

MUS 492: Vocal Pedagogy
Fall, 2017 Syllabus
University of Wisconsin-Stevens Point
Department of Music

INSTRUCTOR: Dr. Matthew Markham
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Office hours: by appointment, RM. 312

WHEN: Tuesday & Thursday, 4:00 – 4:50pm

WHERE: NFAC 340

OBJECTIVE

The objective of this course is for you to become familiar with the anatomy, physiology, acoustics, teaching methodology and care of the singing voice.

LEARNING OUTCOMES

- This course has been designed to give you an overview of the skills necessary to be an effective teacher of singing.
- You will study and understand the anatomy and physiology of the human body/voice instrument.
- You will be better able to understand the function of the singing voice by exploring the processes of functional voice training through registration, respiration, phonation, and resonance.
- You will begin to develop your own language of teaching and through the analysis of vocal sound and faults you will begin the application of your knowledge of voice science to your teaching.
- You will gain confidence in your knowledge and abilities and discover how to work on your weaknesses.
- You will observe other teachers in order to develop a view of comparative pedagogy and to be more sensitive to how you are being taught.
- You will learn how to structure a voice lesson and work with the beginning singer.
- You will become familiar with beginning repertoire and appropriate vocalises for male and female voices.
- You will develop a RESOURCE NOTEBOOK that you can use through the years to come.
- Through discussions, readings, direct application, and observations you will be a part of a supportive community of learning within our class.
- It is my hope that this class will encourage you in a life-long fascination with voice pedagogy and for you to leave with more questions than answers.

REQUIRED TEXT (purchase): [The Diagnosis & Correction of Vocal Faults: A Manual for Teachers of Singing & for Choir Directors.](#) James C. McKinney. Waveland Press, Inc.: Long Grove, Illinois, 2005.

REQUIRED RENTAL TEXT: [Your Voice: the Basics.](#) Scott McCoy. Inside View Press: Gahanna, Ohio, 2016.

SUPPLEMENTAL TEXTS (PARTIAL LIST)

Supplemental readings will be assigned throughout the course at the discretion of the instructor. They will enhance your understanding of a given concept or topic. You will be held responsible for the material contained therein. Many resources are on reserve under MUS 492 in the library. An additional list of supplementary materials will be provided later in the semester.

Vennard, William. *Singing: The Mechanism and the Technique*. New York. Carl Fischer, 1967.

Sataloff, Robert, MD, DMA. *Vocal Health and Pedagogy*, Volumes I and II, Plural Publishing, 2006.

Doscher, Barbara M. *The Functional Unity of the Singing Voice*. Second Edition. Scarecrow Press: Lanham, MD, 1994.

McCoy, Scott. *Your Voice: An Inside View*. Second Edition. Inside View Press: Delaware, Ohio, 2012.

Miller, Richard. *The Structure of Singing*.

Brown, *Vocal Wisdom (Maxims of Lamperti)*.

Miller, Donald Gray. *Resonance in Singing: Voice Building through Acoustic Feedback*. Inside View Press: Princeton, NJ, 2008.

Palmer, Richard. *The Courage to Teach*.

Smith, Stephen W. *The Naked Voice*.

REQUIRED SUPPLIES

3-ring binder

Tab dividers

Pens, pencils and/or highlighters

ATTENDANCE

Attendance is expected. Failure to attend class WILL affect your grade. One EXCUSED absence is allowed. Each absence after that will lower the final grade by one grade level (e.g., from a B+ to a B) unless there are extraneous circumstances. It is your responsibility to contact me before 5pm on the previous day to alert me to the absence. If you are sick or have an emergency, please either email or call me in advance of the class OR inform one of your colleagues in the class. It is your responsibility to consult with other class members for information about assignments after missing a class.

KEYS TO SUCCESS

- » Show up
- » Do the work
- » Support your colleagues

COURSE CALENDAR

A course calendar with assignments and detailed explanation, including due dates, will be provided. Reading assignments must be completed prior to the class session for which they are listed. The instructor reserves the right to amend the course calendar or syllabus, *and has the right to schedule unannounced pop quizzes on the readings*.

COURSE ACTIVITIES

*This is by no means an exhaustive list, but includes some of the highlights. We will be participating in other activities, presentations, and other projects and/or assignments may be given.

Class Discussions & Reading Assignments

Reading assignments are the substance of class discussion. The instructor will guide and focus the discussion and answer students' questions. Your state of preparedness affects the degree of your participation in the discussion. This will be the basis of your participation grade for the course.

Reflection Assignment

"Why do you want to teach?" Your answer should be two pages in length. Times New Roman, 12 pt. font, double-spaced.

Exams (2)

There will be 2 exams to test your comprehension of the material covered throughout the semester.

Presentations (2)

You will give two group presentations: 1) Based off of a NATS Journal of Singing article or chapter from another vocal pedagogy textbook on a technical aspect of singing related to registration, breath, or resonance, and 2) Based off a book or article on Methodology and Teaching Practices.

