

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

[CLASS]

[MUSIC]

Expanded Course Outline

Course Subject Area:	MU
Course Number:	3331
Course Title:	Vocal Pedagogy
Units:	2
C/S Classification #:	04
Component:	Lecture
Grading Basis: (graded only, CR/NC only, student's choice)	Graded only
Repeat Basis: (may be taken once, taken multiple times, taken multiple times only with different topics)	May be taken twice (4 units total)
Cross Listed Course: (if offered with another department)	
Dual Listed Course: (if offered as lower/upper division or undergraduate/graduate)	
Major course/Service course/GE Course: (pick all that apply)	Major course
General Education Area/Subarea: (as appropriate)	
Date Prepared:	January 1, 2015
Prepared by:	Susan Ali

I. Catalog Description

Study of the science and physiology of the vocal instrument and exploration of the teaching of singing based on principles of healthy vocal production. Experience with beginning teaching.

Repeatable: Total credit limited to 4 units with a maximum of 2 units per semester.

II. Required Coursework and Background

Prerequisite: MU 1201 or MU 120

III. Expected Outcomes

1. Achieve a foundational skill level in understanding the physiology of the vocal apparatus and the breathing apparatus, and sound technique for singing.
2. Demonstrate an ability to apply this foundational skill level to student's own singing and in teaching a beginning student.
3. Develop an ability to detect an issue with vocal production in need of correction, have resources for correction, and apply these resources (problem solving).
4. Engage in a "learn by doing" activity in taking on a beginning student of singing and working with their development of healthy and sound singing technique.
5. Observational Learning through attendance at concerts and writing reviews of vocal performances, journal-keeping, and peer observation.

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.
- #6: Develop specialized knowledge appropriate to the option or emphasis area.

IV. Instructional Materials

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*. Long Grove, Illinois: Waveland Press, Inc., 2005.

Miller, Richard. *The Structure of Singing: System and Art of Vocal Technique*. New York: Schirmer Books, 1986.

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

Ware, Clifton. *Adventures in Singing*. 4th Edition. New York: McGraw-Hill, 2007.

Other Resources:

Naxos Music Library (online resource for music listening, Cal Poly Pomona)

Classical Music Library (online resource for music listening, Cal Poly Pomona)

Youtube.com

Additional on-line resources

National Association of Teachers of Singing (NATS) *Journal of Singing*

V. Minimum Student Material

Textbook as required

Notebook for class notes

Computer access outside of class

Internet access outside of class

Scantron forms and other exam and project materials as necessary

VI. Minimum College Facilities

A classroom with audio-visual equipment and piano. Internet access.

VII. Course Outline

1. Basic Foundations of Good Vocal Technique (posture, breathing, onset, resonance, articulation, registration, interpretation, coordination)
2. Vocal Health
3. Detection, Identification, Problem-Solving, and Correction of Vocal Problems
4. Diction as it relates to Correction of Vocal Production
5. Application of knowledge in student’s own singing
6. Application of knowledge in teaching a beginning student
7. The business of managing a private studio

VIII. Instructional Methods

1. Instruction will consist of lecture, readings from the text, interactive discussion, audio-visual aids, and projects, performances and presentations, observation, and small group discussion.
2. Students will conduct research concerning different areas of Vocal Pedagogy and share their findings through oral presentations.
3. Students will begin a teaching assignment, working with a beginning singer.
4. Students will keep a performance journal containing observations of class performances, a self-evaluation of their own vocal progress, class notes, and peer evaluations.
5. Students are required to attend at least 2 vocal music concerts/recitals during the semester. The performance may be an opera, musical, choral program with soloists, vocal concert or recital. A two-page review of the concert must be included in the journal.

IX. Evaluation of Outcomes

Model building	Demonstrate understanding of physiology of the vocal apparatus
Written quizzes	Demonstrate understanding of the various topics
Song Performances	Evaluation of Application of presented materials; evidence of practice
Performance Journal/Concert Reports	Demonstration of thoughtful observation and exposure to focus on details of the many aspects involved in vocal pedagogy; ability to write expressively and intelligently about vocal performance
Participation	Demonstrated enthusiasm for course content which is important for their field
Demonstration of Teaching	Evaluation of ability to apply material from the course to a hands-on (“learn by doing”) experience

