COURSE OUTLINE OF RECORD

Number: MUS G152  
TITLE: Voice for Musical Theater 3

ORIGINATOR: Martha Ramm Engle  
EFF TERM: Fall 2015

FORMERLY KNOWN AS:

DATE OF OUTLINE/REVIEW: 11-18-2014

CROSS LISTED COURSE: THEA G156  
TOP NO: 1004.00

COURSE OUTLINE OF RECORD

SEMESTER UNITS: 2.0

HRS LEC: 36.0  
HRS LAB: 0.0  
HRS OTHER: 0.0

CONTACT HRS TOTAL: 36.0

STUDY NON-CONTACT HRS RECOMMENDED: 72.0

CATALOG DESCRIPTION:

This course teaches vocal technique, self-confidence in vocal performance and character development for singers, actors and dancers at an intermediate level. Students sing songs from musical theater and/or opera in English and first languages. An audition is not required. Daily practice is required. A pianist accompanies the classes. ADVISORY: Music G115, G121, or G141 - G142 recommended for those who do not read music.

JUSTIFICATION FOR COURSE:

To allow students the opportunity to develop and expand their craft in musical theater singing

PREREQUISITES:

- MUS G151: Voice for Musical Theater 2
  or
- THEA G148: Voice for Musical Theater 2
  or
- Permission of the instructor.

COREQUISITES:

ADVISORIES:

- MUS G121: College Choir
  or
- MUS G115: Basic Music
  or
- MUS G141: Piano 1
  and
- MUS G142: Beginning Piano II Recommended for those who do not read music.

ASSIGNED DISCIPLINES:

Drama/theater Arts
Music

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X]

LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
MUS G152 - Voice for Musical Theater 3

NON CREDIT COURSE CATEGORY:  Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE:  E

REPEATABLE ACCORDING TO STATE GUIDELINES:  No [X]  Yes [ ]  NUMBER REPEATS:  

REQUIRED FOR DEGREE OR CERTIFICATE:  No [X]  Yes [ ]

GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Sing with accurate intonation, rhythm and expressiveness at an intermediate level
2. Evaluate his or her own vocal limits and potential at an intermediate level
3. Compare and evaluate the performances of other singers at an intermediate level
4. Compare defined vocal styles at an intermediate level
5. Perform songs and vocal exercises at a skill level equivalent to the third year of college or university achievement
6. Sing three songs in varied tempi and styles at an intermediate level
7. Evaluate and improve his or her own performance anxiety at an intermediate level
8. Sing with a healthful vocal technique with accurate intonation, rhythm and expressiveness at an intermediate level

COURSE OBJECTIVES:

1. Sing with a healthful vocal technique at an intermediate level
2. Sing three songs in varied tempi and styles at an intermediate level
3. Sing with accurate intonation, rhythm and expressiveness at an intermediate level
4. Evaluate his or her own vocal limits and potential at an intermediate level
5. Evaluate and improve his or her own performance anxiety at an intermediate level
6. Compare and evaluate the performances of other singers at an intermediate level
7. Compare defined vocal styles at an intermediate level
8. Perform songs and vocal exercises at a skill level equivalent to the third year of college or university achievement

COURSE CONTENT:

LECTURE CONTENT:

A. Coping with Performance Anxiety at an intermediate level
   1. Recognizing symptoms
   2. Meditation
   3. Relaxation Response
   4. Visualization
   5. Controlled breathing
   6. Alexander Technique of body use
B. Vocal Health and Development at an intermediate level
   1. Relaxation
   2. Body alignment and use
   3. Breathing
   4. Vocalizing, vocal registers, ranges and qualities
   5. Correct repertory selection
   6. Diction: pronunciation, articulation, and enunciation
7. Intonation: Pitch accuracy
C. Repertory
   1. One (1) class song
   2. One (1) ballad vocal selection
   3. One (1) up tempo vocal selection
   4. Choreographed number
D. Song Study and Memorization at an intermediate level
   1. Audiation, visualization, and other "inner games"
   2. Practice with accompanist
   3. Use of recorded accompaniments and reference materials
E. Song Presentation at an intermediate level
   1. Stage deportment
   2. Interpretation of text
   3. Expressiveness of voice, face and body
   4. Musicianship: intonation, rhythm, tempo, dynamics
   5. 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
   1. Voice class syllabus
   2. Additional readings as assigned

Out-of-class Assignments
   1. A minimum of 40 minutes daily practice (4 hours weekly, divided)
   2. Library media center assignments
   3. Video reviews of all 4 in-class performances

Writing Assignments
   1. One (1) critical review of outside vocal performance
   2. Creation of a repertoire notebook
   3. Written analysis of subtext found in assigned musical selections

METHODS OF STUDENT EVALUATION:
Final Exam
Written Assignments
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration
Demonstration of Critical Thinking:
1. Evaluation of daily activities and creation of a practice routine
2. Comparison requirements of selected vocal repertory with own abilities
3. Selection and review an approved musical or opera

Required Writing, Problem Solving, Skills Demonstration:
1. Demonstrations of ability to apply vocal and musical skills at an intermediate level
   a. Performance of memorized vocal exercises
   b. Performance of memorized songs and/or arias
2. Demonstration of problem solving skills at an intermediate level
   a. Structuring and implementing practice and rehearsal sessions
   b. Selection of repertory appropriate for own voice
3. One (1) critical review of outside vocal performance
4. Creation of a repertoire notebook
5. Subtext

TEXTS, READINGS, AND RESOURCES:

   Other:
   1. 
      A. Instructor prepared syllabus
      
      B. Optional pre-recorded compact disks of accompaniments.

LIBRARY:
Adequate library resources include:
Comments:

Attachments:
Attached Files