GENERAL EDUCATION ASSESSMENT AND REVIEW FORM
EXPRESSIVE ARTS  5/15

Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department:  School of Music

Course Title:  University Choir

Course Number: MUSI 112A

Type of Request:  New  One-time Only  Renew*  Change  Remove

Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

1-2 credit hour courses in music conform to commonly accepted practices in higher education in Schools of Music for applied learning and include skills courses, laboratory ensembles and studio work. This mode includes activities where students receive hands-on learning experience continually supervised by the instructor. Work is normally completed in the learning environment, but may include out-of-class assignments. The contact hours are devoted primarily to practice, mastery, clarification, and application of material, rather than presentation of new or theoretical material.

II. ENDORSEMENT / APPROVALS

* Instructor:  Dr. David Edmonds

    Phone / Email:  Message #6889 david.edmonds@umontana.edu

Program Chair:  Dr. Kevin Griggs, interim Director

Dean:  Dr. Stephen J. Kalm

Signature  Date 2/27/16

Signature  Date 2/27/16

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble

The University Choir is the university's large mixed voice choral group. This ensemble is open to the general University of Montana student population. Placement hearings are held during the first few days of classes in the autumn and spring semester. Rehearsals stress the preparation of high quality choral music from various periods of music history and in various musical styles. Musical skills such as reading musical notation, ensemble blend, tone quality, and proper interpretation are emphasized at rehearsals. Rehearsal and performing ensemble experience in a broad range of choral repertoire. This foundational course provides the student the opportunity to acquire introductory skills in a group setting and to engage in the creative process. This "learning by doing" course offering involves the student by way of interpretive performance and critical assessment of their own work and assists in the cultivation of an appreciation of the humanities and history of different global cultures. The thrust of the course is active involvement of the student in the creation or performance of a work of art. Required by music major: Bachelor of Music, Bachelor of Music Education, Bachelor of Arts

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.
1. Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance.

Fundamental issues dealing with basic techniques as related to the vocal/choral medium and interpretation are studied and explored from a perspective of aural, visual and kinesthetic involvement. The student is asked to engage in the creative process by way of choral performance during the course and within the context of discussions with the instructor and class. In addition, they are asked to engage in critical assessment of their own work during rehearsals and after performances. This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic awareness, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to personal development.

2. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Express themselves in the making of an original work or creative performance.

Goals: Students are asked to express themselves at each practice session/rehearsal; to perform the selection or technique to be learned or explored. Material presented for study represents styles and genres from a global perspective. Western and non-western composers and styles are presented as well as music from a wide varied of historical time periods. In addition, students are asked to apply a fundamental knowledge of music theory and history to their performances, the structures and forms of the artistic language to convey meaning. Students present the product of their work at several concerts throughout the academic year. Critiques and reviews are done after each performance.

2. Understand the genres and/or forms that have shaped the medium.

3. Critique the quality of their own work and that of others.
explored for a perspective of aural, visual and kinesthetic involvement. The student is asked to engage in the creative process by way of performance during the wind band course. In addition, they are asked to engage in critical assessment of their own work during rehearsals and after performances. This class provides opportunities for students to develop their musical potential and aesthetic understanding through playing in a wind band. Study includes the care and cultivation of a beautiful tone, aesthetic awareness, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to personal development.

2. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

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2. Understand the genres and/or forms that have shaped the medium.

3. Critique the quality of their own work and that of others.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

Assessment for Expressive Arts Courses in Music.

Assessment is accomplished by way of performance critiques by the professor and the student. Each class meeting incorporates culminating performances through rehearsal, individual performance that are evaluated as to improvement of technique, understanding of the musical language, development of artistic expression and the musical structure of the composition or musical style. Ensemble courses (MUSI 108A, 110A, 111A, 112A, 114A, 122A, 123A, 131A, 135A, 136A, 155A, 160A) have culminating public performances several times each semester (www.umarts for semester calendar of the Student Ensemble Series). In addition, chamber music courses (MUSI 162A) have culminating semester performance as well (www.umt.edu/music/events). MUSI 102A (Performance Study) builds into each class meeting culminating in individual performances that are critiqued by the professor. This is the nature of “private instruction” or “private study” and the rubric can be found in each professor’s syllabi.
C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]

Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon the findings. Please include a timeframe for the changes.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Expressive Arts Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.

