

MUS 417 Vocal Pedagogy

Vocal Pedagogy, MUS 417*-1001
School of Music
University of Nevada, Las Vegas

Required Materials:

- McCoy, Scott. *Your Voice: An Inside View*. 2nd ed. Delaware, Ohio: Inside View Press, 2012.

Recommended Materials:

- Boytim, Joan F. *The Private Voice Studio Handbook: A Practical Guide to All Aspects of Teaching*. Milwaukee: Hal Leonard, 2003.

Course Description: Introduction to the basic problems involved in the teaching of voice. Study of tone production, breathing, diction, interpretation and style. Does not fulfill requirements for elementary or secondary school vocal methods.

Course Objectives:

- Establish a working knowledge of the anatomy and physiology of the singing voice
- Introduce students to the acoustical principles of voice production and their application in a studio setting
- Develop an individualized methodology for the private voice studio
- Develop the vocabulary and tools necessary to be articulate about one's voice and others' voices in a clear, concise, and collegial manner

Course Requirements

Attendance:

Attendance for this course is paramount. Please make every effort to arrive promptly, alert, and prepared for class. For every two unexcused absences, your grade will be lowered ten percentage points (10%). Late work for unexcused absences will not be accepted. Further, every two tardies and/or early departures will count as an unexcused absence.

If you must miss, arrive late, or leave class early, please notify me at least 24 hours in advance via email (mccull14@unlv.nevada.edu); I will send you an email confirming the receipt of your request. Only documented extenuating circumstances (ie: family emergencies, sudden illness) brought to my attention within 72 hours (3 days) will be excused. Late work that is a result of an excused absence will be due the following class period.

Assignments:

There will be multiple short assignments that will correspond with the readings and lectures throughout the semester. All assignments are to be submitted via Webcampus unless otherwise noted. Late submissions will not be accepted. Assignments and readings appear on the course calendar one date prior to their due date.

Lesson Observations:

Each student is to observe two (2) voice lessons this semester. One student should be female and one student male. For this project, students are to observe students that are enrolled in their voice instructor's studio. A guided observation form will be distributed for this project. Both lesson observations are due by **Thursday, March 10**.

Methodology Project:

Throughout the semester, students are to compile a methodology for use in the private voice studio. This should include at least five (5) exercises and five (5) imageries for each of the following: posture; breath management; phonation; resonance; registration; and articulation. Any musical exercises should be formatted in a music type-setting program (ie: Finale,

Sibelius, Muscores). Also, any methods used for teaching a student how to prepare and perform a song should be included. A brief description (at least 50 words; no more than 150) of the uses and limitations of each exercise, imagery, and method is required. This project is due **Thursday, May 5**. Any citations should be in agreement with the current edition of the Chicago Manual of Style. A digital copy will be submitted via Webcampus. The methodology project should be at least five pages, double-spaced, one inch margins. Images and diagrams are strongly encouraged. This project should reflect the work and growth you have made throughout the semester.

Midterm

The midterm will consist of a written examination of all material covered prior to the administration of the exam. The midterm is Thursday, March 10.

Final

The final will consist of a written examination scheduled during the final examination time (TBD). The final will cover only material presented following the midterm.

Failure to complete the final will result in a failing grade for the class.

Grading**

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 59 and below
- **UNLV's plus and minus system is used within this grading scale

Grade Distribution

- Assignments: 20%
- Lesson Observations (2): 10%
- Methodology Project: 20%
- Midterm: 15%
- Final: 25%

UNLV Policies see next page

Course Calendar

| Week | Date | Readings | Assignments |
|------|--|---|--|
| 1 | Tuesday, January 19 Introduction; Questionnaire | <ul style="list-style-type: none"> • McCoy: Introduction and Chapter 1--Listening • Cusack, Margaret. "Tonal Concepts" <i>Journal of Singing</i> 63, no. 1 (September-October 2006): 53-57. | Assignment: Submit a link of a YouTube video of a singer you enjoy listening to (Genre is the student's choice.) |
| | Thursday, January 21 Listening/Tonal Images | <ul style="list-style-type: none"> • McCoy: Chapter 6--Anatomy • Bunch: <i>Dynamics of the Singing Voice</i> 5th Edition, Chapter 6: pp. 56-63. | Assignment: Evaluate the link you previously submitted using the rubric found in the McCoy and one other student's submission. |
| 2 | Tuesday, January 26 Introduction to Anatomy; Posture | <ul style="list-style-type: none"> • McCoy: Chapter 7--Respiration | |
| | Thursday, January 28 Respiration and Posture; Exercises for Posture; Respiratory Anatomy | <ul style="list-style-type: none"> • Video: The Art of Breathing | Assignment: Respond to questions about the video on Webcampus. |
| 3 | Tuesday, February 2 Respiration Continued: Respiratory Anatomy Continued; Physiology | <ul style="list-style-type: none"> • Miller: <i>The Structure of Singing</i>, Chapter 2, pp. 29-39. | Assignment: Submit one exercise for Respiration via Webcampus. |
| | Thursday, February 4 Respiration Continued: Respiration Exercises | <ul style="list-style-type: none"> • McCoy: Chapter 8--Phonation | Assignment: Evaluate the exercise you submitted and one other student's submission. |
| 4 | Tuesday, February 9 Phonation: Anatomy and Physiology | <ul style="list-style-type: none"> • Miller: Chapter 1--pp. 1-17 | <p>Practice Quiz Online: Posture and Respiration</p> <p>Assignment: Submit one exercise for phonation via Webcampus.</p> |
| | Thursday, February 11 Phonation: Exercises | <ul style="list-style-type: none"> • McCoy: Chapter 11--Articulation | Assignment: Evaluate the exercise you submitted and one other student's submission. |
| 5 | Tuesday, February 16 Articulation | <ul style="list-style-type: none"> • Malde, Melissa. "Mapping the Structures of Resonance." <i>Journal of Singing</i> 65, no. 5 (May-June 2009): 521-529. | Assignment: Submit an exercise related to <u>two</u> of the structures of resonance. |

