

MUCO5301 CHORAL CONDUCTING AND TECHNIQUES
New Orleans Baptist Theological Seminary

Disclaimer: This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

MEETING TIME: Hybrid (2 face-to-face meetings required)

CLASS LOCATION: Online and 2 face-to-face meetings required

NOBTS MISSION STATEMENT

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

INSTITUTIONAL CORE VALUE EMPHASIS

Our Seminary does not exist merely to get an education or to give an education. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

□ This course is particularly focused on the following core values: servant leadership and character excellence

COURSE COMPETENCIES

This course is particularly focused on the following curriculum competencies:

- Servant Leadership: To serve churches effectively through team ministry.
- Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.
- Worship Leadership: To facilitate worship effectively.

COURSE PURPOSE

The purpose of this course is to prepare developing worship leaders to interpret sacred art music scores of the highest quality through primarily non-verbal communication and to some degree verbal communication for the glory of God.

COURSE DESCRIPTION

This course is designed to assist the student in becoming a more efficient conductor of choral music with extensive use of video-recording equipment. Rehearsal techniques and the role of the conductor as a leader in public worship receive specific attention.

CHURCH MUSIC MINISTRIES DIVISION VISION STATEMENT

Developing excellence in Kingdom-minded music and worship leaders.

COURSE OBJECTIVES

The students will:

- 1) Investigate leadership principles in relationship to becoming a competent conductor.
- 2) Compare leadership concepts associated with developing choral excellence with leadership concepts associated with developing rhythm band excellence.
- 3) Examine characteristics and/or conducting techniques associated with notable conductors and worship leaders.
- 4) Examine the conducting and leadership techniques of their peers and compare observations against an ever-increasing understanding of conducting excellence.
- 5) Discover various types of nonverbal communication.
- 6) Discover physical gestures associated with worship band instruments and informal instrumental language associated with worship band instruction.
- 7) Visually analyze musical scores from the perspective of a conductor.
- 8) Aurally analyze exemplary worship band recordings from the perspective of a worship leader.
- 9) Apply their understanding of leadership skills, score study, and conducting patterns in choral rehearsals.
- 10) Integrate music theory, history, and sight-reading instruction into conducting lab rehearsals.
- 11) Examine choral techniques and/or choral literature research.
- 12) Apply their knowledge of choral techniques in choral rehearsals (lab).
- 13) Apply their understanding of worship band techniques in a worship band rehearsal.
- 14) Demonstrate effective rehearsal procedures.
- 15) Integrate concepts related to mission focus into a ministry through choir philosophy.

CLASS PROCEDURES

The instructor will use the following methods to accomplish objectives:

- 1) lecture
- 2) inquiry
- 3) drill
- 4) conducting coaching
- 5) worship band coaching

SPECIAL REQUIREMENTS

The students will:

- 1) 14% of final grade: Analyze various instructor-approved scores and prepare at least 5 scores for rehearsal. Adequate score preparation is required before a piece can be introduced in rehearsal. Adequate score preparation will be discussed in class. Various scores in the textbook will also be required for preparation and performance. Some of the textbook scores may be counted toward the 5 score requirement. The instructor will determine which textbook pieces, if any, will be counted toward the 5 score requirement.
- 2) 16% of final grade: Demonstrate leadership skills in teaching at least 5 songs or portions of these songs. This assignment will be completed in your conducting venue (see rehearsal and video instructions under Day 1).

3) 9% of final grade: Complete 5 conducting review sheets for the teaching experiences described above. Review sheets are due one week after a choral piece is assigned. Review sheets associated with the textbook may be required in addition to the 5 review sheets associated with choral pieces presented in the lab setting.

4) 12% of final grade: Participate in discussion board weekly through BB. Students are required to respond directly to the teacher's question or to a student comment 25 times. The student will be given credit for a maximum of 4 responses in a given week.

5) 3% of final grade: Interview or participate in an informal lesson with a competent instrumentalist on 2 worship-band instruments (keyboard, drums, bass, and guitar) to gain a basic working-knowledge of worship-band instruments.

6) 8% of final grade: Visually analyze lead sheets (lead sheet preparation should be submitted as hard copies to the instructor) and aurally analyze 3 instructor-approved worship songs (aural analysis: 500 word minimum per review); the students will guide a worship band rehearsal in which these songs will be realized. The student should focus on communicating in a manner that instrumentalists understand, achieving groove and encouraging rhythmic and volume balance. This rehearsal must be video-taped, and the student must design a review and evaluation sheet for reflection on the rehearsal experience.

7) 5% of final grade: Observe one local conductor in a live setting, one instructor-approved worship leader, two conductors through media (e.g., Youtube), and turn in a typed review of these conducting/leadership examples.

8) 10% of final grade: Read and review 2 research articles related to choral techniques, instrumental techniques, and/or choral literature (at least 500 words per review). One of these articles must come from a peer-reviewed research journal. One of these reviews will be presented as a group of at least 2 but no more than 3 students on the class wiki. The other article will be submitted on the class wiki and as a separate digital file via BB.

9) 5% of final grade: Contribute information related to style-period interpretation to the class wiki (minimum of 5 contributions).

10) 18% of final grade: Demonstrate their knowledge of information presented in class, the textbook, wiki postings, or research assignments through a mid-term and final exam.

* All writing projects must be submitted to Dr. Woodward via Blackboard.

* Every student must purchase a baton. Videos should be brought to the face-to-face meetings. If the student prefers an alternate method of reviewing videos, that method must be approved by the instructor.

*Conductors are encouraged to participate in all ensembles for which they are eligible.

EVALUATION

- A final average of 93% to 100%—A
- A final average of 85% to 92%—B
- A final average of 77% to 84%—C
- A final average of 70% to 76%--D
- A final average below 70%--F

ATTENDANCE

Students will be allowed no more than two class session absences per semester in classes that meet one time per week for two hours credit. (A total of six seat hours.) The third absence will result in a failing grade for the course.

* Students will be required to meet with the instructor or grader to demonstrate that he or she is ready to present a piece for the rehearsal lab. In some cases the outside of class as an alternate fulfillment of this requirement.

* If NOBTS is evacuated for 4 or more days (e.g., hurricane), please refer to Blackboard for assignments.

REQUIRED TEXTBOOK

Title: Foundations of Choral Conducting; **Author:** Kevin Fenton

Netiquette Statement on Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity will be expected at all times in the online environment.

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* The primary sources of data that inform the pedagogical approach for this class are lectures, master classes, and/or choral rehearsals associated with the following conductors: Wanda Saul, Perry Robinson, Robert Fennell, Milfred Valentine, Mark Taylor, Tim Koch, William Weinart, Andre Thomas, Rodney Eichenberger, Jon Duncan, and Brian Gaber.