and be prepared to present it to the class. Academically, this is not a good time to work on your sight-singing or improvisation skills. Make a copy of this activity from the book to give to the professor along with your lesson plan. If you are presenting a song from your past but can’t find a source, use Finale on the computers in the Sellers Computer Lab to create one. Provide copies for the teacher and all students.
4. Design musical transitions to link the activities you will present.
5. Prepare a typed lesson plan (with bibliographic reference) to give to the instructor and helper.
6. A typical church children’s choir session should include (most of) the following:
  - a. early bird activity
  - b. welcome song or mus. activity
  - c. familiar song or music activity
  - d. new material (song or skill)
  - e. fun, physical musically centered game/activity
  - f. song of beauty
  - g. devotion
  - h. closing song or activity

For maximum points, presentations need to be 15-20 minutes in length. Presentations will be timed. Questions, suggestions, and feedback may be posed during a “presentation time-out” initiated by the professor. Please do not take offense to these interruptions; they are made only for your enlightenment, improvement, and edification.

### Practicums

|      |                  |
|------|------------------|
| Oct. | Lower Elementary |
| Oct. | Lower Elementary |
| Oct. | Upper Elementary |
| Oct. | Upper Elementary |

## Semester Content

|                   |                  |
|-------------------|------------------|
| Weeks 1 and 2     | Preschool        |
| Weeks 3 and 4     | Lower Elementary |
| Weeks 3 and 4     | Lower Elementary |
| Weeks 5 and 6     | Upper Elementary |
| Weeks 7, 8, and 9 | Junior High      |
| Weeks 10 and 11   | Senior High      |
| Weeks 12 and 13   | Adults           |
| Week 14           | Senior Adults    |

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