

Syllabus for
MUS 421 - Senior Recital
2-3 Credit Hours
Spring 2010

I. COURSE DESCRIPTION

A performance demonstrating a high level of performance practice of music representing three to four historical style periods. (For B.Mus. voice primary degree candidates, facility in four languages is required.) Each recital should contain approximately 50 minutes of music. B.M.E. candidates may choose to perform a full recital for two instead of three credit hours. Such a recital is to be approximately two-thirds of the full requirement in length and performance demands.

Prerequisites in applied music: Primary-For MUP majors, 14 credit hours and a successful junior recital. For MULW majors, at least 12 credit hours and a successful junior recital. For MUC and MUCT majors, at least 8 hours of applied composition and 6 hours of a primary instrument. For MUE majors, at least 10 hours. For MUA majors, at least 12 hours and a successful junior recital.

Senior recital fee: \$100.00

This course is designed for seniors studying under the guidance of a studio teacher to produce a full recital worth three (3) credit hours. Qualified Music Education majors (MUE) may present an abbreviated, "less demanding" recital, the Music Education Recital, for two (2) credit hours, which will be presented after a minimum of ten credit hours of applied music primary. (Teacher Candidates may perform on more than one instrument with approval from their applied music.) The preparation for the recital occurs during the applied lesson

II. COURSE GOALS

This course is designed to enable the senior student to give a final performance to display the culmination of training in an applied area of emphasis. Demonstration of a variety of styles and performance practices at a satisfactory level is required using the major literature written for the given instrument or voice.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Demonstrate a high degree of performance ability and development.
2. Faithfully execute the stylistic demands of the music.
3. Perform with appropriate professional stage presence and etiquette.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets: Subject Competency (SC) 5, 6 Instrumental/General Music and 4, 7 Vocal/General Music.

Subject Competencies--Instrumental/General:

SC 5 Instrumental/General: mastery of a major instrument, including appropriate techniques of breathing, embouchure (mouth position), posture, and hand position.

SC 6 Instrumental/General: has a broad understanding of music history, including various styles and musical contributions of different cultural and ethnic groups.

Subject Competencies--Vocal/General:

SC 4 Understands proper breathing techniques and tone production techniques.

SC 17 has broad knowledge and understanding of a variety of music and musical practices representative of different cultural and ethnic groups.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

The applied teacher and the student following recital guidelines jointly choose music for the recital.

2. Other

None

B. Optional Materials

1. Textbooks

None

2. Other

None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

- B. Department Policies and Procedures – see the Music Department Student Handbook.
- C. Course Policies and Procedures
1. Evaluation Procedures
Committee consisting of the major teacher, the area coordinator, and a representative from the sacred music, music education, or performance divisions will grade the recital.
 2. ePortfolio Requirements
A faithful reproduction of the Music Education Recital or possibly the full Senior Recital. This may be in the form of a CD, Video and/or audio Tape, or part of a more extensive documentation of performance.
 3. Other Course Policies and/or Procedures
 - a. Students who wish to give a full performance recital during their senior year must give a junior recital that is normally shared by two performers. Each performer should perform 20-25 minutes of the total program, excluding pauses between selections, and the music should emphasize classical techniques.
 - b. All vocal and piano recitals must be memorized, and instrumental recitals may be memorized as well.
 - c. MUE students, with approval from their applied music teacher, may perform a Music Education Recital, which must be at least 40 minutes for the total program, or a Lecture-Recital in which performance is centered on prepared narrative that illuminates the music. The performance of music for the Lecture-Recital must take at least 25 minutes of the total program, and the narrative must be prepared with advisement according to the guidelines of the MUE Senior Paper/Project (MUS 499). (Qualified MUE students may perform a full recital if all course prerequisites are met regarding "1." above.)
 - d. A recital program format should be obtained in the Music Office.
 - e. Department of Music Handbook Requirements for Senior Recitals:
 - (1) **Senior Recitals** – Required for all music majors unless a different final, culminating activity (paper/project) is approved. A successful Junior Recital is a prerequisite for the Senior Recital.
 - (2) **Scheduling** - After consultation with the Applied instructor, the student should select an approximate date for the recital. This suggested date is then proposed to the Music Office by April 15 for the following calendar year (generally MUA and MUE students in the fall, and MUP, MULW students in the spring, and MUC students in either fall or spring). All late requests will receive secondary priority. Students who cancel or move recital dates will be charged a \$75 rescheduling fee.
No recitals may be given after the 12th week of the semester. A student should not present a senior recital during student teaching. Any exception to this rule must be approved by the Applied teacher, the Music Education Coordinator, and the Department Chair.
 - (3) **Recital Hearings** - Each student must successfully complete a recital hearing to certify preparedness for a senior recital. This hearing will take place no later than two weeks prior to the recital date. If the hearing is judged to be unsatisfactory, the

