COURSE OUTLINE OF RECORD

Number: MUS G151  TITLE: Voice for Musical Theater 2

ORIGINATOR: Martha Ramm Engle  EFF TERM: Fall 2015
FORMERLY KNOWN AS: Broadway and Opera Voice Class
CROSS LISTED COURSE: THEA G148

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 a beginning 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.

JUSTIFICATION FOR COURSE:
To allow students the opportunity to develop and expand their craft in musical theater singing

PREREQUISITES:
- MUS G150: Voice for Musical Theater 1
- THEA G146: Voice for Musical Theater 1
- Permission of instructor.

COREQUISITES:

ADVISORIES:
- MUS G115 or MUS G121, or MUS G141 or MUS G142 recommended for those who do not read music.

ASSIGNED DISCIPLINES:
- Drama/theater Arts
- Music

MATERIAL FEE: Yes [X] No [ ] 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 [X] No [ ]

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

BASIC SKILLS STATUS: Yes [X] No [ ]

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

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 [ ]
Theater Arts(Associate in Arts)
GE AND TRANSFER REQUIREMENTS MET:

PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

develop necessary skills to be proficient in an area of theatre (performance, technical, directing, or theatre management) with the ability to identify, analyze and resolve specific problems pertaining to that area.

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

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

COURSE OBJECTIVES:

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

COURSE CONTENT:

LECTURE CONTENT:

A. Coping with Performance Anxiety at a beginning 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 a beginning 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. Duet

D. Song Study and Memorization at a beginning level
   1. Audiation, visualization, and other "inner games"
   2. Practice with accompanist
   3. Use of recorded accompaniments and reference materials

E. Song Presentation at a beginning 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. Two (2) critical reviews of outside vocal performances

   2. Creation of a repertoire notebook

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
   a. Performance of memorized vocal exercises
   b. Performance of memorized songs and/or arias
2. Demonstration of problem solving skills
   a. Structuring and implementing practice and rehearsal sessions
   b. Selection of repertory appropriate for own voice
3. Two (2) critical reviews of outside vocal performances
4. Creation of a repertoire notebook

TEXTS, READINGS, AND RESOURCES:

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

LIBRARY:

Adequate library resources include:

Comments:

Attachments:

Attached Files