

SYLLABUS
School of Music
University of Florida

Literature and Arranging for School Choirs

MUE 3416 (3)

Semester: Spring 2024

Meeting Time:

M,W,F 10:40-11:30 (Period 4)

Professor: Dr. Marshall Haning

Office: 358 Music Building

Office Hours: As posted or by appointment

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Course Description:

This course is designed to familiarize students with techniques and approaches for selecting and programming literature for K-12 performing ensembles. It includes an overview of major choral eras, works, composers, and publishers, as well as pedagogical and practical considerations related to selection of choral music for school choirs. In addition, this course will introduce students to fundamental techniques used to create arrangements of choral and vocal works in order to better meet the needs of individual singers or ensembles. Arranging for instruments will also be addressed. Students will apply previous theoretical knowledge to further develop their skills in composition, part-writing, transposition, and instrumentation.

Course Goals:

1. Students will develop an understanding of the body of choral literature, including major eras, composers, works, and publishers.
2. Students will assess the aural, technical, and ensemble challenges presented in published repertoire.
3. Students will learn the ranges, capabilities, and challenges of voices at each stage of development.
4. Students will learn techniques for selecting and programming choral music appropriate for the developmental level of their students and aligned with the pedagogical and musical goals of the school music program.
5. Students will learn the fundamentals of effective orchestration and apply prior music theory knowledge to develop new understandings of transposition, part-writing, and arranging.
6. Students will effectively adapt and modify existing repertoire to accommodate limited instrumentation and ability.
7. Students will identify the layers of harmonic structure in a musical passage and condense or expand these layers as necessary to create new arrangements.

Essential Questions

The following questions will be explored in depth throughout this course:

1. What is high quality literature?
2. How can I match music to students' musical interests, abilities, and developmental needs?
3. Why are some arrangements more effective than others?
4. How can I help students develop a thorough understanding of the music they perform?
5. How can I help audiences better understand the music our ensemble performs?

Required Texts:

Henson, B. & Custer, G. (2016). *Arranging: A Beginner's Guide*. GIA.

Sharon, D. & Bell, D. (2012). *A Cappella Arranging*. Hal Leonard.

Supplemental Resources:

Additional resources for this course have been placed on reserve in the music library and/or will be made available via the course Blackboard page.

Attendance:

Attendance at all course meetings is expected and required as a part of your enrollment in this class. Active participation in class activities is critical to the achievement of the learning objectives for this course, and many class activities cannot be effectively replicated for make-up work outside of class interactions. In addition, attendance at professional commitments (such as class meetings) is a critical dispositional skill for music teachers.

The University of Florida recognizes the following acceptable reasons for absence from class: Illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). The University also recognizes the right of instructors to require documentation for absences other than religious holidays.

The music education faculty recognize that it is occasionally necessary for students to be absent from class for reasons other than those listed above. Personal commitments, self-care, and balancing workload are necessities for all people, including students and teachers. As developing teachers, however, it is important that students develop the ability to navigate these challenges while still fulfilling their professional obligations. Therefore, the faculty have adopted the following attendance policies:

- o Absences for reasons recognized by the University of Florida (listed above) are always excused with proper documentation. Documentation must be provided to the instructor no later than two weeks after the student returns to class. This includes absences for illness. Note: A Verification of Visit form from the Student Health Care Center is not considered a medical excuse note. See the SHCC's policy on excuse notes [here](#).
- o Students will be excused for two (2) absences per semester that are undocumented or occur for reasons other than those listed above ("personal absence"). Students are responsible for maintaining an awareness of how many times they have been absent and whether those absences have been excused or unexcused.
- o Each undocumented or personal absence beyond the 2-absence limit will incur a 5% deduction from the final course grade.
- o If a student is late to a class meeting without a documented and approved reason, they will be considered tardy. Three tardies will result in a 5% deduction from the final course grade.

Communication:

All course members need to check their UF e-mail regularly, as important communication regarding this course may take place via email. Your university e-mail account is the official e-mail address used for this course, so please check it as part of your daily routine. In addition, all members of this course are expected to regularly check the Canvas page, since all course information and materials will be housed there.

Assignments:

Students will generally have small assignments to complete for each course meeting. These assignments will provide the foundation for the larger projects and products that will be due throughout the semester. Products are intended to be usable by students in their future teaching positions, and so students are encouraged to design projects around their own interests and career goals. Flexibility will be provided in many assignments to allow students to draw upon their experience and address individual learning goals and concerns. Students are encouraged to speak to the instructor if they have ideas for alternative projects or approaches that they feel would be more valuable to them.

Grading:

Assignment Type Weights:

Arranging Homework—35%

Arranging Projects—20%

Literature Analyses/Presentations—20%

Repertoire Lists—20%

Concert Programming Project—15%

Grading Scale

A...93-100

A-...90-92

B+...88-89

B...83-87

B-...80-82

C+...78-79

C...73-77

C-...70-72

D+...68-69

D...63-67

D-...60-62

E...59 and below

The formula for assigning grade points at the University of Florida can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

University-Wide Statements

Students Requesting Accommodations due to Disabilities

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

UF students are bound by The Honor Pledge which states, “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.*” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Course Evaluations

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Campus Resources

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>
- University Police Department: 392-1111 or 9-1-1 for emergencies.
<http://www.police.ufl.edu/>
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
<https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Tentative Course Calendar

Date	Topic
Week 1	Course Intro Theory Review
Week 2	Vocal Ranges and Vocal Pedagogy Considerations Historical Periods in Choral Music
Week 3	Part-Writing for Choral Voices Renaissance Choral Music
Week 4	Introduction to Arranging Baroque Choral Music
Week 5	Arranging from Melodies Classical Choral Music
Week 6	Expanding or Reducing Musical Layers in Arrangements Romantic Choral Music
Week 7	Musical Hinges Twentieth-Century Choral Music
Week 8	Pop A Cappella Music Publisher Spotlights
Week 9	Pop A Cappella Music Publisher Spotlights
Week 10	Instrumental Ranges and Transpositions Music Publisher Spotlights
Week 11	Arranging for Instruments Music Publisher Spotlights
Week 12	Arranging for Voices and Instruments Music Publisher Spotlights
Week 13	Concert Programming
Week 14	Arranging and Programming Projects
Week 15	Project Presentations Semester In Review

This syllabus is a guide. It may be varied as needed.