recital may be rescheduled after the \$75 rescheduling fee is paid. Each student presenting a Junior Recital must be enrolled in Applied Lessons at ORU. The hearing consists of at least 10-15 minutes of the total program.

- (4) Program Printing/Recital Recording - Six to eight weeks before a scheduled recital, the student should obtain a Recital Packet from the Music Office. Forms for submitting program information and recording needs are included in the Student Handbook. Students are specifically responsible for requesting audio and/or video taping and for paying for these services. The recital Preparation form must be signed by the student's Applied Music teacher and the area coordinator before it will be accepted by the Music Office. A copy of the proposed program is to be completed and turned in to the appropriate faculty coordinator four weeks before the date of the performance and prior to the recital hearing. A proof copy of the program will be given to the recitalist's instructor for final approval or correction. The instructor must initial this proof copy. Sixty copies for Junior Recitals and 125 copies for Music Education and Senior Recitals will be printed. The Department will keep ten copies for its files.
- (5) Rehearsals - Junior, senior, and music education recitalists should schedule rehearsal time on the Performance Hall stage with the music secretary. Students are advised to schedule as early as possible to avoid conflicts.
- (6) General Requirements
 - (a) Demonstrate proficiency in a variety of musical styles inclusive of Baroque, Classical, Romantic, and Contemporary.
 - (b) Emphasize achievement as well as proficiency. Popular styles used must reflect strong musical and compositional development.
 - (c) Conservative stage decoration. The emphasis is on the music and the performer's ability to hold audience attention through performance and style proficiency. A maximum of two floral arrangements and no extra furniture besides the piano, page turner's chair, and necessary music stands.
 - (d) Minimal special lighting effects.
 - (e) No flash photos during the recital. Pictures may be taken on stage after the recital has ended and the audience has departed.
 - (f) All telephones, pagers, alarms and computers should be turned off. An announcement should be made before the program begins.
 - (g) Conservative concert dress (tuxedos and formal dresses).
 - (h) No excess decoration should be used at the reception. Those who desire to have an elaborate reception should go off-campus to a place that can accommodate the extended time and noise factors better than Timko Barton Lobby or the Fireside Room.

- (i) Use of personal family mementos and photos should be avoided. The recital is an academic examination of musical and technical development.
 - (j) Set-up and tear-down responsibilities for risers, stands, etc. belong to the recitalist. A fine of \$50.00 will be assessed to those who neglect to pick up programs and trash left on the floor and straighten the chairs after the recital ends. The room must be left in a trash-free and orderly fashion.
 - (k) Restricted hours are available for rehearsal. No more than three hours dress rehearsal time may be used for a senior recital, inclusive of set-up and tear-down. A junior recital may use two hours for dress rehearsal. These times must be scheduled ahead of time in the Music Office.
 - (l) A listing of specific materials and style performance requirements is printed in the syllabus of each major for both junior and senior recitals.
 - (m) Technical support arrangements including lighting, sound reinforcement, and recording should be made early with Bach's House Studio. Last-minute changes will incur additional charges.
- (7) Compact Disc Projects (Composition majors)
- (a) A detailed proposal must be submitted to the Coordinator of the Composition Program and the Director of Senior Paper/Projects that includes:
 - (i) the CD proposal;
 - (ii) a rationale for the project;
 - (iii) the proposed musical content
 - (iv) a proposed list of resources needed for completion of the project and a plan for meeting those needs;
 - (v) a time line indicating proposed beginning and completion dates.
 - (b) The Coordinator of the Composition Program and the Director of Senior Paper/Projects must both approve the project before the mid-term break of the semester ***preceding*** Senior Project registration.
 - (c) The project will be graded as follows: CD – 75% and paper of approximately 15 – 20 pages summarizing the CD development – 25%. The grades for each part will be added together, and a final grade will be submitted.
 - (d) CD Requirements:
 - (i) Music included should represent the student's compositional style and technique.
 - (ii) Techniques of the major style periods must be included.
 - (iii) No more than six pieces or fewer than four pieces.

