

# NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

## Division of Church Music Ministries

### MUED5307 EDUCATIONAL PRINCIPLES IN CHURCH MUSIC MINISTRY - HY

Fall 2017

Workshops: Friday Sept. 8 and Friday Nov. 17, 2017  
8:00am - 4:00 pm

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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:

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

#### 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...

- SLO1 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
- SLO 2 exhibit familiarity and leadership skill in teaching the basic music education **methods** and **musical materials** available for the various age-group choirs
- SLO 3 become more informed about the **value and purpose of the choral aspect** of music ministry
- SLO 4 recognize and identify characteristics of various **music education methodologies** used in teaching music to children
- SLO 5 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
- SLO 6 research and create 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, individual report, team presentations, 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 will be provided in BB.

Children:	<i>Understanding Today's Preschoolers</i> by Maynard/Aldridge <i>Understanding Today's Children</i> by Aldridge <i>Discipline: Who Needs It?</i> – Susan Caulley
Junior High	** <i>The Junior High Voice</i> , by Dottie Ferrington
Youth	* <i>Revealing Riches &amp; Building Lives</i> , by Randy Edwards

- Adults           \*\**Things They Didn't Tell Me About Being a Minister of Music* by C. Harry Causey  
                       \*\* *What to Do in Case of a Choir Rehearsal* by James D. Woodward  
 Senior Adults \*\* *Senior Adult Choir Ministry* by W. Lyndel Vaught

( \* Required Texts)

(\*\* Out of print: check [www.half.com](http://www.half.com) or another used book web site; these will on BB 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

1. 200 points - **Practicums** - presentations of children's choir lessons. This grade is based on prompt, prepared, creative presentations. Presented in Workshop I (SLO 1, 2, 3, 4)
  
2. 100 points – **Web Assignment: Section I** Bring to Fri. Sept. 8 workshop (SLO 2, 3, 4)  
 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!!!).
  1. <http://www.oake.org/about-us/the-kodaly-concept/>
  2. <http://www.aosa.org/>
  3. <http://www.nafme.org/>
  4. <https://www.kindermusik.com/>
  5. <http://www.ti-me.org/>
  6. <http://lcweb.loc.gov/copyright>
  7. <http://www.vh1savethemusic.org/>
  8. <http://www.choristersguild.org/> (go to the mission statement under ABOUT)
  9. <http://www.prpmk8.com/> (go to School Music Matters under SITE FEATURES)
  10. <http://www.ccli.com/> (print a contemporary lead sheet (text and melody) with suitable text, key, and melodic range for children from SongSelect or other website)
  
3. 200 points: **Mid-term Project**                   Due Fri. Oct. 6                   (SLO 1, 2, 3, 4)  
 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 # or website) available to them in the Sellers Resource Center, library, or website - *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, physical musically centered game/activity
b. welcome song	f. song of beauty (vocal dev.)
c. familiar song/music activity	g. relevant devotion (with Bible)
d. new material (musical concept/skill)	h. closing song

4. 200 points: 2 **Application Projects.** Bring to Fri. Nov. 17 Workshop
- A. **CR** - Present a **written and oral report** on the following assignment: (SLO 1, 5, 6) (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.
- B. **Design a brochure or web site** for your church music department to be used as part of the church website, or in a welcome pack for guests, or as a stand-alone mailer to new members. For the brochure, images can be computer generated with clip art or pictures, or, typed with cutouts and taped on pictures. (SLO 1, 6) (100 pts)  
Website of brochure must 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

5. 100 points **Web Assignments: Section II** Bring to Fri. Nov. 17 Workshop (SLO 1, 6)  
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. <http://fervr.net/>
  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 Fri. Dec. 8 (SLO 1, 3, 5, 6)  
Design and describe in detail 3 Sunday morning orders of worship incorporating multigenerational worship. Include titles, all song lyrics, all scripture readings (all 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