UNIVERSITY OF MONTANA
SCHOOL OF MUSIC
University of Montana
School of Music

UNIVERSITY CHOIR MUSI 112A-01/312-01: 1 CREDIT
Syllabus Fall 2015

Schedule: MWF 11:10am-12:00pm (Music 218)
Instructor: Dr. David Edmonds
Office: Mus 209
Office hours: See office door for times
Office phone: (406) 243.6889 (messages only)
Email: david.edmonds@umontana.edu
Graduate Assistant: Thomas Hensley

PREREQUISITES
None

REQUIRED TEXTS
Music to be performed (handed
REQUIRED MATERIALS
Pencil, music, black 3-ring binder
Men = Tuxedo (Tuxedo Gallery 728-4530) ~ $175 (other options may be less expensive)
Women = Choir Dress ~$67; alterations (Cathy Bruch 728-5503 or April’s Alterations) ~$20
Make up for performances (optional)

COURSE DESCRIPTION
The University Choir is a large mixed ensemble that performs advanced literature from a wide variety of styles, periods, and cultures. Students will learn to perform choral music in a stylistically appropriate manner, with an emphasis on the technique of singing and musicianship. The foundations of artistic singing will be established through daily rehearsals and individual and group preparation.

REGISTRATION
All ensembles in the School of Music satisfy one credit from Group IV: Expressive Arts, of the General Education Requirements. Freshmen and sophomores register for MUSI 112A, Section 01. Juniors and seniors register for MUSI 312, Section 01.

LEARNING OUTCOMES
The student will...
...increase his/her fluency of reading at sight through weekly rehearsals.
...display growth in technical skills of singing and musicianship while gaining greater collaborative competence and knowledge of the choral repertory through regular ensemble experiences.
...acquire an acquaintance with choral repertoire from several historical and stylistic periods through preparation and performance.
...explore the human condition in various forms through the performance of great masterworks in the choral repertoire.

ATTENDANCE AND GRADING
As a member of a UM choral ensemble, a high standard of attendance and individual accountability is expected. Students are allowed three (3) absences per semester without penalty, no questions asked. These absences are to be used in any way the student wishes (though it’s suggested that they be for emergencies only). For each absence beyond three, the final grade will be adversely affected. Excused absences will be granted for university-sanctioned required events (tours, conferences, etc.). In all cases, I expect you to contact your section leader and/or me in advance of any anticipated absence. Singers who do not know their music, fail to participate, or come unprepared, late, or not at all will be graded accordingly. Attendance for all items below (unless indicated otherwise) are mandatory. Missing these events may be grounds for failure and/or removal from the group.

Additional, all University Choir members are required to attend one School of Music performance each semester. Failure to attend at least one performance will adversely affect your grade by one letter grade. Performances in which you participate do NOT count toward this requirement.

CLASS SCHEDULE
| Sept 2 | W | 11:10a | 218 | First regular rehearsal |
| Sept 13 | Su | 6:00-9:30p | Mus Big | UChoir Mini-Retreat |
| Sept 25 | F | 7:30-9:00p | Oval | “Singing on the Steps” Pep Rally |
| Oct 4 | Su | 6:30-9:30p | DT | Choral Gala Dress Rehearsal |
| Oct 5 | M | 7:30p (call 6:00p) | DT | Choral Gala Performance |
| Nov 29 | Su | 2:30-4:00p; 7:00-9:00p | DT | Messiah Fundraiser (**OPTIONAL**) |
| Dec 7 | M | 6:00-9:00p | DT | Holiday Concert Dress Rehearsal (with SWE) |
| Dec 8 | T | 7:30p (call 6:00p) | DT | Holiday Concert Performance (with SWE) |
| Jan 25 | M | all day | -- | Spring Semester Begins |
| Feb 4 | R | 6:00-10:00p | DT | Fusion Concert Dress Rehearsal |
| Feb 5 | F | 7:30p (call TBD) | DT | Fusion Concert Performance |
Academic Misconduct and the Student Conduct Code
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review at: http://life.umt.edu/vpsa/student_conduct.php

Information Concerning Reasonable Modifications
Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult http://www.umt.edu/disability