

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	John Tribelhorn	Date:	11/12/2020
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Department	Subject	Course Number	Title
Music	Music MUS	151	Applied Music: Voice

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lab Units	Total Units
0.50	0.50
Lab Contact Hours	Total Contact Hours
24.00 - 27.00	24.00 - 27.00
Lab Homework Hours	
0	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

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Maximum Enrollment:	32
Maximum Enrollment Justification:	Justification:
Grading Method:	Letter Grade or P/NP
TOP code:	1004.00

Can be Taken	4	time(s) for credit (max 4)
	X	- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course provides individualized study of the appropriate techniques and repertoire for the voice through private instruction. Solo performance skills will be progressively developed, and students will be evaluated through a juried performance.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course consists of individualized study of the appropriate techniques and repertoire for the voice. Students progressively develop skills needed for performance.

Need for the course:

This course is required at colleges and 4-year schools of music everywhere, is supported by the National Association of Schools of Music, and is a requirement of the A.A.-T in Music degree.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- Demonstrate proficiency by audition and/or interview. Audition requirement may be satisfied by audition for enrollment in MUS-205 or MUS-206. and

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- Concurrent enrollment in a vocal performance ensemble (MUS-205 or MUS-206), an appropriate music theory course (MUS-103, MUS-104, MUS-253, MUS-254), an appropriate musicianship course (MUS-175, MUS-176, MUS-277, MUS-278), and a piano course (MUS-111 or MUS-112).

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Produce a vocal performance with precise rhythm.
2. Develop the ability to sing correct pitches with accurate intonation.
3. Prepare a vocal performance with the articulation, dynamics, phrasing, and expression appropriate to the literature being studied and with the diction appropriate to the texts of the literature.
4. Produce a vocal performance in a stylistically appropriate manner suitable to the genre, period, and style of the literature.

- 5. Develop the ability to perform improvised solos as applicable to the literature being studied.
- 6. Demonstrate appropriate blend and balance when performing with an accompanist.
- 7. Memorize performance literature when appropriate to the artistic tradition.
- 8. Prepare vocal solos in a minimum of three languages selected from English, Italian, German, Latin Spanish, or French.
- 9. Develop the ability to effectively express the meaning of text through music.
- 10. Plan and build a repertoire of music that will aid the student in career pursuits.

Course Content:

(please number the outline of main topics and subtopics)

All elements of this course take place in the lab setting.

Lab Content:

(please number the outline of main topics and subtopics)

- 1. Musical fundamentals
 - 1. Rhythm
 - 2. Intonation/Pitch
 - 3. Articulation
 - 4. Dynamics
- 2. Vocal technique and strategies for improvement
 - 1. Tone
 - 2. Resonance
 - 3. Breathing
 - 4. Diction
 - 5. Style
 - 6. Artistry
 - 7. Historic interpretation
- 3. Vocal works and expectations of genres and periods
 - 1. Classical music
 - 2. Musical theater
 - 3. Pop music
 - 4. Improvisation
- 4. Repertoire
 - 1. Expectations of university music programs
 - 2. Expectations of the music industry
- 5. Languages
 - 1. Solos in a minimum of three languages selected from English, Italian, German, French is required
 - 2. Additional languages may be included, but not substituted for the above.
- 6. Performance
 - 1. Students perform music in front of a student group
 - 2. Self-assessment
 - 3. Students offer suggestions to their peers along with instructor
 - 4. Working with an accompanist; balance and blend
 - 5. Working with a microphone and amplified music
 - 6. Memorization when appropriate to the performance medium and artistic tradition
- 7. Expression
 - 1. Importance of good technique
 - 2. Importance of meaning of the text

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Individualized Instruction

- Integration:** Individualized instruction is the primary mode of instruction. Each student performs and the instructor assesses him/her in terms of precise rhythms and intonation, diction, dynamics, phrasing, and expressive elements. The instructor will comment on the student's balance and interaction with the accompanist, use of language, stylistic elements, and improvisation if applicable.
- **Method:** Master Class
Integration: Master class format brings students together to perform for each other and the instructor. Discussions take place around student performance, incorporating the assessment of the instructor with constructive comments from peers. Students develop the ability to assess their own performances by commenting on those of their peers. They gain another perspective of effective vocal technique in terms of expression of text and fundamental elements like rhythm and intonation.
 - **Method:** Observation and Demonstration
Integration: The instructor may demonstrate vocal techniques and details of expression, both as general directions to the class at large and to provide specific direction to individuals. Demonstrations may focus on any topic of the course including diction, dynamics, tone production, and improvisation.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Class Performance
Integration: Each student will receive a non-graded, individual assessment upon entering the class that specifies his or her skill level in terms of elements of singing technique. The student's classroom performance grade will be determined by the amount of progress he or she has made over the course of several performances throughout the term. Evaluation is based on improvement in all aspects of vocal technique and expression.
- **Method:** Class Participation
Integration: Students will be graded on their level of participation in master class group meetings and individual sessions, both for their performances and for their active listening and commenting on performances of their peers. Through participation, students develop an understanding of expression through music and perform music that builds repertoire for career pursuits.
- **Method:** Final Jury
Integration: Each student will perform before a jury of music faculty. The jury should showcase the student's ability to sing various styles and languages. Students should demonstrate their ability to interact with an accompanist. The jury will be evaluated based on the student's level of preparation in regard to rhythm, intonation, articulation, phrasing, diction, and other aspects of good singing.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Select, memorize, and perform five songs over the course of the term in a minimum of three languages selected from English, Italian, German, Latin Spanish, or French. Song selections should represent each of the areas of classical music literature, musical theatre and pop music. Analyze each vocal work in terms of singing techniques, practice singing the piece until you reach a sufficient level of comfort, and perform for the class. Your performance will be assessed by the instructor, and you will receive constructive criticism about your performance to improve your singing ability.
2. Make a repertoire list of music you are prepared to sing or plan to sing in the near future. Your list should include music from a variety of styles including classical, musical theater, and pop. It should also include a variety of languages. The purpose of your repertoire is to prepare you for various professional and educational opportunities you may wish to pursue.

Textbooks:

- Ware, Clifton (2008). *Adventures in Singing* Mc-Graw Hill. ISBN: 9780072977592
- Davids, Julia and Stephen LaTour (2012). *Vocal Technique: A Guide for Conductors, Teachers, and Singers* Waveland Pr Inc. ISBN: 978-1577667827
- Savage, D. (2021). *The Transposed Musician: Teaching Universal Skills to Improve Performance and Benefit Life* GIA Publications. ISBN: 978-1622774333
- Sinnamon, S. (2020). *Achieving Peak Performance in Music: Psychological Strategies for Optimal Flow* Routledge. ISBN: 978-0367480622

Other Resources:

- Students provide their own sheet music. Instructors may also bring in specific song literature aimed at helping students solve individual problems.

Minimum Qualification

- Commercial Music **and/or**
- Music (Masters Required)