## GRADE CALCULATION

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

## GUIDELINES FOR REPORTS ON ASSIGNED ARTICLES/REPORTS

By Tuesday noon students will put in BB Quiz Question Submission three WORTHY questions (with **name**, accompanying **answers and page references**) from the assigned reading. I will then edit and compile your submissions into a weekly quiz, which will be posted back on to BB by Wednesday, 12:00 noon-ish. Students will have from Wednesday noon through Friday, midnight to take the quiz. Begin reading the next assignment, and submit questions on the new reading by the following Tuesday, noon. Multiple choice and True/False work the best, simple fill-in-the-blanks are OK but much harder to answer correctly and grade, but discussion or essay questions are discouraged due to the 10 minute time limit. You will have 1 opportunity of 10 minute duration to complete the quiz. Please strive to keep the quality and substance of the questions high in order to maximize learning for your efforts. You are welcome to reference the texts during the quiz.

## GUIDELINES FOR PRACTICUMS (to be done collaboratively in Workshop I)

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 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
  - c. familiar song/music activity
  - d. new material (musical concept/skill)
  - e. fun, physical musically centered game/activity
  - f. song of beauty (vocal dev.)
  - g. relevant devotion (with Bible)
  - h. closing song

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**

Workshop I    Sept. 8    Lower Elementary and Upper Elementary

### **Semester Content**

Weeks 1 and 2	Preschool
Weeks 3 and 4	Lower Elementary
Weeks 5 and 6	Upper Elementary
Weeks 7 and 8	Junior High
Weeks 10 and 11	Senior High
Weeks 12 and 13	Adults
Week 15	Senior Adults

### **BIBLIOGRAPHY**

Adams, Jere, ed. *Leading Youth Choirs*. Nashville: Convention Press, 1988.

Caulley, Susan. *Discipline: Who Needs It?* Nashville: Convention Press, 1992.

Causey, C. Harry. *Things They Didn't Tell Me About Being a Minister of Music*. Rockville, MD: Music Revelation, 1988.

Edge, Rhonda. *Musical Experiences for Preschoolers: Birth Through Three*. Nashville: Convention Press, 1989.

- Edwards, Randy. *Revealing Riches & Building Lives*. St. Louis: MorningStar Music Publishers, 2000.
- Elkind, David. *The Hurried Child*. Cambridge, MA: Da Capo Press, 2006.
- Ferrington, Dottie. *The Junior High Voice*. Nashville: Convention Press, 1982.
- Hawthorne, Grace. *There's More to Musicals than Music*. Boston: Somerset Press, 1980.
- Jennings, Theresa, ed. *Music K-8*. Brookfield, WI: Plank Road Publishing.
- Kalergis, May Motley. *Seen and Heard: Teenagers Talk About Their Live*. New York: Stewart, Tabori & Chang, 1998.
- Moore, Martha Ruth. *Teaching Children to Sing*. Nashville: Convention Press, 1989.
- Rossmann, R. Louis, compiler. *Tips: Discipline in the Music Classroom*. Reston, VA: Music Educators National Conference, 1989.
- Vaught, W. Lyndel. *Senior Adult Choir Ministry*, Nashville: Convention Press, 1991.
- Woodward, James D. *What to Do in Case of a Choir Rehearsal*. Nashville: Convention Press, 1972.
- Yarrington, John. *Building the Youth Choir: Training & Motivating Teenage Singers*. Minneapolis: Augsburg Fortress, 1990.

# Class Schedule

## PRESCHOOL

### Week 1 August 21-25

“Life’s Songs: Unborn Composers” - Kiwanis Mag. Feb. 1986  
“Music Appreciation for Babies” – Palmer  
Overview of Literature: *Made for Praise*, SBC Literature,  
*Music K-8, Using Orff and Kodaly in the Church, Wee Sing*. etc.

### Week 2 August 28-Sept. 1

Assigned Reading/Chapter Outlines: *Understanding Today’s Preschoolers*  
by Maynard/Aldridge

God Created People to Need Him (pg. 9-19)

Multiple Intelligences (pg. 20-21)

God Created People to Learn (pg. 22-26)

God Designed People to Grow (pgs. 43-57)

God Calls Parents and Teachers to Take Care of People (pg. 57-72)

Web Assignments:

Print and Read: <http://www.learning-styles-online.com/overview/>

Take free inventory test:

<http://www.learning-styles-online.com/inventory/>

Print the test outcome and graph and bring to class (\$6.95 upgrade not necessary!)

