This course is for beginning singers. It prepares beginning singers' voices for solo and group singing by improving breathing, vocal tone, range, agility, volume, diction, health, expression and self confidence. Students will sing songs from musical theatre, film, folk, popular and classical repertory, in English and students' first languages, memorized from printed music. One hour daily practice and attendance at one approved recital is required. A pianist accompanies classes. ADVISORY: Concurrent enrollment in Music G115, G121, or G141 - G142 recommended for those who do not read music.
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. perform songs and vocal exercises at a skill level equivalent to the first year, first semester of college or university achievement.
2. compare defined styles.
3. compare and evaluate the performances of other singers.
4. evaluate and improve his or her own performance anxiety.
5. evaluate his or her own vocal limits and potential.
6. sing with accurate intonation, rhythm and expressiveness.
7. define three major song styles: folk, art, and theatrical.
8. sing with a healthful vocal technique.

COURSE OBJECTIVES:

1. Sing with a healthful vocal technique.
2. Define three major song styles: folk, art, and theatrical.
3. Sing with accurate intonation, rhythm and expressiveness.
4. Evaluate his or her own vocal limits and potential.
5. Evaluate and improve his or her own performance anxiety.
6. Compare and evaluate the performances of other singers.
7. Compare defined styles.
8. Perform songs and vocal exercises at a skill level equivalent to the first year, first semester of college or university achievement.

COURSE CONTENT:

LECTURE CONTENT:

A. Performance Anxiety
   1. Description, causes and self-study
   2. Meditation
   3. Relaxation Response
   4. Visualization
   5. Controlled breathing
   6. Alexander Technique of body use
B. Vocal Health and Development
   1. Relaxation
   2. Body alignment and use
   3. Breathing
   4. Vocalizing, vocal registers, ranges and qualities
   5. Correct song selection
   6. Diction: pronunciation, articulation, and enunciation in English
   7. Intonation: Pitch accuracy
C. Song Literature
   1. Three Song styles: folk, art, theatrical
D. Song Study and Memorization
   1. Audiation, visualization, and other "inner games"
   2. Song study cassettes and reference books
E. Song Presentation
   1. Stage deportment
   2. Interpretation of text
   3. Expressiveness of voice, face and body
   4. Rehearsing and performing with an accompanist vs. recorded accompaniments
   5. Musicianship: intonation, rhythm and phrasing
   6. Visual self: costuming, makeup and grooming
METHODS OF INSTRUCTION:

A. Lecture:
B. Direct Study/IS:
C. Video One Way – Audio Two Way:
D. Audio – One Way:
E. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

A. Required Reading such as:
   1. Voice class textbooks, such as Basics of Singing, Jan Schmidt, 5th edition, Schirmer Books, 2003
   2. Voice class syllabus and collected journal articles
   3. Additional monographs, periodical articles as necessary

Out-of-class Assignments

1. Daily practice, a minimum of 40 minutes daily (4 hours weekly, divided)
2. Media center assignments

Writing Assignments

1. Demonstrations of ability to apply vocal and musical skills
   a. Performance of memorized vocal exercises
   b. Performance of memorized songs
   c. Written review of upper division graduate or professional solo vocal recital
2. Demonstration of Problem solving skills
   a. Structuring and implementing practice and rehearsal sessions
   b. Selection of songs appropriate for own voice

METHODS OF STUDENT EVALUATION:

Final Exam
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:

1. Self-evaluation of the student's daily activities and create a practice routine.
2. Self-evaluation of the student's vocal abilities and requirements of selected songs, and select songs suitable for his/her own voice and performance needs.
3. Selection of appropriate solo vocal recital to review.

Required Writing, Problem Solving, Skills Demonstration:

1. Demonstrations of ability to apply vocal and musical skills
   a. Performance of memorized vocal exercises
   b. Performance of memorized songs
   c. Written review of upper division graduate or professional solo vocal recital
2. Demonstration of Problem solving skills
   a. Structuring and implementing practice and rehearsal sessions
   b. Selection of songs appropriate for own voice

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. Complete Keyboard Chart
3. Instructor provided CDs of song accompaniments

LIBRARY:
Adequate library resources include:

Comments:

Attachments:
Attached Files