

**MUS 17A Course Outline as of Fall 2009****CATALOG INFORMATION**

Dept and Nbr: MUS 17A      Title: ELEMENTARY VOICE  
 Full Title: Elementary Voice  
 Last Reviewed: 5/8/1998

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	1.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	2.00		Contact Total	35.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 105.00

Title 5 Category: AA Degree Applicable  
 Grading: Grade Only  
 Repeatability: 34 - 4 Enrollments Total  
 Also Listed As:  
 Formerly:

**Catalog Description:**

Theory and practice of singing. Individual voice development. Level I.

**Prerequisites/Corequisites:****Recommended Preparation:**

Singing experience in a choir.

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Theory & practice of singing. Individual voice development. (Grade Only)

Prerequisites/Corequisites:

Recommended: Singing experience in a choir.

Limits on Enrollment:

Transfer Credit:

Repeatability: 4 Enrollments Total

**ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

**AS Degree:** Area  
**CSU GE:** Transfer Area

Effective: Inactive:  
Effective: Inactive:

**IGETC:** Transfer Area

Effective: Inactive:

**CSU Transfer:** Effective:

Inactive:

**UC Transfer:** Effective:

Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

1. Sing art and folk songs with correct singing pronunciation
2. Use vocal techniques and colors appropriate to the style
3. Demonstrate literal meaning of the text
4. Demonstrate support for minimum phrasing and dynamics
5. Demonstrate intonation and memory skills
6. Compare singing styles of the world; explain Western style
7. Demonstrate phrasing, dynamics, and legato in songs
8. Point out corrective techniques for textual misuse
9. Demonstrate microphone techniques and explain differences

### **Topics and Scope:**

1. Pronunciation Skills
  - A. Vocalists vowels and consonants in English
  - B. Delayed articulation concepts
  - C. Blending the pronunciation with the meaning
2. Interpretive skills
  - A. Subtle color changes with meaning
  - B. Phrase development; the attack and release
  - C. Sources of interpretations
3. Aural Skills
  - A. Aural perception
  - B. Rhythm in various meters with attacks and releases
  - C. Subtleties and nuances in texts
  - D. Balancing with piano; independence from instrument
4. Repertory
  - A. Music of folk, Broadway, and art song origin
  - B. Sources of song literature
  - C. Songs with melisma; with neumatic notation
  - D. History of song in various cultures
  - E. Influences on the composition and style from the culture
5. Aesthetic Growth
  - A. Sensitivity to style, period, and symbolism
  - B. Performer and his/her audience

- C. Sing/perform music in various acoustic environments
- 6. Rehearsal Procedures
  - A. Studying the score; preparing for the text
  - B. The spoken text and memorization skills
  - C. Common initial rehearsal problems and performance errors

**Assignment:**

Student Assignments: (Representative assignments include:)

1. reading assignments in the text by chapter
2. read passout sheets related to vocal practice
3. rhythm drill through TAP machines
4. writing the diphthong and double vowel symbols above text
5. pronunciation practice of delayed articulation sounds
6. song learning; memorization of some songs; drills and exercises
7. pronunciation variations from student's native pronunciation technique
8. listening to and evaluation of recorded solo artists
9. research and rehearse Broadway song skills with props

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because skill demonstrations are more appropriate for this course.	Writing 0 - 0%
--	-------------------

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

INTERPRETATION & MEANING	Problem solving 0 - 1%
--------------------------	---------------------------

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams, WRITTEN TESTS	Skill Demonstrations 50 - 50%
--	----------------------------------

**Exams:** All forms of formal testing, other than skill performance exams.

TESTS ON TEXT CHAPTERS	Exams 39 - 40%
------------------------	-------------------

**Other:** Includes any assessment tools that do not logically fit into the above categories.

PASSOUT SHEETS, FILMS, & MICROPHONE SKILLS

Other Category  
10 - 10%

**Representative Textbooks and Materials:**

EXPRESSIVE SINGING, Van Christy

POCKET DICTIONARY OF MUSICAL TERMS