## LOWER ELEMENTARY

### Week 3 September 6-8

The Kodaly Sequence; Introduction to Solfege and Stick Notation

Assigned Reports: *Understanding Today’s Children* - Aldridge

5. \_\_\_\_\_ Learning Approaches pgs. 9-14

Multiple Intelligences pgs. 15-17

Brain Development pgs. 19-21

6. \_\_\_\_\_ The Importance of Parent-Child Bonding pgs. 22-23

Spiritual Growth in Children pgs. 24-26

Mental Growth in Children pgs. 27-33

7. \_\_\_\_\_ Physical Growth in Children pg. 34

Emotional Growth in Children pgs. 35-42

Social Growth in Children pgs. 43-48

**Web Assignment:** Read, do Learning Style test, print THE FIRST PAGE:

<http://howtolearn.com/products/mozart-effect> - Bring to Fri. Sept. 8 workshop

**Web Assignment I** - Bring to Fri. Sept. 8 workshop

**WORKSHOP I: FRIDAY, SEPTEMBER 8; 8:00 – 4:00**

**Week 4****September 11-15****Teaching Singing Skills: The Underdeveloped Singer**

8. \_\_\_\_\_ Assigned Report: TESC Chapt. 2

Understanding and Working with the Child Voice

Read: "Help for Inaccurate Singers," MEJ - Oct. 1975, Pg. 57-61

"The Male Vocal Role Model for Children," *The Orff Echo* Spring 1991

Vocal audition/evaluation demonstration

**Teaching Singing Skills: Diction**9. \_\_\_\_\_ Assigned Report: *Teaching Children to Sing*

(TCTS) Chapt. 5 Singing is: Diction

**Teaching Singing Skills: Expressive Singing**

10. \_\_\_\_\_ Assigned Report: TCTS Chapt. 6

Singing is: Aesthetic Expression

**UPPER ELEMENTARY****Week 5****September 18-22 (Submit Questions... but NO Quiz ☹ or ☺ as the case may be)****Teaching Singing Skills: Part Singing**11. \_\_\_\_\_ Assigned Report: *How to Lead Children's Choirs*

(HTLCC) Chapt. 5 Teaching Part Singing

**Teaching Singing Skills: Performance**12. \_\_\_\_\_ Assigned Report: *Teaching the Elementary School Chorus,*

Chapt. 5 Refining the Choral Sound

13. \_\_\_\_\_ Assigned Report: TCTS Chapt. 8

Singing is: Performance Poise

**Teaching Singing Skills: Discipline**14. \_\_\_\_\_ *Discipline: Who Needs It?* Susan Caulley15. \_\_\_\_\_ *Understanding Today's Children* pgs. 49-54

"Discipline and Behavior Issues"

**Week 6****September 25-29**16. \_\_\_\_\_ Assigned Report: *Understanding Today's Children* – Aldridge

"Children with Special Needs" pgs. 55-60

"Blended Families" pgs. 61-62

"Divorce" pgs. 63-64

"Multicultural Issues" pgs. 65-67

**JUNIOR HIGH****Week 7****October 2-6**

Junior high/youth over-view; self-concept/positive image

Over-view of jr. high voice: The Junior High Voice (JHV), chapt. 1, 2,**Turn in Mid-term project**

"Appropriate Voicings for Middle School Chorus" by Lon Beery

Assigned Reading: JHV ch. 5**Week 8****October 9-13**rehearsal techniques, JHV ch. 3, 4**Week 9****Fall Break October 16-20**

