

Course Unit	Option 3 - Coral Direction	Field of study	Music
Bachelor in	Music in Community Contexts	School	School of Education
Academic Year	2022/2023	Year of study	3
Type	Semestral	Semester	1
Level	1-3	ECTS credits	6.0
Code	9175-659-3102-01-22		
Workload (hours)	162	Contact hours	T - TP 54 PL - TC - S - E - OT 18 O -

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Maria Isabel Ribeiro de Castro

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Improve the technical gesture of direction with a view to conducting choral formations;
2. Acquire technical resources that allow the control and recognition of different groups.
3. Preparar atividades e projetos corais em contextos educativos e outros.

Prerequisites

Before the course unit the learner is expected to be able to:
None.

Course contents

1. Practice and vocal techniques for choral formation; 2. Progressive application of vocal exercises with associated physical movements; 3. Use of articulators and formants; 4. Review of auditory exercises; 5. Organization of timbre fusion work in suits and groups; 6. Intonation of harmonic sequences; 7. Directing homophonic writing pieces. 8. Use of tuning fork; 9. Project presentation.

Course contents (extended version)

1. Practice and vocal techniques for choral formation:
 - working group warm-up and concentration techniques / exercises;
 - relaxation Techniques (Alexander Technique);
 - breathing exercises;
 - concentration exercises;
 - develop relationships of trust between group members;
2. Progressive application of vocal exercises with associated physical movements.
3. Use of articulators and formants.
4. Presentation of listening exercises:
 - through auditions and practical examples.
5. auditory exercises:
 - group tuning;
 - recognize mismatches.
6. Intonation of harmonic sequences.
7. Direction of homophonic writing pieces:
8. Tuning fork use.
9. Project presentation:
 - preparation and execution of choral and other projects.

Recommended reading

1. Amato, R. C. (2009). Música e políticas socioculturais: a contribuição do canto coral para a inclusão social. *Opus*, 15(1), 91-109.
2. Carminatti, J. S., & Krug, J. S. (2010). A prática de canto coral e o desenvolvimento de habilidades sociais. *Pensamento Psicológico*, 7(14), 81-96.
3. Ferreira, A. (2016). *Canta Portugal – Texto e Partitura*. V. N. Gaia: Meloteca.
4. Pereira, Ana L. (2009). A voz cantada infantil: Pedagogia e didáctica. *Revista de Educação Musical*, 132, pp.33-45

Teaching and learning methods

The methodology has as a structuring principle the systematic presentation of the syllabus by the teacher, discussion of them with the students, later starting to practice the use of acquired skills.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final, Supplementary, Special)
 - Practical Work - 70%
 - Presentations - 30% (Presentation of PowerPoint works, digital support)
2. Final exam - (Regular, Student Worker) (Final, Supplementary, Special)

Language of instruction

1. Portuguese
2. Portuguese, with additional English support for foreign students.

Electronic validation

Maria Isabel Ribeiro de Castro	Jacinta Helena Alves Lourenço Casimiro da Costa	Mario Anibal Goncalves Rego Cardoso	Carlos Manuel Costa Teixeira
12-12-2022	02-01-2023	23-01-2023	23-01-2023