



MUED5003 Lab Choirs
NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY
Division of Church Music Ministries

Dr. Darryl Ferrington
Sellers 220C; 504.282.4455 ext.3267
504.251.1081 Cell Phone
dferrington@nobts.edu
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NOBTS MISSION STATEMENT:

- The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

NOBTS CORE 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:

- *Doctrinal Integrity* - "Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith & Message 2000."

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 within the local church.

DESCRIPTION:

This course will provide each student the opportunity to teach in a graded children's choir ministry. The prerequisite for this course is MUED5307 Educational Principles of Church Music Ministry. Students will apply knowledge gained in this course to a real life teaching environment. Students will identify levels of learning readiness, explore and practice teaching techniques, and seek out resources to reach children with the gospel through music. Spiritual development is primary, but musical development is very important also. True success in church children's choirs must include growth in spiritual maturity and music education. These goals can be accomplished through the sharpening of communication skills, classroom management, and music leadership training. Both the classroom and lab choir experiences are designed to help students become more knowledgeable and skillful children's choir leaders.

The student must exhibit successful transference from the knowledge-based classroom (MUED 5307) to the application-based children's choir (MUED5003). Principles, methods, and activities from the classroom should be abundantly evident in the teaching of the children's choir.

STUDENT LEARNING OUTCOMES

1. The student will become more knowledgeable of children's choir philosophy and methodology, and how to apply this philosophy to volunteer leadership.
2. The student will develop skills in planning and conducting children's choirs' weekly sessions.
3. The student will practice the application of basic music education principles in preschool and elementary graded choirs.
4. The student will gain practical knowledge in applying the unit teaching approach.
5. The student will develop hand-on experience with current trends in methodologies (Orff, Kodaly, etc.) used today in teaching music to children.
6. The student will develop awareness and familiarity with the many sources of materials and teaching aids available for children's choirs today.
7. The student will become more knowledgeable of leadership training ideas and training resources.
8. The student will develop practical knowledge of the developmental characteristics of each age group-- preschool, younger children, and older children.
9. The student will discover the real joy, love, and appreciation of the ministry to children through children's choirs.

METHODOLOGY

Hands-on field experience in large-and small-group teaching presentations formulate the basic methodology of this course. Students will attend and participate in weekly children's choirs. Students may:

- a. join the children's choir teaching staff at their own church
- b. begin a children's choir program at their own church
- c. join the existing children's choir teaching staff at another church if their own church has insufficient children to begin a children's choir program

EVALUATION

Each student will make a video recording of themselves teaching the activities listed below. This recording will then be presented to the professor with a full written lesson plan describing the whole lesson even if certain segments are taught by others. The professor and the student will set a time to view the video together for constructive feedback, comment, and discussion. Please take note of the joint viewing schedule below

February	student will lead a fun, familiar song/activity and the devotion
March	student will lead the singing game segment, and the new song of beauty
April	student will lead the greeting, primary learning, and closing segments
May	student will lead all the above

Lesson Outline

- | | |
|-------------------------------------|-------------------|
| 1. Greeting | 5. Song of beauty |
| 2. Fun, familiar song/activity | 6. Devotion |
| 3. Primary musical learning segment | 7. Closing |
| 4. Singing game | |

Teaching evaluations by the professor will be done according to the following criteria:

1. lesson plan content
2. musical concept sequencing
3. mindfulness of the developmental characteristics of the age child being taught
4. timeliness
5. personal preparedness
6. cooperation between teachers
7. flow between activities (transitions)
8. class management skills

SCHEDULE and CREDIT

- Recordings should be jointly viewed on the days listed on the last page of the syllabus. This is subject to change according to the professor's schedule. Please schedule times with me by phone or by offering several suggested times by email. The best times are scheduled during the primary part of the work day. (9:30 - 4:30)
- Students must show mastery of 6 of the 8 criteria listed immediately above in order to get credit for an individual lesson
- Students must have credit for 3 of the 4 individual lessons to pass the course
- All monthly viewings must be completed for passing credit
- Lab Choirs MUED5003 is a pass/fail course

TEACHING MATERIALS

Current LifeWay undated (Made for Praise - Older and Younger) children's music literature and LifeWay dated (Young Musician, Music Makers) children's music literature, and K-8 materials by Plank Road Publishing are available as primary resources for teaching materials. Students are expected to supplement this with resources from the NOBTS library, and personal books, music, but with limited reliance on past personal materials.

BIBLIOGRAPHY

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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.

Moore, Martha Ruth. *Teaching Children to Sing*. Nashville: Convention Press, 1989.

Rossman, R. Louis, compiler. *Tips: Discipline in the Music Classroom*. Reston, VA: Music Educators National Conference, 1989.

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.

Lab Choirs Evaluation Chart

Spring 2016

Fun Song or activity								
Devotion								
Singing Game								
Song of Beauty								
Greeting;								
Primary learning;								
Closing								
Full lesson (all the above)								