## SENIOR HIGH

- Week 10**      **October 23-27**  
Today's Youth: Some Questions/Some Answers  
Find 3 current articles on a topic below and give oral report  
**Round Table Discussion: Youth Issues** - Bring to Fri. Nov. 17 workshop
- |               |                     |                  |
|---------------|---------------------|------------------|
| Suicide       | Anti-Christian Bias | Gangs            |
| Sex           | Lying               | Abortion         |
| Peer Pressure | Alcohol             | Sexual Abuse     |
| Divorce       | Date Rape           | Eating Disorders |
| Raves         | Blended Families    | Homosexuality    |
- Revealing Riches & Building Lives* ch. 1, 2, 3, 4  
**Web Assignment Section II** - Bring to Fri. Nov. 17 workshop
- Week 11**      **October 30-November 3**  
*Revealing Riches & Building Lives* ch. 5, 6, 7, 8  
**Application Project B: Teens Seen & Heard Reports**  
Bring to Fri. Nov. 17 workshop

## ADULTS

- Week 12**      **November 6-10**  
Leadership/Planning and Scheduling  
**Read:** What to do in Case of Choir Rehearsal ch. 1, 7  
**Preview** music welcome brochures for Project C  
Bring to Fri. Nov. 17 workshop  
Teaching the Congregation/Continuing Education  
**Round Table Discussion: The Calling of the Minister of Music**  
**Read:** What to do... ch. 8  
**Application Project B: Seen and Heard: Teenagers Talk About Their Lives.**  
Written and oral report
- Week 13**      **November 13-17**  
Things They Didn't Tell Me ch. 1, 2, 3 Politician, Married to Job, Finance Wizard  
TTDTM ch. 4, 5, 6 Psychologist, Producer, Biblical Scholar  
TTDTM ch. 7, 8 Servant, Administrator  
**Application Project B: Church Music Department Brochure** – paper or digital

## CIV WORKSHOP II: FRIDAY, NOVEMBER 17; 8:00 – 4:00

- Week 14**      **Thanksgiving Holiday**                      **November 20 – 24**

## SENIOR ADULTS

- Week 15**      **November 27-December 1**  
TTDTM ch. 9, 10 Personality/Disciplinarian
- Week 16**      **December 6 midnight**                      Submit Final Project

# WORKSHOP ADJENDAS

MUED5307 Educational Principles in Church Music - Ferrington – Taught in Sellers 122

Class Meets Fri., Sept. 8, 8 a.m. – 4 p.m.; Sellers Music Bldg., Music Ed Resource Room

Fri., Nov. 17, 8 a.m. – 4 p.m.; Sellers Music Bldg., Music Ed Resource Room

## WORKSHOP I: Friday, SEPTEMBER 8, 8:00 – 4:00

### PRESCHOOL

#### Activities

Overview of class syllabus, schedule, assignments

Handouts in class: “Did You Know...”

Overview of Literature: *Made for Praise*, SBC Literature,

*Music K-8, Using Orff and Kodaly in the Church, Wee Sing*. etc.

#### Music Resource Room Exploration

**Discussion/Summation on** *Understanding Today’s Preschoolers* by Maynard/Aldridge

God Created People to Need Him (pg. 9-19)

Multiple Intelligences (pg. 20-21)

God Created People to Learn (pg. 22-26)

God Designed People to Grow (pgs. 43-57)

God Calls Parents and Teachers to Take Care of People (pg. 57-72)

Discuss: <http://www.learning-styles-online.com/overview/>

Share Inventory test results: <http://www.learning-styles-online.com/inventory/>

#### Class Activities

*Bought Me a Cat*

*Lovely Princess*

*Snail, Snail*

#### Teaching Singing Skills: Playing Orff Instruments

Orff Synopsis and Literature

## BREAK

### LOWER ELEMENTARY

#### Learning Styles & Mozart Online test results

#### Activities

*Left, Left*

*Higher than a House*

*The Old Grey Cat*

*Naughty Pussy Cat*

*The Old Grey Cat (expanded)*

**Discussion/Summation on** *Understanding Today’s Children* - Aldridge

Learning Approaches pgs. 9-14

Multiple Intelligences pgs. 15-17

Brain Development pgs. 19-21

The Importance of Parent-Child Bonding pgs. 22-23

Spiritual Growth in Children pgs. 24-26  
Mental Growth in Children pgs. 27-33  
Physical Growth in Children pg. 34  
Emotional Growth in Children pgs. 35-42  
Social Growth in Children pgs. 43-48

