



COURSE OUTLINE

The Approved Course Description is available on the web @ TBA _____

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

1. Instructor Information

- (a) Instructors: Joanne Hounsell—graded repertoire; solo vocal repertoire;
Martina Haakenstad—vocal pedagogy
- (b) Office hours _____
- © Location _____
- (d) Phone: Joanne Hounsell: 386-5311 loc. 251
- (e) E-mail: haak0019@tc.umn.edu
- (f) Website: _____

A) Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

- Upon successful completion of this course, students will be able to:
- Discuss beginning observations of voice students from beginner to Grade 6 VCM based on the principles of good vocal pedagogy.
 - Perform and demonstrate vocal teaching repertoire with assistance from teacher.
 - Discuss the vocal literature presented in the course of the program.
 - Discuss the anatomy of the voice and the fundamentals of vocal production

Vocal Pedagogy

Description and Outline

Textbook

Ware, Clifton. *Adventures in Singing*. McGraw-Hill, 2004 - Pick up at Long and McQuade
In addition lectures will include information from *The diagnosis and correction of vocal faults*, James C. McKinney. **The final and quizzes will include material from both in class lectures and the text book.**

Course requirements

Singers will learn the basics of healthy vocal production and the anatomy of singing.

Course Objectives

1. Learn the specific technical requirements necessary for good singing ie knowledge of muscular and skeletal anatomy and how it functions together with the breath for a well supported tone.
2. Demonstration of this knowledge through vocal exercises in class, the presentation of a song, 2 quizzes and the final

Course Schedule

- Sept 5 Correct Posture – Chapter 4 pg 31 -32 and Chapter 2 pg 5-6
Rationale for good posture, efficient body alignment, 5 steps of the vocal process (volition, respiration, phonation, resonance, articulation), problems associated with improper posture – exercises (rag doll stretch)
- Sept 12 Developing breath management – Chapter 5
The breathing machine
skeletal framework, head airways & larynx, sublaryngeal system, respiratory musculature,
Action of respiration and Methods of breathing
Exercises – 5-1, 5-4, 5-6, 2-16, 5-13
- Sept 19 Producing Tone - Chapter 6 pg 44
Phonation,
Physiology of the larynx (skeletal framework, intrinsic and extrinsic muscles)
Three types of tone production for a sustained note, the onset of tone, the release of tone.
(aspirate, pressed or glottal, coordinated)
Exercises – 6-8, 6-9
- Sept 26 Quiz #1 – Posture, breath management, physiology of the larynx.
Song choices for end of term song presentation
- Oct 3 Optimizing Tone Quality- Chapter 8 pg 63
Sound wave ripple effect
Vocal resonators (Chest, larynx, pharynx, nasal and sinus cavities)
Exercises – 6-2, 2-17a +b, 2-7
- Oct 10 Tonal placement - Chapter 8 continued
Larynx, tongue, pharynx, jaw, lips and mouth
Position of soft palate.
Faults related to Sound color and nasality
Exercises 8-2, 8-3
- Oct 17 Connecting voice levels – Chapter 7 pg 53
Auxiliary Registers, The Function of the larynx in registration, The passaggio
Song preparation – Chapter 12 pg102 – discussion of technical, interpretive difficulties
in the songs being prepared.
- Oct 24 Quiz 2 – Vocal resonators, placement of larynx, tongue, jaw, soft palate, use of pharynx, faults related to nasal resonance and color.
- Oct 31 Expanding the mind - Chapter 3 pg 15
Coping with contradictions, left and right brain hemisphere, learning modes, process oriented risk taking. Exercises 3-2, 3-3, 3-4, 3-5. 10-3
- Nov 7 Energizing the body – Chapter 4 pg 25
Exercise, diet and nutrition, care of the voice, Do's and Don'ts of vocal health, muscular antagonism, tension release exercises 4-1 through 4-5
- Nov 14 Integrating the vocal process – Chapter 10 pg 86
Vibrato, Agility (trill, coloratura), sostenuto, messa di voce, appoggio
Exercises – 10-1, 10-3, 10-5

Nov 21 Voice classification – coloratura soprano, soprano, mezzo-soprano, tenor, baritone, bass
Difference between range, timbre and tessitura

Nov 28 **Presentation of songs**

Dec 5 Review

Dec 12 Final

Final exam – Identification of and rationale for good posture, vocal process, breath management, physiology of the larynx, tone production (vocal resonators, placement issues, faults with tone color etc), function of the larynx in registration, left and right brain hemispheres, learning modes, voice classifications, terms (sostenuto, messa di voce, appoggio etc). This includes lecture notes.

