

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

[CLASS ]

[MUSIC]

**Expanded Course Outline**

<b>Course Subject Area:</b>	<b>MU</b>
<b>Course Number:</b>	<b>3770</b>
<b>Course Title:</b>	<b>Studio Voice</b>
<b>Units:</b>	<b>1</b>
<b>C/S Classification #:</b>	<b>25</b>
<b>Component:</b>	<b>Supervisory</b>
<b>Grading Basis:</b> (graded only, CR/NC only, student's choice)	<b>Graded only</b>
<b>Repeat Basis:</b> (may be taken once, taken multiple times, taken multiple times only with different topics)	<b>May be taken 5 times</b>
<b>Cross Listed Course:</b> (if offered with another department)	
<b>Dual Listed Course:</b> (if offered as lower/upper division or undergraduate/graduate)	
<b>Major course/Service course/GE Course:</b> (pick all that apply)	<b>Major course</b>
<b>General Education Area/Subarea:</b> (as appropriate)	
<b>Date Prepared:</b>	<b>March 26, 2015</b>
<b>Prepared by:</b>	<b>Susan Ali</b>

**I. Catalog Description**

Weekly individual instructional lessons. Repertoire and technical studies at a higher level than MU 1770 or MU 1771. Jury examination required. Available to Bachelor of Music majors only.

**II. Required Coursework and Background**

Prerequisite(s): Successful completion of MU 1770 or MU 1771 requirements and passing entrance requirements for upper division studio. Permission to enroll by instructor only.

Co-requisite(s): MU 2700 and appropriate ensemble.

Successful completion of MU 1770 or MU 1771 and passing entrance requirements for upper division studio (see below).

Upper Division Jury Requirements - Voice

Voice:

- a. Performance (classical) and Music Education  
Students will prepare seven songs to include:
  1. One Italian song
  2. One English art song
  3. One German Lied

4. One French art song
5. One song from the contemporary period
6. One aria from an opera or oratorio
7. One selection of the student's choice

b. Performance (commercial)

Students will prepare seven songs (at least one should demonstrate microphone technique) which include:

1. One art song in Italian or English
2. One classic pop ballad
3. One classic rock or R & B song
4. One classic country or folk/acoustic song
5. One jazz song
6. One contemporary Musical Theatre song or contemporary popular song in Spanish or Brazilian Portuguese
7. One selection of the student's choice

Students will provide the jury panel with a complete list of all repertoire studied during their lower division lessons that is organized to show each category studied.

### III. Expected Outcomes

During the course of four semesters of study, the student will be able to:

1. Select, learn, memorize, and perform vocal repertoire that is representative of different periods, styles, and languages.
2. Demonstrate healthy and advanced vocal production, considerable vocal agility and dynamic flexibility.
3. Demonstrate the ability to sing with correct diction in English, French, Italian, German, Latin, Spanish and/or any other languages as determined by the option of study selected.
4. Plan for the senior project and prepare vocal repertoire for this project.

The outcomes of this course relate to the following Music Department Student Learning Outcomes:

#1: Perform a variety of music with expression and musical accuracy.

#3: Demonstrate musicianship skills (including those involving technology) and conceptual understandings.

#4: Demonstrate and articulate personal growth as a musician and student of music in the world.

BM General:

1. **demonstrate** a high level of musicianship that facilitates independent preparation of music for performance.

4. **articulate** the distinguishing characteristics of multiple musical styles, traditions, and historical periods, **and apply** that knowledge to performance.

5. **perform** a wide variety of solo and ensemble repertoire for varied audiences.

6. **analyze, interpret, and defend** judgments of various musical works for audiences of scholars and amateurs.

7. **demonstrate** healthy body mechanics and technique.

BM Composition Option:

1. **apply** knowledge of compositional techniques and musical elements to write original works in new and established styles.
2. **oversee** fully realized public performances of their original compositions, with critical assessments.
3. **produce** a capstone project that presents an extended work or several shorter works, showing their 'voice' as a composer.

BM PreCredential Option:

2. **display** effective conducting skills for choral and instrumental ensembles
3. **evaluate, select, prepare, and assess** music for performance.
8. **demonstrate** a deep understanding of performance through presentation of a recital or a lecture-recital.

#### **IV. Instructional Materials**

Emmons, Shirley, and Sonntag. *The Art of the Song Recital*. Schirmer Books, 1970.

McCoy, Scott. *Your Voice: An Inside View*. Multimedia Voice Science Pedagogy. Princeton: Inside View Press, 2004.

McKinney, James C. *The Diagnosis and Correction of Vocal Faults: A Manual for Teachers of Singing and for Choir Directors*. Waveland Press, Inc., 2005.

Rundus, Katharin. *Cantabile: A Manual about Beautiful Singing for Singers, Teachers of Singing and Choral Conductors*. San Pedro, CA: Pavane Publishing, 2009.

Wall, Joan; Caldwell Robert; Gavilanes, Tracy; and Allen, Sheila. *Diction for Singers; A concise reference for English, Italian, Latin, German, French, and Spanish pronunciation*. Robert Caldwell, 2009.

#### **V. Minimum Student Material**

Notebook, pencil, recording device, music. Students are required to purchase all music for study.

#### **VI. Minimum College Facilities**

Practice Room for practice, sound proof studio with piano for lessons.

#### **VII. Course Outline**

A progressive series of lessons which build the physical and musical skill of performance—each lesson tailored to suit the individual student of singing. Specific

course progression will vary with each student, dependent on their progress. A suggested listening list to enable student to hear representative performances.

**VIII. Instructional Methods**

Student is given weekly assigned tasks in vocal technique development, diction, practice guidance, performance strategies, and other elements of singing. Each task is assigned with a goal of mastery, which leads to scaffolding to another level of skill and artistry.

**IX. Evaluation of Outcomes**

Weekly assessment of student work

Weekly assessment of student progress

Juried Final

Regularly assessed performances of required repertoire in Performance Seminar

Weekly assessment of student work	Demonstrate learning of repertoire, preparing music for performance, research on background of music
Weekly assessment of student progress	Indicates a practice habit is established, with focus on correct procedure and demonstrating vocal growth
Juried Final	Demonstrates seriousness of purpose in preparation for a serious evaluation of the term work, progress, well-roundedness in vocal production, technique, artistry, and performance
Regularly assessed performances of required repertoire in Performance Seminar	Demonstrates progress throughout the term