



## **MUSIC 122B VOICE 2**

2 Credits

TTH 11:30 – 12:20

**INSTRUCTOR:** Gloria Faltstrom  
**OFFICE:** Hale Palanakila 130  
**OFFICE HOURS:** MWF: 10:30 – 11:25; TTH: 1:30 – 2:30  
**TELEPHONE:** 236-9130  
**E-MAIL:** [gloriam@hawaii.edu](mailto:gloriam@hawaii.edu)  
**EFFECTIVE DATE:** Fall 2008

### **WINDWARD COMMUNITY COLLEGE MISSION STATEMENT**

*Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.*

### **CATALOG DESCRIPTION**

Performance class designed for students with previous vocal experience. Deals with vocal production and literature for voice. Student will complete the basic level modules 1-10 of MusicLab Melody. Recital or concert attendance required. Repeatable up to 4 credits; 2 credits applicable toward A.A, degree. (3 hrs. lect/studio) WCC: DA

### **Activities Required at Scheduled Times Other Than Class Times**

Two to three half-hour sessions a week in the Music Computer Lab (or at home) working on MusicLab Melody until you have completed 10 quizzes for each module.  
Attendance at two vocal recitals or concerts. Performer must be doing solo work, not as part of a group. Printed program or ticket stub required with critique.  
Practice vocal exercises and songs 30 – 45 minutes daily outside of class.  
Participate in the semester recital.

### **STUDENT LEARNING OUTCOMES**

At the completion of this course, you should be able to:

1. Discuss the origin and development of vocal music.
2. Demonstrate intermediate level vocal techniques of diction, tone production, and breath control in performance situations.
3. Sight read and learn music at an intermediate level.
4. Perform with greater confidence in public performances.

## COURSE CONTENT

### *Concepts or Topics*

- Vocal Registers
- Passagio
- Origin and development of vocal music
- Diction
- Tone production
- Resonance
- Stage presence
- Focus
- Singer's format (ring)
- 

### *Skills or Competencies*

1. Sing with consistent pitch and rhythmic accuracy
2. Enunciate words clearly
3. Convey emotion of the text to audience
4. Sit or stand with good posture
5. Read notes and rhythms easily

## COURSE TASKS

### *What You Will Need to Do to Pass the Course*

#### **Basics:**

- Refine vocal technique (breath control, tonal production, dynamic range) through the practice of specific vocalises.
- Be aware of any habits that do not support physically efficient singing.

#### **Vocal Technique:**

- Continue to practice different styles of singing.
- Refine use of dynamic levels.

#### **Music Theory:**

- Continue study of musical elements that support improvement in sight-reading.
- Improve sight-reading ability through continual practice, both in class and outside class.
- Complete 10 modules of MusicLab Melody.
- Work with other computer programs suggested by instructor to acquire basic knowledge of music theory. (optional)

#### **Evaluation:**

- Participate in the evaluation of your own performances and those of other students in the class.

- Attend two vocal concerts by well-known vocalists and write a critique of each performance. DUE DATE: 10 calendar days after performance and no later than December 5, 2008 for last paper. **Five points will be deducted for each day the paper is late.**

### **Performance:**

- Continue to develop poise and confidence by performing three songs in Italian, Latin, French, or German and two songs in English in class videotaping session.
- Participate in end-of-semester recital on the day after final exams end, December 19, 2008 .

### **Smart Music (as needed):**

- The songs in the Musicals and the Arias Collections are on the computer in Palanakila 211 and 110. This program allows you to adjust pitch, tempo and other elements for the accompaniment. You can get a home version for more convenient practice scheduling.
- You can email your practice sessions for me for review and suggestions. I will demonstrate this in class.

### **Journal:**

- Keep a daily journal of your vocal experiences—practice, performance, changes, new ideas, sounds, etc. The journal will be turned at on the first class session of each week.

### **Learning about the voice:**

- View and write a summary of any or all three videos in The Human Voice video series. 10 pts. per video (only if you have not done this for MUS 121B)
- Research your voice type (soprano, alto, tenor bass) and write a 2 – 3 page paper about the your voice type different from the others and various classifications within the voice type. 50 pts.

## **ASSESSMENT TASKS AND GRADING**

### *EVALUATION CRITERION*

	<u>ACTIVITY</u>	<u>POINTS</u>
1.	Demonstrated practice of Vocalises	50
2.	Five (5) songs performed in class by memory (using evaluation criteria above)	500
2.	One (1) written exam (singer's anatomy, technique, and basic theory)	100
3.	Two Written critiques of performances by well-known singer (50 x 2)	100
4.	Completion of Music Lab Melody requirements	50
5.	Journal	75
6.	Video summaries	30
7.	Research paper	50
8.	Participation in end-of-semester recital	50
9.	Attendance	88
<b>TOTAL</b>		<b>1093</b>

Grades will be assigned both on the basis of the number of points attained, on the progress you have made vocally, and on your attitude. Your assessment of your progress is welcomed by the instructor.