Basis of Student Assessment

- A) Quiz #1 – 25%
- B) Quiz #2 – 25%
- C) Song performance 25%
- D) Final – 25%

Graded Repertoire—Solo Vocal Repertoire

Description

This course will familiarize the student with graded solo vocal repertoire for teaching purposes from Preliminary to Grade Eight. Recognized editions of published music will be used for the course. Materials will include the complete Royal Conservatory of Music Voice Series and Syllabus, (3rd Edition) and the VCM Voice Syllabus.

Course Organization

The Graded Repertoire Course is scheduled Tuesdays from 1:00 – 2:00 p.m. in Room 303 of VCM for 14 weeks as listed in the Camosun Time Schedule. The course format will include introduction and review of vocal repertoire, sight singing and ear training and a full review of requirements for RCM and VCM voice examinations. There will be in-class faculty and student presentations combined with group discussions. Student presentations will be marked. There will be no final examination.

Materials Required by the Student: RCM Materials available at Long and McQuade

Victoria Conservatory of Music Voice Syllabus
Royal Conservatory of Music Voice Syllabus
Royal Conservatory of Music Repertoire Series (Introductory through Eight) and
Vocalises and Recitatives including 5-7, 8, 9 –10 high and low (Third Edition)

Course Overview

The primary goal of this course is to familiarize the student with a rich and varied selection of repertoire, vocalises and recitative that students of all ages and voice types will find appropriate to their musical interests and level of technical ability. Several languages in addition to English, French, Italian and German are represented throughout the graded vocal repertoire. This repertoire will be presented by grades as it appears in the required syllabi in the expectation that it will serve to establish “core” teaching pieces. Students will also build musicianship skills and encourage comprehensive skill development. Repertoire will be selected with an emphasis on intrinsic artistic merit while ensuring technical suitability for each level. Students will also study and learn vocalises and recitatives for all voice types. Practical advice will be covered to best prepare for voice examinations in a teaching studio.

Course Evaluation

In-class student presentations of repertoire, will be graded by the instructor throughout the semester. Each student will sign up to present six presentations (6) per term from the syllabi under review. An accompanist will be provided for the class. Students should also consider making arrangements to rehearse with the official pianist to ensure an effective and polished presentation. The grades will reflect your ability to demonstrate that your work shows thoughtful attention to detail as conveyed in a competent presentation. Each student will comment verbally on some potential teaching challenges or advantages to the chosen repertoire and will provide a copy of these comments to be handed in to the instructor at the time of presentation.

All assignments of in-class presentations of vocal repertoire must be completed for a passing mark – these are due on time or as instructor requests. Marks will be deducted for late assignments. Attendance, promptness and enthusiasm at all classes are expected from each student. Passing Grade is 70% for MUS 156/157 Graded Repertoire in Voice Teacher Training

	Class Participation	15%
Song Analysis Assignments	(6 per semester)	60%
Research Paper and Report	25%	
Total	100%	

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Insert appropriate approved grading system – see last page of this template.)

The following percentage conversion to letter grade will be used:

A+ = 90 - 100%	B = 73 - 76%	D = 50 - 59%
A = 85 - 89%	B- = 70 - 72%	F = 0.0 - 49%
A- = 80 - 84%	C+ = 65 - 69%	
B+ = 77 - 79%	C = 60 - 64%	

Letter Grades (minimum 70% required to use course as prerequisite for another course, or to use toward completion of credential)

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html