The presentations must include a group PowerPoint presentation that will be distributed to the other members of the class. Additionally, each group must provide a handout for each member of the class. The handout may be the outline of the presenter's report and/or a selection of text that is pertinent to the scope of the presentation. You are welcome to use other audio or visual aids to make your presentation(s). Please consult with your instructor if you have any questions about how to prepare this presentation.

Vocalise Assignment

Collate FIVE vocalises of your choice. The vocal exercises must be geared toward the private voice student rather than a choir. Determine (write a brief description for each exercise) the purpose for each vocalise. Make a copy of your vocalises and explanations for each member of the class and for the instructor. Be prepared to share and demonstrate these vocalises with the class.

Teacher Observations

You must observe 1 voice lesson and 1 instrumental lesson taught by a UWSP Music Department faculty member. You must arrange to observe each lesson AT LEAST one week in advance of the lesson. The intent of this project is NOT to evaluate or grade the teacher but to exercise one's critical faculties regarding voice and instrumental (technical/musical) instruction. A write-up of your observation should be no less than two pages (double-spaced, Times New Roman 12-pt. font) and include exercises, teaching techniques/styles, and any pedagogical observations that you make or discover.

Your Teaching Philosophy

Write a Teaching Philosophy statement (maximum one page, single-space, Times New Roman, 12-pt, font) that describes your pedagogical ideas and style. It may state your technical and artistic beliefs and goals that you hope to reach in the voice studio.

Your Student & Teaching Diary/Video Recording

You must choose a private voice student to teach for a total of 5 lessons at 45-minutes per lesson. You must tell the instructor the name and age of your student for approval.

Video recording:

- You will record ONE of the voice lessons that you teach to your private student.

Teaching Diary:

- Create a lesson plan before *each* lesson takes place. (5 total).
- Learn how to ascertain and select appropriate learning goals for your student.
- Develop an awareness that everyone learns differently and comes to the table with a different level of ability.
- Prepare a list of vocalises for the lesson as well as particular concepts you wish to explore during the warm-up and repertoire sections of the lesson.
- Specify which concepts were actually addressed so you can keep better track of your teaching goals.

- Write a Journal Entry, at least a medium-sized paragraph in length, after each lesson.
- Describe the challenges and successes of each lesson. Did your student meet their learning goals? What did you do to ensure that? Do you need to alter your approach? Expectations?
- Clarify what you've learned as well as your strengths and challenges.
- Place each Journal Entry after each Lesson Plan.

Due: Upload a You-tube recording of one of the lessons and submit your Entire Teaching Diary, including Lesson Plans and Journal Entries.

Vocal Health Assignment

TBD: This project will stem from your personal interest and fascination with an aspect of vocal health.

Voice Area Recital Critique

You will be assigned to observe and submit a written evaluation of a first-year voice student in a Voice Area Recital.

Resource Notebook

The Notebook is meant to be a reference tool for you to use in the future. It should contain any and all materials or notes pertaining to the Reading Assignments, Reflection Assignment, Exams, Pop-quizzes, Presentation materials, Vocalises, Teacher Observations, Teaching Philosophies, et al. Arrange it in a manner that is most useful to you... you can be imaginative so long as it's easy for someone else to understand.

FINAL: Tuesday, December 19, 5pm-7pm

GRADING

1225 points are possible

Reflection Assignment	25 pts.
Class Participation (Readings, Discussion, Pop-Quizzes)	250 pts. (10 pts per meeting (25x10)
Exams (2)	200 pts. (100 pts per quiz)
Presentations (2)	100 pts. (50 pts per presentation)
Resource Notebook	100 pts.
Vocalize Assignment	50 pts.
VAR critique	50 pts.
Teaching Observations (2)	100 pts. (50 pts each)
Student & Diary/Recording	200 pts. (50 pts lessons/50 pts lesson plans/50 pts journal entries/50 pts video recording)
Teaching Philosophy	50 pts.
Vocal Health Assignment	100 pts.

GRADING SCALE

A (93%) 1139	C+ (77%) 943	F less than 730
A- (90%) 1103	C (73%) 894	
B+ (87%) 1066	C- (70%) 858	
B (83%) 1017	D+ (66%) 809	
B- (80%) 980	D (60%) 735	

Late assignments will be graded on their merit; then the letter grade will be reduced by one (1) (A would become A-, A- would become B+ etc.) for each day the assignment is late.

UWSP COMMUNITY BILL OF RIGHTS AND RESPONSIBILITIES

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the *Community Rights and Responsibilities* document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the

assignment. For more information, see the “Student Academic Standards and Disciplinary Procedures” section of the *Community Rights and Responsibilities* document, UWSP Chapter 14. This can be accessed by viewing page 11 of the document at:

<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf-page=11>

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, check here: <http://www.uwsp.edu/disability/Pages/faculty/lawAndPolicy.aspx>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www.uwsp.edu/disability/Pages/faculty/lawAndPolicy.aspx>.