

Syllabus for
MUS 131 - Class Voice
1 Credit hour
Spring 2024

I. COURSE DESCRIPTION

An introduction to the development of the singing voice based upon non-microphone technique that emphasizes proper alignment, breathing techniques and breath support, and projection in an efficient and relaxed manner. This course also introduces students to the International Phonetic Alphabet (IPA) for clear diction and communication when performing. (Instrumental Music Education students cannot repeat this course as part of their minimum 2-hour requirement in secondary instruments.)

II. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the following program: General Music

- A. To provide opportunities for students to develop their music capabilities and interests through the use of music as a socializing force, as an aid to compassionate understanding of themselves and their environment and as an avenue of self-expression.
- B. To stimulate an appreciation and love for music through the study of its various disciplines.
- C. To develop techniques for mature evaluation of musical standards.
- D. To give an adequate background for further study in graduate school and cultivate tools for teaching in public and private schools, teaching in private studios, performing in professional music organizations and working in related music fields.
- E. Prepare for various church ministries and worship.

III. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

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

IV. STUDENT LEARNING OUTCOMES FOR THIS COURSE

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

- A. Develop appropriate alignment (posture) needed while singing.
- B. Develop proper inhalation and breath support while singing.
- C. Develop and improve the vocal technique and projection of individual students within the class through proper phonation and formation of vowels and consonants.
- D. Introduce vocal warm-ups to improve student tone and intonation.
- E. Develop solo vocal performance skills.
- F. Determine and employ artistic communication using word emphasis, dynamics, and vocal tone throughout the phrases of each performed piece.

V. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks

Dayme, Maribeth and Vaughn, Cynthia. *The Singing Book*, 3rd Edition. New York, NY: W. W. Norton, 2014. ISBN 978-0393920253

- B. Optional Materials
 - 1. Textbook: Assigned Vocal Repertoire
 - 2. Other: Various Handouts

VI. POLICIES AND PROCEDURES

A. Department Policies and Procedures are in the Music Student Handbook.

B. Course Policies and Procedures

1. Evaluation Procedures

Grading

Textbook assignments (6)	15-20 points	100 points
In class performances (3) with self-evaluation	75 points	75 points
Instructor evaluation (1) for performance #3	50 points	50 points
Final Performance (exam)	50 points	50 points

A = 247 - 275 points

B = 220 - 246 points

C = 192 - 219 points

D = 165 - 191 points

F = less than 165 points

2. Whole Person Assessment

There are no WPA requirements for this course.

VII. COURSE CALENDAR

Weeks 1 – 4

Introduce the basics of proper singing technique that includes:

Alignment

Breathing and breath control Vowel formation

Vocal warm-ups for technique improvement Introduction to IPA

Learn one song for performance exam

Complete textbook assignments

Weeks 5 – 8

Application of proper singing technique

Reinforce basics of singing through performance of song literature Continued improvement in individual vocal technique

Introduce additional vocal warm-ups Mid-term performance exam

Weeks 9 – 11

Continued class performance to encourage vocal technique improvement Continued emphasis on technique improvement

Performance exam #3

Self-evaluation of student performance with suggestions for improvement

Choose literature and prepare for performance final

Week 12 – 13

Work on pieces chosen for Final Performance

Final Performance during Final Exam Week

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.				