

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

Dept and Nbr: MUSCP 17A Title: ELEMENTARY VOICE

Full Title: Elementary Voice

Last Reviewed: 4/8/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	2.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	2.00	Lab Scheduled	1.00	6	Lab Scheduled	17.50
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 122.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 34 - 4 Enrollments Total

Also Listed As:

Formerly:

**Catalog Description:**

Students will study basic vocal techniques for the performance of standard and popular songs. Topics include tone production, breath control, diction, and interpreting music notation. Open to all students.

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

Ability to read music, prior singing experience.

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

Description: Students will study basic vocal techniques for the performance of standard and popular songs. Topics include tone production, breath control, diction, and interpreting music notation. Open to all students. (Grade Only)

Prerequisites/Corequisites:

Recommended: Ability to read music, prior singing experience.

Limits on Enrollment:

Transfer Credit: CSU;UC.  
Repeatability: 4 Enrollments Total

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

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2009	Inactive:
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<b>UC Transfer:</b>	Transferable	Effective:	Fall 2009	Inactive:
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### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, students will be able to:

1. Sing standard and popular song literature with correct vocal production.
2. Utilize interpretive and vocal techniques appropriate to the style of the literature.
3. Demonstrate proper vocal warm-up techniques.
4. Execute proper breathing techniques necessary for accurate musical phrasing and intonation.
5. Demonstrate appropriate musicianship in vocal performance.
6. Interpret musical notation and sing from a written score.
7. Demonstrate appropriate stage deportment in vocal performance.

Repeating students will be able to:

1. Demonstrate greater technical achievement in their vocal performance.
2. Articulate musical phrases with greater clarity.
3. Perform with higher standards of intonation.
4. Demonstrate a more sophisticated comprehension of dynamics, phrasing, musical expression, and nuance.
5. Demonstrate greater skill in sight-reading.
6. Perform a more extensive repertoire.

### **Topics and Scope:**

- I. Vocal Technique
  - A. Posture
  - B. Breath management
  - C. Tone placement
- II. The Vocal Apparatus
  - A. Components of the vocal tract
  - B. Singing registers
  - C. Resonating chambers
  - D. Vocal health
- III. Musical Notation

- A. Basics of pitch: the musical staff
- B. Basics of rhythm: note values and rests
- C. Sight-reading exercises
- IV. Literature
  - A. May be selected from the following categories:
    - 1. Folk music
    - 2. Art songs
      - a. English
      - b. Italian
      - c. German
      - d. French
    - 3. Musical theater/opera/operetta
    - 4. Standard jazz and blues
  - B. Selection of literature appropriate to the singer's individual voice type
- V. Research
  - A. Historical context
  - B. Linguistic analysis
  - C. International Phonetic Alphabet (IPA)
- VI. Performance
  - A. Interpretation of the text
  - B. Character development
  - C. Stage deportment
  - D. Interaction with the accompanist
- VII. Repeating students will perform new literature each semester, building on both their skill level and knowledge of the repertoire.

### **Assignment:**

1. Reading assignments in the text and handouts (2-3 pages/week).
2. Three to five worksheets on basic musicianship skills and vocal anatomy. (Repeating students will do additional rhythm drill exercises).
3. In-class performance of 3-4 songs for evaluation.
4. Short research essays (appropriate for program notes) for each song performed.
5. Listening assignments - recordings and online.
6. Maintain a practice diary for submission.
7. Repeating students will be held to higher standards of performance with each course repetition.

### **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.

Program note essays	Writing 5 - 15%
<b>Problem Solving:</b> Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	
Worksheets	Problem solving 10 - 20%

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

Class performances of assigned songs

Skill Demonstrations  
25 - 35%

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

None

Exams  
0 - 0%

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

Attendance and participation in class singing exercises.  
Practice diary.

Other Category  
30 - 45%

**Representative Textbooks and Materials:**

"Adventures in Singing." Ware, Clifton. New York: McGraw-Hill, 2005.

"Basics of Singing." Schmidt, Jan. 6th ed. Milwaukee, WI: Thomson/Schirmer, 2008.

Instructor prepared materials.