

Syllabus for
MUS 020—Vocal Coaching
1 Credit hour
Spring 2024

I. COURSE DESCRIPTION

One 30-minute coaching session per week plus periodic studio performances arranged by the instructor.

Prerequisite: Sufficient vocal ability, musicality and music reading skill.

Corequisite: MUS 073 – Opera Theatre (Fall or Spring)

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon completion of this course, the student will be able to do the following:

- A. Understand and enunciate text through use of the International Phonetic Alphabet. As a result of successfully completing this course, the student will be able to do the following in performance:
- B. Sing with clear, resonant tone appropriate to stylistic and artistic demands of assigned repertoire.
- C. Memorize a minimum of four arias/songs.
- D. Perform a wide variety of arias or music theatre standards.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the following program: All Music degrees – Voice Performance

- A. Students will demonstrate active engagement and self-motivation in the preparation for recitals, classroom teaching, worship sets, research, audio projects, and presentations in music.
- B. Students will develop the technical performance skills for artistic expression in at least one major performance area at a level appropriate for the major or concentration.
- C. Students will demonstrate an understanding of the theory, harmonic progressions, and forms of a variety of styles of music when studying, listening, performing, and teaching music.
- D. Students will demonstrate vision, leadership, and artistry in performance through expression in phrasing, dynamics, articulations, and accepted practice for musical works in a variety of settings including the stage, classroom, therapeutic settings, and worship services.

II. UNIVERSITY OUTCOMES

- A. Spiritual Integrity
- B. Personal Resilience
- C. Intellectual Pursuit
- D. Global Engagement
- E. Bold Vision

V. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
Music Theatre Anthologies, Volumes 1-6, by applicable voice type, i.e. Soprano, Mezzo-Soprano/Belter, Tenor, Baritone.
 - 2. Textbooks
Assigned arias from the operatic repertoire. Recommended sources include Hal Leonard Arias by voice type.

V. POLICIES AND PROCEDURES

A. Department Policies – See the Music Student Handbook.

B. Course Policies and Procedures.

1. Evaluation is based on the following:

a. Attendance will be taken every class. Students who accrue more than two absences (other than administratively excused) will have their final grade lower one letter grade for each absence beyond two per semester.

b. Grades are determined by the following:

1. In class participation	10%
2. Worksheets	10%
3. Performance of Assigned Repertoire	20%
4. Mid-Term	30%
5. Final	30%

VI. COURSE CALENDAR

Week 1-4—Repertoire Assignment #1

- 1. Diction Coaching**
- 2. Technique Coaching**
- 3. Memorization Deadline**
- 4. Performance in Studio**

Week 5-8—Repertoire Assignment #2

- 1. Diction Coaching**
- 2. Technique Coaching**
- 3. Memorization Deadline**
- 4. Performance in Studio**

Week 9-12—Repertoire Assignment #3

- 1. Diction Coaching**
- 2. Technique Coaching**
- 3. Memorization Deadline**
- 4. Performance in Studio**

Week 13-15—Repertoire Assignment #4

- 1. Diction Coaching**
- 2. Technique Coaching**
- 3. Memorization Deadline**
- 4. Performance in Studio**

Program Outcome Alignment: PERFORMANCE VOCAL

This program contributes to the University 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.

Program Outcome alignment with University Outcomes		Significant	Moderate	Minimal	None
--	--	-------------	----------	---------	------

Spiritual Integrity					
Outcome 1	Students will apply a Biblical and Christian Worldview when creating, performing, teaching, worshiping, and analyzing a variety of styles of music.			X	

PERSONAL RESILIENCE					
Outcome 2	Students will demonstrate active engagement and self-motivation in the preparation for recitals, classroom teaching, worship sets, research, audio projects, and presentations in music.	X			

INTELLECTUAL PURSUIT					
Outcome 3 NASM 8.B.2.a-b	Students will develop the technical performance skills for artistic expression in at least one major performance area at a level appropriate for the major or concentration.	X			
Outcome 4 NASM 8.B.1.c	Students will develop ability to read at sight with fluency in their major performance area relevant to professional standards for the particular music concentration.		X		
Outcome 5 NASM 8.B.2.a	Students will develop aural skills to identify intervals, melodic structures, chord qualities, and harmonic progressions.		X		
Outcome 6 NASM 8.B.2.a	Students will demonstrate an understanding of the theory, harmonic progressions, and forms of a variety of styles of music when studying, listening, performing, and teaching music.	X			
Outcome 7 NASM 8.B.4	Students will acquire and develop the basic knowledge of music history and repertoire through the present time for a variety Western music cultures and styles.		X		

GLOBAL ENGAGEMENT					
Outcome 8	Students will engage and analyze music from a wide variety of musical periods including Western and non-Western musical traditions and worship.		X		

BOLD VISION					
Outcome 9 NASM 8.B.1.f	Students will demonstrate vision, leadership, and artistry in performance through expression in phrasing, dynamics, articulations, and accepted practice for musical works in a variety of settings including the stage, classroom, therapeutic settings, and worship services.	X			