- (iv) Multi-movement works will be considered as one piece.
- (v) Contemporary/jazz works may not encompass more than 50%. The remainder of the music must be classically oriented and preferably in styles reflective of the 20th and 21st centuries.
- (vi) Sequencing, MIDI, instrumental groupings, and vocal/choral works must be included.
- (vii) A detailed outline of the process of making and mastering the CD should be kept and submitted as an appendix of the supporting paper. It should include areas such as time spent rehearsing groups, time spent sequencing, programming, recording, mixing, mastering, etc.
- (e) Supporting Paper Requirements
 - (i) Follow the guidelines listed in the Music Department Style Manual and the MLA handbook.
 - (ii) Address the following:
 - (aa) A rationale for the CD project.
 - (bb) A discussion of the musical styles contained on the CD with musical examples.
 - (cc) A discussion of the process used in the making of the CE that addresses challenges and solutions.
 - (dd) A summary indicating potential for future use, production, etc.
- (8) **MUE Recital** – emphatically recommended for all music education majors (MUEI or MUEV) after ten credit hours of Applied Music: Primary. In order to accommodate the extra demands of the MUE major, the Music Education Recital requires approximately two-thirds of the demands of a full Senior Recital. It receives two semester hours of credit compared to three for the full Senior Recital.
 - (a) MUE students are responsible for fulfilling the requirements listed under the headings
 - (i) Scheduling
 - (ii) Program Printing/Recital Recording
 - (iii) Rehearsals.
 - (b) With music department approval, MUE majors may choose to perform a full Senior Recital preceded by a Junior Recital and all prerequisites.

VI. COURSE CALENDAR

Weekly lesson time arranged with the instructor. Students must set up their recital time with the Music Office following the instructions in the Music Department Student Handbook.

Course Inventory for ORU's Student Learning Outcomes

Senior Recital MUS 421 Spring 2010

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities | | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|-------------------------------------|---|--------------------------|-----------------------|----------------------|-----------------|
| 1 | Outcome #1 – Spiritually Alive Proficiencies/Capacities | | | | |
| 1A | Biblical knowledge | | | X | |
| 1B | Sensitivity to the Holy Spirit | | | X | |
| 1C | Evangelistic capability | | | X | |
| 1D | Ethical behavior | | | X | |

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| 2 | Outcome #2 – Intellectually Alert Proficiencies/Capacities | | | | |
| 2A | Critical thinking | X | | | |
| 2B | Information literacy | X | | | |
| 2C | Global & historical perspectives | X | | | |
| 2D | Aesthetic appreciation | X | | | |
| 2E | Intellectual creativity | X | | | |

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| 3 | Outcome #3 – Physically Disciplined Proficiencies/Capacities | | | | |
| 3A | Healthy lifestyle | | | X | |
| 3B | Physically disciplined lifestyle | | | X | |

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| 4 | Outcome #4 – Socially Adept Proficiencies/Capacities | | | | |
| 4A | Communication skills | X | | | |
| 4B | Interpersonal skills | X | | | |
| 4C | Appreciation of cultural & linguistic differences | X | | | |
| 4D | Responsible citizenship | | X | | |
| 4E | Leadership capacity | X | | | |