



COURSE OUTLINE

The Approved Course Description is **MUS 242 Conservatory Chorale 3**

- (2 credits) F (3,1,0,.6)

A continuation of MUS 143: a large, mixed-voice ensemble focusing on works of classical literature for accompanied and a capella voices. Conservatory Chorale is required for piano, guitar, composition and voice majors in Diploma in Music.

Prerequisite(s): MUS 143 or by placement audition with permission of the instructor.

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

1. Instructor Information

- (a) Instructor: Dr. Garry Froese _____
- (b) Office hours: Mondays, 10:00 a.m. – 3:30 p.m. (T.B.C.) _____
- (c) Location: : Room 307 [T.B.C.] _____
- (d) Phone: 893-2927 (cell) _____ Alternative _____
- (e) E-mail: gfroese@shaw.ca _____
- (f) Website: n.a. _____

2. Intended Learning Outcomes

Upon successful completion of this course, students will be able to:

- o Demonstrate advanced understanding of appropriate choral ensemble preparation skills
- o Perform a selection of classical repertoire for mixed voices
- o Demonstrate chorale ensemble skills at a satisfactory level, commensurate with the demands of the repertoire.

3. Required Materials

- (a) Texts: n.a.
- (b) Other: Choral octavos to be purchased/supplied

4. Course Content and Schedule

Schedule:

- a) classroom, 3 hr; regular rehearsals on Mondays and Thursdays from 4:30 – 6:00 p.m.
 - b) (optional sectional rehearsal, at discretion of instructor), up to 1 hr.;
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- c) seminar, 0;
- d) practicum (concert performances and dress rehearsals), maximum 8 hrs. *total, per term*;
- e) **estimated out-of-class, 3 hrs per week**; some part-work and memorization assignments will be made in the course of preparing concert material. Students are expected to come to class having completed this work, so as to facilitate the progress of the ensemble.

Course Content:

Musical independence: aural musicianship, music notation reading skills, sight reading skills, part-singing skills.

Vocal technique/Technical competence: breath support, vowel formation, muscular control, posture, blend.

Professionalism/Performance applications: maintaining energy, concentration and focus levels in rehearsals; exhibiting a positive sense of purpose; effective score marking and interpretation skills; personal and musical leadership skills; a sense of personal pacing and endurance.

Ensemble skills: dealing with the interrelatedness of one vocal part to another in an analytical and interdependent manner; approaching one's personal contribution and that of one's section in an analytical manner, in regards to choices of articulation, expression and technique.

Musical knowledge/Music literacy: use of musical terminology signs and stylistic traits and descriptors; performance practices; noting structural and architectural characteristics.

Presentation skills: including expressive body language, communicative facial expression, and effectively conveying expressive musical, textual and emotional ideas to an audience.

Performer Adaptability: producing a variety of vocal colours related to specific musical styles; performing in a variety of ensemble configurations; switching vocal parts effectively and confidently; adjusting to changing performance venue characteristics and circumstances; adjusting to audience response; adapting to a variety of performance practices.

Repertoire Study and Exploration: a) the study and preparation of literature of artistic integrity in a variety of musical styles; (b) cultivation of an open-minded attitude toward a variety of musical styles and forms of expression; c) exemplifying an attitude of respect for the expressive and musical choices of others.

5. Basis of Student Assessment (Weighting)

(a) Individual preparation of parts (30%)

- i) Musical independence*
- ii) Vocal technique/Technical competence*
- iii) Musical knowledge/Music literacy*
- iv) Part-work and memorization assignments*

(b) Participation in rehearsal and sectionals (50%)

- i) Professionalism/Performance application*
- (ii) Ensemble skills*
- (iii) Repertoire Study and Exploration*
- (iv) Rehearsal attendance*

(c) Performances and dress rehearsals as called by the conductor (20%)

(i) *Presentation skills*

(ii) *Performer Adaptability*

(iii) *Dress Rehearsal and Performance attendance*

Note:

Due to the highly interdependent nature of the learning process in a choral ensemble, the student will be expected to attend and participate in rehearsals and performances on a regular basis. This is generally not work, effort or learning that can be 'made up' on an individual basis. Therefore, rehearsal attendance and participation is highly valued.

Rules of thumb regarding attendance: If a chorister is not 'vocally able' or mildly ill, but well enough to attend classes, the chorister is expected to sit outside of the ensemble area, but actively follow the rehearsal and mark his/her score with any pertinent rehearsal changes or markings.

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 90 - 100%	B = 73 - 76%	D = 50 - 59%
A = 85 - 89%	B- = 70 - 72%	F = 0.0 - 49%
A- = 80 - 84%	C+ = 65 - 69%	
B+ = 77 - 79%	C = 60 - 64%	

Letter Grades (minimum 70% required to use course as prerequisite for another course, or to use toward completion of credential)

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html