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| | Thursday, February 18 Articulation: Exercises | <ul style="list-style-type: none"> McCoy: Chapter 9--Vocal Health | <p>Practice Quiz Online: Phonation and Articulation</p> <p>Assignment: Evaluate one exercise each of two student's submissions.</p> |
| 6 | Tuesday, February 23 Vocal Health | <ul style="list-style-type: none"> McCoy: Chapter 10--Hearing | |
| | Thursday, February 25 Hearing | <ul style="list-style-type: none"> Boytim: Chapter 9 | <p>Assignment: Submit two vocal exercises of your choosing via Webcampus for class discussion.</p> |
| 7 | Tuesday, March 1 Vocal Exercise Literature | <ul style="list-style-type: none"> Boytim: Chapter 10, 12 Patton, Beverly. "Seven Ways to Practice a Song or Homage to Sergius Kagen" <i>Journal of Singing</i> 59, no. 2 (November-December 2002): 165-67. | <p>Assignment: Evaluate the exercises you chose in the assignment forum on Webcampus and one exercise from a student's submission.</p> |
| | Thursday, March 3 Vocal Repertoire: Selection | | <p>Assignment: Submit a repertoire selection you believe is appropriate for a beginning high school student for S, M, T, and B.</p> |
| 8 | Tuesday, March 8 Midterm Review | | <p>Assignment: Evaluate your repertoire selections and one other student's selections.</p> |
| | Thursday, March 10 Midterm | <ul style="list-style-type: none"> McCoy: Chapter 2--Sound; Review McCoy: Chapter 1--Listening | <p>Lesson Observations Due</p> |
| 9 | Tuesday, March 15 Sound | <ul style="list-style-type: none"> McCoy: Chapter 3--Resonance | <p>Assignment: Create a voice range profile and submit to Webcampus</p> |
| | Thursday, March 17 Resonance | | |
| 10 | Tuesday, March 22 Spring Break: No Class | | |
| | Thursday, March 24 Spring Break: No Class | <ul style="list-style-type: none"> McCoy: Chapter 4--Formants | |
| 11 | Tuesday, March 29 Formants | | |
| | Thursday, March 31 Formants cont. | <ul style="list-style-type: none"> McCoy: Chapter 5--Analysis | |

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| 12 | Tuesday, April 5 Analysis | | Assignment: Using VoceVista, create a formant profile for the five cardinal vowels of your voice |
| | Thursday, April 7 Analysis cont. | <ul style="list-style-type: none"> • McCoy: Chapter 10--Registration | Assignment: Using VoceVista, analyze the vibrato rate of a recording of your choice |
| 13 | Tuesday, April 12 Registration | <ul style="list-style-type: none"> • Miller: Chapter 9--pp. 116-117, 126-131; Chapter 10--pp. 134-135, 140-149. | |
| | Thursday, April 14 Registration: Exercises | <ul style="list-style-type: none"> • Ware: Chapter 13 | Assignment: Analyze the assigned classical recordings using VoceVista and submit screenshots of acoustical analysis showing before during and after of a registration event. |
| 14 | Tuesday, April 19 Teaching Methodology: Types of Teaching; Lesson Pattern | <ul style="list-style-type: none"> • Clements: <i>The Use of Imagery in Teaching the Twenty-First Century Voice Student</i>: Chapters 3, Appendices A, B. | |
| | Thursday, April 21 Teaching Methodology: Imagery | <ul style="list-style-type: none"> • Clements: Chapter 4 | |
| 15 | Tuesday, April 26 Teaching Methodology: Imagery Continued. | <ul style="list-style-type: none"> • Miller: <i>On the Art of Singing</i>--"The Choral Conductor as Teacher of Vocal Technique," 57-62. • Bourne, Tracy. "Music Theater Voice: Production, Physiology and Pedagogy." <i>Journal of Singing</i> 67, no. 4 (March/April 2011): 437-444. | |
| | Thursday, April 28 Commercial and Contemporary Music; Choral Pedagogy | <ul style="list-style-type: none"> • NATS Code of Ethics • NYSTA Code of Ethics | |
| 16 | Tuesday, May 3 Ethics; Studio Practices and Policies; Summary of Course | | |
| | Thursday, May 5 Final Review | | Methodology Project Due |
| 17 | Finals Week TBD | | |

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources

Students may consult with a librarian on research needs. For this class, the subject librarian is

https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)