

MUSIC 221/421 Voice Instruction (Studio) Fall 2017, Dr. Annika Bäckström
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I. COURSE OBJECTIVES

- **To improve each individual's abilities in vocal performance.**
- **To explore and develop singing skills: Including posture, breathing/breath management, grounding, focus, resonance, diction, sight singing (students will learn to sing and recognize all ascending and descending intervals within the octave), pitch and intonation, rhythmic accuracy, maintaining a healthy instrument, expression and musical styles.**
- **To deepen the knowledge and understanding of the voice as a human instrument.**
- **To use vocal expression as means of communication.**
- **To enjoy the art of singing.**

II. LESSONS AND PREPARATION

- **We will usually spend about half the time on technique and the rest on repertoire. However, this is not written in stone and may vary depending on needs, progress, performances and other factors.**
- **If you need any clarifications in our lessons, do not hesitate to ask.**
- **To make the most out of each lesson prepare ahead of time. If you have a class right before your lesson think about time requirements and what you can do to prepare yourself.**
- **Let me know of any illness or physical issues ahead of time.**
- **Come to the lessons prepared to be present, explore and take risks. The more you bring to the lesson the more you will get out of it.**
- **Record your lessons and times with John. This will help you in your artistic process.**

III. CLASS ASSIGNMENTS AND GUIDELINES

UNITS

1 unit 2 units 3 units

4 songs memorized 6 songs memorized 9 songs memorized

Compile a Vocal Notebook (3-ringed binder)/Journal, which will include:

- **Un updated Repertory list**

- Weekly progress reports/thoughts
- Concert and recital programs (attended and performed) - 6 total, out of which 2 can be performed. For non-music majors - 3 total, out of which 1 can be performed.
- Song sheet outlining semester/specific goals of voice study.
- Handouts from performance class and or lessons.

Think of this as your canvas to further you in your artistic process. As you compile information and tools for yourself, be creative and allow your imagination to flow. The creative process needs to be nurtured.

IV. PERFORMANCE SEMINAR

Students must attend Music 385V, Performance Seminar (Thursday 3-3:50, room 131)

All repertoire (except selections from oratorios, some modern and selections from larger pieces of work) must be memorized.

Students are expected to participate in class activities and discussions.

V. STUDIO RECITAL and END OF SEMESTER FINAL/VOCAL SHOWCASE

All students are required to sing at one of the studio recitals and at the final vocal showcase during finals week. Students will receive grades which will be included as 1/4 of the final grade for the semester. Everyone is required to present and sing one of the memorized songs from the semester. A second piece will be chosen from the student's semester song list by the voice faculty. Studio recitals and Final Showcase are held in Fulkerson Hall.

VI. ATTENDANCE

Unexcused absence from a voice lesson will lower the semester grade by one letter and may cause the student to no longer receive private instruction.

VII. GRADING IS BASED UPON:

- **Attendance and participation** 1/4:

Lessons and Performance Seminar

- **Vocal improvement** 1/4:

Technique and overall Vocal Improvement (including effort), Song Preparation, Memorization, Performance and Artistic Expression

- **Written work** - completion of Vocal Note Book/Journal 1/4:
- **Studio recital and Final Vocal Showcase** 1/4

VIII. Students with disabilities

Please let me know if you need any special accommodations for this course.

Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in House 71, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. Please review: Student Disability Resource Center.

IX. University Resources: University bookstore. Main library has many music vocal scores, books, dictionaries, reference books, videos, CDs.

X. HSU LEARNING OUTCOMES

This course explicitly contributes to your acquisition and knowledge relevant to these HSU Learning Outcomes:

HSU graduates will have demonstrated:

Effective communication through written and oral modes.

Critical and creative thinking skills in acquiring a broad base of knowledge and applying them to complex issues.

Competence in a major area of study.

HSU graduates will be prepared to:

Succeed in their chosen careers.

Take responsibility for identifying personal goals and practicing lifelong learning.

XI. MUSIC DEPARTMENT LEARNING OUTCOMES

In addition, this course will contribute to your acquisition of skills and knowledge relevant to these Music Department (and National Association of Schools of Music) Learning Outcomes:

Students will demonstrate the ability to hear, identify and work conceptually with the elements of music - rhythm, melody, harmony and structure.

Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres and cultural sources.

- Student learning outcomes for lessons. These are:
 1. Students will polish and perform repertoire appropriate to their level of skill.
 2. Students will demonstrate improvement in technique, tone, musicianship, and (where appropriate) intonation and/or diction.