Grades will be assigned in the following manner:

A	873 – 970 points and no more than 4 unexcused absences
B	776 - 872 points and no more than 6 unexcused absences
C	679 - 775 points and no more than 8 unexcused absences
D	582 - 678 points and no more than 10 unexcused absences
F	Less than 678 points and/or 11 or more unexcused absences
C/NC	See WCC catalog for information related to this option.
I	Incomplete. See WCC catalog for information related to this option.

## LEARNING RESOURCES

### Required:

Meribeth Bunch & Cynthia Vaughn: *The Singing Book*

Vaccari: *Modo Practica*

MusicLab Melody Student Disk

### Optional:

Green and Gallwey: *The Inner Game of Music*.

Recommended equipment for practice: Cassette tape recorder and two blank tapes, full-length mirror, hand mirror, and pen-light flashlight.

## Additional Information

### a. Attendance Policy:

Unexcused Absences:

You are allowed two unexcused absences (no reason given/no advance notice to instructor) with no penalty during the semester. Additional unexcused absences will result in deductions from your final grades as follows:

3-4 unexcused absences      A > B

5-6 unexcused absences      B > C

7-8 unexcused absences      C > D

9-10 unexcused absences     D > F

- b. Excused Absences: Excused absences will be granted for genuine illness (doctor's notes are good documentation) or emergencies (must be documented). A call to my office (236-9130) or an email will alert me to your situation. Excused absences are given at the instructor's discretion.

- **Student Expectations:**

- 1. Practice at least 3-4 hours a week outside of class. I recommend 30 minutes a day. You are training vocal muscles, which need consistent, regular practice for vocal proper control.
- 2. Attend ALL class sessions.
- 3. Be on time for classes.
- 4. ALL assignments, singing or written, are due on the date assigned and may not be accepted at a later date.
- 5. When ill, call in BEFORE class (either office or leave a message with the switchboard) or send an email.. After-the-fact excuses will not result in an excused absence.
- 6. Take advantage of the opportunity to hear well-known vocalists in performance either live or on the radio or TV.
- If you have a hidden or visible disability, which may require classroom or test accommodations, please see me as soon as possible during a scheduled office hour. If you have not already done so, please register with Anne Lemke, counselor for disabled students, for a letter of accommodation.

- **Your Voice Journal**

Keep a daily journal, preferably in a loose leaf notebook. As noted earlier, your journal should include notes from class lectures and readings from your textbook, your individual practice, performance, changes you note in your voice, new ideas, sounds, experimenting with your speaking voice, etc. Be sure to note the date on which the journal is written, how long you practiced and what you practiced.

NOTE: Singing with the radio (at home or in your car) or jamming with your friends, and sing at church ARE NOT practice; they are performance. Practice needs to be done alone in a reasonably quiet space. You are encouraged to use our practice rooms in Hale Palanakila if you do not have an appropriate place at home.

### **DISABILITIES ACCOMMODATION STATEMENT**

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, [lemke@hawaii.edu](mailto:lemke@hawaii.edu), or you may stop by Hale 'Akoakoa 213 for more information.

Name \_\_\_\_\_

Voice 1 / 2

Date \_\_\_\_\_

Performance # \_\_\_\_\_ Title \_\_\_\_\_

Composer \_\_\_\_\_

### Performance Evaluation Criteria

Rhythm & Tempo	Excellent (12-17) Rhythms are accurately sung. Tempo is appropriate for song.	Good (10-15) Some inaccurate rhythms. Tempo doesn't fit song well.	Fair (5-9) Many rhythmic mistakes. Tempo doesn't work with text and melody.	Score _____
Comments:				
Posture, Confidence, Breathing	Excellent (12-17) Erect, confident posture that supports deep breathing.	Good (6-11) Less erect and confident stance, resulting in chest breathing.	Fair (1-5) Apologetic stance with rounded shoulders; shallow breathing.	Score _____
Comments:				
Dynamics	Excellent (12-16) Dynamics are appropriate	Good (6-11) Dynamics are acceptable	Fair (1-5) Dynamics are not appropriate	Score _____
Comments:				
Pitch & Intonation	Excellent (12-17) Pitches are sung correctly, and intonation is good.	Good (6-11) There are some incorrect pitches, and intonation is moderately good.	Fair (1-5) Many incorrect pitches, and intonation is fair.	Score _____
Comments:				
Tone Quality, Breath Support & Vowel placement	Excellent (12-17) Tone is supported and pleasing. Vowels are generally correctly placed.	Good (6-11) Tone is not consistently supported. Vowel placement is inconsistent.	Fair (1-5) Tone is unsupported, nasal or breathy. Vowels are not placed correctly for good sound.	Score _____
Comments:				
Text, Diction	Excellent (12-16) Text is correct and understandable	Good (6-11) Some words missed; Text not always clear.	Fair (1-5) Text not well learned. Hard to understand.	Score _____
				<b>Total</b> _____