

GUIDED PRACTICE

Class: MUED 170B

Date assigned: 10/25/19

Date due: 10/30/19

Time estimate to complete this assignment: approximately 30-40 minutes

Overview/Introduction

Welcome to our movement unit! We'll be focusing on how to evaluate pedagogically sound movement then learning how to incorporate it into the choral rehearsal. At the end of our unit, you'll be able to adapt your movement mid-rehearsal during your teaching sequence. In order to prepare for our in-class work, you'll complete the following preparatory work.

Learning Objectives

Basic objectives

1. Identify the differences between movement as a pedagogical tool, and movement used in performance by comparing the 2 types of movement.
2. Cite methods of incorporating movement into the choral rehearsal from the Dr. Janet Galvan reading (chapter 22.)
3. Create five unique movements (for pedagogical use) to employ during warm-ups.

Advanced objectives

1. Become more comfortable moving, as well as modeling movement in front of others.
2. Evaluate the quality of a movement.
3. Create ten unique movements to use in a choral rehearsal with your assigned piece, and be able to explain the musical outcome for each of your ten movements.
4. Adapt one of your planned movements in real-time based on the aural information you receive during your live rehearsal.
5. Defend your use of the ten movements in a mock meeting with a principal.
6. Self-evaluate your teaching sequence through written response, focusing on the integration of movement into your mini-lesson.

Preparatory Activities and Resources:

1. Read and "Z-line" the Dr. Galvan reading in our text (Chapter 22)
2. Watch at least half of these videos regarding movement in rehearsal and performance.
 - a. [Video 1](#)
 - b. [Video 2](#)
3. Create a Venn diagram that shows the differences/similarities between "movement as a pedagogical tool", and "movement used in performance." (If you need a reminder of what a Venn diagram is, watch [this](#) quick video!) (Due 11/29 by 10:30 am, bring to class.)

4. Create five different movements to use during warm-ups. Record to the best of your ability these movements on the movement body-mapping sheet provided, and briefly note the musical goal to be accomplished through the movement.

Exercises: Please complete assignments by **11/29/19 at 5 pm.**

- Please submit #3 on Canvas at the Venn diagram assignment.
- #1 and #4 will be submitted at the beginning of class on 11/30.

Questions?

Please email Dr. Brown at corie.brown@sjsu.edu. You may also stop by my office hours T/TH from 11:30-12:30.

ADVANCED PRACTICE

Class: MUED 170B

Date assigned: 10/30/19

Date due: 11/5/19

Time estimate to complete this assignment: approximately 45-60 minutes.

Learning Objectives

Advanced objectives

- Evaluate your teaching sequence, focusing on the integration of movement and your ability to adapt movement based on aural evaluation.
- Defend your use of the ten movement tools in a mock meeting with a principal.

Activities & deliverables

1. **Watch your video of your in-class teaching sequence.**
2. **Fill out the teaching reflection quadrant (attached) which includes the following questions:**
 - a. “What do you think was most important in this unit and why?”
 - b. “What surprised you most upon watching the video of your lesson?”
 - c. “What did you hear in your lesson that made you change and adapt your movement? Did your physical adaptation help achieve the musical goal you were after? Why or why not?”
 - d. “What question do you want to make sure you get answered about movement in the choral rehearsal?”

→ *to be turned in on 11/13 in class.*

3. **Record and submit (via video) your 3-5 minute answer to your imaginary principal’s question “Why are your students *dancing* in your choir class? What place does movement have in a choir rehearsal?”**

→ *to be turned in on Canvas by 8 am on 11/13.*

Resources:

- Online resource: article on “Justifying the choral rehearsal.”

Questions?

Email Dr. Brown, or come by my office hours as listed on the syllabus. I’m happy to schedule individual times if the T/TH hours don’t work for your schedule, or meet virtually via zoom.

GUIDED PRACTICE

Class: MUED 170B

Date assigned: 10/25/19

Date due: 10/30/19

Time estimate to complete this assignment: approximately 30-40 minutes

Overview/Introduction

Welcome to our movement unit! We'll be focusing on how to evaluate pedagogically sound movement then learning how to incorporate it into the choral rehearsal. At the end of our unit, you'll be able to adapt your movement mid-rehearsal during your teaching sequence. In order to prepare for our in-class work, you'll complete the following preparatory work.

Learning Objectives

Basic objectives

1. Identify the differences between movement as a pedagogical tool, and movement used in performance by comparing the 2 types of movement.
2. Cite methods of incorporating movement into the choral rehearsal from the Dr. Janet Galvan reading (chapter 22.)
3. Create five unique movements (for pedagogical use) to employ during warm-ups.

Advanced objectives

1. Become more comfortable moving, as well as modeling movement in front of others.
2. Evaluate the quality of a movement.
3. Create ten unique movements to use in a choral rehearsal with your assigned piece, and be able to explain the musical outcome for each of your ten movements.
4. Adapt one of your planned movements in real-time based on the aural information you receive during your live rehearsal.
5. Defend your use of the ten movements in a mock meeting with a principal.
6. Self-evaluate your teaching sequence through written response, focusing on the integration of movement into your mini-lesson.

Preparatory Activities and Resources:

1. Read and "Z-line" the Dr. Galvan reading in our text (Chapter 22)
2. Watch at least half of these videos regarding movement in rehearsal and performance.
 - a. [Video 1](#)
 - b. [Video 2](#)
3. Create a Venn diagram that shows the differences/similarities between "movement as a pedagogical tool", and "movement used in performance." (If you need a reminder of what a Venn diagram is, watch [this](#) quick video!) (Due 11/29 by 10:30 am, bring to class.)

4. Create five different movements to use during warm-ups. Record to the best of your ability these movements on the movement body-mapping sheet provided, and briefly note the musical goal to be accomplished through the movement.

Exercises: Please complete assignments by **11/29/19 at 5 pm.**

- Please submit #3 on Canvas at the Venn diagram assignment.
- #1 and #4 will be submitted at the beginning of class on 11/30.

Questions?

Please email Dr. Brown at corie.brown@sjsu.edu. You may also stop by my office hours T/TH from 11:30-12:30.