The Kodaly Sequence; Introduction to Solfege and Stick Notation

## **LUNCH**

### **Discussion - Web Assignment Section I**

#### **Discussion/Summation: Teaching Singing Skills: The Underdeveloped Singer**

*Teaching Elementary School Chorus*

Chapt. 2 Understanding and Working with the Child Voice

*Teaching Children to Sing* - Moore

Chapt. 5 Singing is: Diction

Chapt. 6 Expressive Singing

“Help for Inaccurate Singers,” MEJ - Oct. 1975, Pg. 57-61

“The Male Vocal Role Model for Children,” *The Orff Echo* Spring 1991

Vocal audition/evaluation demonstration

## **BREAK**

**Grades 2/3 Practicum (Music Makers)**

## WORKSHOP II: FRIDAY, NOVEMBER 17; 8:00 – 4:00

### UPPER ELEMENTARY

#### Teaching Singing Skills: Score Reading

Presentation – “Why Can’t Our Kids Read Music?”

#### Discussion/Summation:

##### Teaching Singing Skills: Part Singing

*How to Lead Children’s Choirs* Chapt. 5 Teaching Part Singing

##### Teaching Singing Skills: Performance

*Teaching the Elementary School Chorus* - Swears

Chapt. 5 Refining the Choral Sound

Chapt. 8 Singing is: Performance Poise

##### Teaching Singing Skills: Discipline

*Discipline: Who Needs It?* Caulley

*Understanding Today’s Children* – Aldridge

“Discipline and Behavior Issues” pgs. 49-54

“Children with Special Needs” pgs. 55-60

“Blended Families” pgs. 61-62

“Divorce” pgs. 63-64

“Multicultural Issues” pgs. 65-67

#### Grades 4/5/6 Practicum (Young Musicians)

### JUNIOR HIGH

Junior high/youth over-view; self-concept/positive image

#### The Junior High Voice

Chapt. 1 Adolescence

Chapt. 2 Voice Classification

Curtis tape of jr. high boy’s voices

“Appropriate Voicings for Middle School Chorus” by Lon Beery

FIS Jr. High tape: Vocal ranges, musical examples

#### The Junior High Voice

Chapt. 5 Selection of Choral Literature

Evaluation of choral music for jr. high voices; transparencies

Rehearsal Techniques,

#### The Junior High Voice

Chapt. 3 The Choir Rehearsal, Pt. 1

Chapt. 4 The Choir Rehearsal, Pt. 2

?? - Jr. High choral arrangement ??

## BREAK

### SENIOR HIGH

**Today’s Youth: Roundtable - Some Questions/Some Answers** - student Reports

*Revealing Riches & Building Lives*

Chapt. 1 The Nature of Music vs. the Natural Course of Consumerism

Chapt. 2 Conditioning for the Long Haul

Chapt. 3 Creating a Sound Track for our Lives  
Chapt. 4 Casting Out Demons  
*Revealing Riches & Building Lives*  
Chapt. 5 Dreaming the Dream, Seeing the Vision  
Chapt. 6 Drafting for Things to Come: The Foundation  
Chapt. 7 Daring to Build for Tomorrow  
Chapt. 8 Don't Stop Thinking About Tomorrow

**Web Assignment Section II**

**Application Project A: Seen & Heard Teenagers Reports**

**LUNCH**

**ADULTS**

Leadership/Planning and Scheduling

*What to do in Case of Choir Rehearsal*

Chapt. 1 Planning and Scheduling

Chapt. 7 The Director as Leader

Chapt. 8 The Director as Teacher to the Congregation

**Music welcome brochures or web sites for Project C**

Teaching the Congregation/Continuing Education

**Round Table Discussion: The Calling of the Minister of Music**

Things They Didn't Tell Me ch. 1, 2, 3 Politician, Married to Job,  
Finance Wizard

TTDTM ch. 4, 5, 6 Psychologist, Producer, Biblical Scholar

TTDTM ch. 7, 8 Servant, Administrator

TTDTM ch. 9, 10 Personality/Disciplinarian

**Application Project B: Church Music Department Brochure** (paper or digital)

**SENIOR ADULTS**

PPT: Senior Adults – Characteristics and Needs