

**GET THEM SINGING!**  
**Choosing Music For Your Developing Choir**

1 credit - June 11-12 Summer 2022

Catherine DeLanoy

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This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.

How can I get my students to sing out? Why is it so hard for them to learn their parts? We all want our students to sing their best in choir class and performance. This 2-day course will guide you in carefully choosing music for successful singing. Additionally, there will be numerous ideas for fun songs and warm-ups that will entice your choir to sing out. Complimentary music from leading publishers will be provided for study. **Class students will present “pieces that worked” by leading our class in short lessons using music from your classroom. Bring enough copies of 2 different octavos for each class member to sight read.** Singing techniques and choir formations will be highlighted to help your singers maximize their sound.

Instructional Materials

Octavos from various publishers

Each student should bring:

- 2 different choral octavos that your students love to sing. Bring enough copies to use with class members
- your own laptop, if possible (not required)

Course Learning Objectives

1. Enumerate polyphonic and homophonic types of harmonization
2. Choose music for successful part singing by assessing polyphonic vs homophonic content
3. Incorporate fun songs and exercises using various techniques to bring out student voices

Students should be able to demonstrate:

- Finding polyphonic and homophonic examples in choral octavos
- Using vocal exercises, songs and other warm-ups to enhance choral octavos
- Leading class in short lessons with octavos from your classroom (or other resource)

Course Requirements

1. Each student will write lesson plans for introducing their octavos to the class. This will include the use of pertinent songs and/or warm-ups that will enhance lessons learned in the octavo
2. Each student will share ideas for fun songs and warm-ups
  - Written lesson plans for each octavo – 20%
  - Class octavo presentation = 40%
  - Participation = 40%

## MECA Course Syllabus

### Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 & below

### **BIO**

Catherine DeLanoy is a musician currently living in the suburbs of Chicago. She has taught music at every grade level in the public school system and is now retired after 23 years at Westmont Junior High School. While there, she taught general music and directed their four choirs which consistently earned top scores, honors and prestigious performances under her direction. She received her Bachelor's Degree in Music Education from Oakland University in Rochester, Michigan. She went on to earn her Masters of Music Education degree from VanderCook College of Music in Chicago.

Ms. DeLanoy enjoyed arranging compositions for her choirs and now continues to have her octavos and resource books published by Hal Leonard, Shawnee Press, Boosey & Hawkes, BriLee Music and Carl Fischer. Her resource books are the best selling WARMING UP WITH ROUNDS and more recently, 8 STEPS TO HARMONIZATION.

Ms. DeLanoy has had the privilege of being the Festival Conductor at many ILMEA district festivals as well as other private festivals. She has taught several MECA courses at VanderCook College of Music and enjoys speaking to college undergrad music education classes about ways to approach teaching middle school choir. She also leads workshops as an elementary and middle school specialist, and is an instructor, clinician, conductor, and adjudicator whenever possible.

### **Program-Level Outcomes Addressed:**

#### Professionalism in Teaching

Candidates will participate in group and character-building activities by working alone and with other to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth.

Students will demonstrate the ability to:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

#### Strength in Character

Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research.

Students will demonstrate the ability to:

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

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## MECA Course Syllabus

### Attendance and Conduct

Attendance at all classes for the full day is required. A student's grade will be reduced by one letter grade for each half-day that the student misses. If a student is absent for any portion of either the morning or afternoon session, it is viewed as a half-day absence.

All students must sign all attendance sheets for each course. An attendance sheet will be distributed each morning shortly after class begins and each afternoon shortly before dismissal. If a student does not sign an attendance sheet, the assumption will be made that a half-day absence has occurred for the sheet not signed.

### Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

### Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

### Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.

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