XII. PERFORMANCE OPTION AUDITION REQUIREMENTS

VOICE

1. A minimum of 18 minutes of music in at least three different languages chosen from the list below or from repertoire of comparable or greater difficulty:

German

Bach: *Magnificat in D Major* “Quia Respexit”

Brahms: *Vergebliches Ständchen*

Schubert: *Die Forelle*, *Sei mir gegrüsst*, *Die Winterreise*, *Auf dem Wasser zu singen*

Schumann: *Widmung*, *Stille Thränen*

Strauss: *Allerseelen*

Wolf: *Der Gärtner*, *Der Musikant*

French

Chausson: *Serenade Italienne*

Fauré: *Clair de lune*, *Au bord de l’eau*, *Dans les ruines d’une abbaye*

Debussy: *Beau soir*, *Mandoline*

Poulenc: *Prier pour paix*

Italian

Donaudy: *O del mio amato ben*

Durante: *Danza, danza fanciulla gentile*

Lengrenzi: *Che fiero costume*

Vivaldi: *Domine Deus*

English

Bernstein: A little bit in Love

Copland: American Folksongs, Twelve Poems of Emily Dickenson

Heggie: Songs to the Moon

Vaughan Williams: Five Mystical Songs, Songs of Travel

Other languages

Dvorák: Zigeunermelodien (Gypsy Melodies)

Granados: El majo discreto

Rodrigo: Cuatro Madrigales Amatorios

Musical Theater

Sondheim: Being Alive (*Company*), Pretty Women (*Sweeney Todd*)

2. Sight reading and Aural skills: Equal to that found in the RCM level 8 sight-reading

3. Benchmarking:

All listed repertoire is found in The Carnegie Hall/Royal Conservatory of Music Syllabus grades 9 or 10

XIII. MUSIC ED. AUDITION REQUIREMENTS**VOICE**

15 minutes of music including

1. A minimum of 13 minutes of music including songs in at least two languages chosen from the following or other works of comparable or greater difficulty

Arne: Blow, Blow Thou Winter Wind

Brahms: In Stiller Nacht

Brahms: Marif ging aus wandern

Britten: Sammy's Bath from *The Little Sweep*

Caccinii: Udite, amanti

Campion: I care Not for These Ladies

Cavalli: Sospiri di foco

Faure: Le papillon et la fleur

Handel: Art Thou Troubled from *Rodelinda*

Handel: Here amid the Shady Woods from *Alexander Balus*

Lully: Trop hereux qui moissonne from *Therese*

Masenet: Crespuscule

Mendelssohn: Pagenlied

Mendelssohn: Frühlingslied, Op. 8, No. 6

Monteverdi: Si dolce e'l tormento

Morley: It was a Lover and His Lass

Mozart: Die Zufriedenheit

Peri: Gioite al canto mio from *Euridice*

Poulence: Voyage a Paris from *Banalites*

Quilter: Sing Songs

Quilter: Spring is at the Door

Ravel: Chanson francaise

Reger: Maria Wiegenlied

Schubert: An Sylvia
Schubert: Die Forelle
Schubert: Des Müllers Blumen from *Die schöne Müllerin*
Schumann: An den Sonnenschein
Schumann: Erstes Grün
Vaughn Williams: Linden Lea

2. Sight Reading

Benchmarking:

All listed Repertoire is found in grades 6 or 7 of The Carnegie Hall/Royal Conservatory of Music Syllabus.

XIV. Area C Goals

The Arts and Humanities seeks to integrate intellect, imagination, sensibility and receptivity in reflection upon human experience. Courses in Area C should assist and inspire students to cultivate and refine their affective and cognitive responses so they can consciously recognize and embody their experiences and their expressions of human existence. Through studying and responding to the great works of human imagination, and through experiencing individual aesthetic and creative responses, thereby enhancing their understanding and appreciation of human life.

XV. Area C Objectives

All courses shall accomplish the following in a discipline-specific manner.

1. To understand human experience through the development of the ability to recognize and test relationships between particular instances and facts and general principals and concepts.
2. To develop and/or increase one's subjective responses to humanistic and/or artistic works, including analysis of disciplinary standards of judgment (contemporary and/or historically) in humanistic and artistic areas.
3. To highlight varied factors in the personal nature of human beings' production and response to artistic and humanistic works including (but not limited to) gender, culture and ethnicity.
4. To provide an understanding of the nature and scope of perspectives and scholarship within the arts/humanities and to appreciate the importance of these perspectives and scholarship toward understanding of human experience.

XVI. Vocal Health Resources

The following websites provide information about Vocal Health. Please visit them as often as necessary whenever you suspect your voice might not be completely healthy. In addition, please talk with your studio teacher and/or choral director immediately if you ever experience unexplained pain or stress in your throat, mouth or jaw area.

<https://www.berklee.edu/bt/123/winter.html>

<http://www.yorku.ca/earmstro/journey/care.html>

<http://www.nidcd.nih.gov/health/voice/pages/takingcare.aspx>

XVII. Area C - Arts and Humanities

Upon completing this requirement students will:

1. Apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work or artistic creation.
2. Respond subjectively as well as objectively to aesthetic experiences and will differentiate between emotional and intellectual responses.
3. Explain the nature and scope of the perspectives and contributions found in a particular discipline within the Arts and Humanities as related to the human experience, both individually (theirs) and collectively.

Arts-specific SLO:

4. Demonstrate an understanding of the intellectual, imaginative and cultural elements involved in the creative arts through their (or, "as a result of their") participation in and study of drama, music, studio art and/or creative writing.

Humanities-specific SLO:

4. Discuss the intellectual, historical and cultural elements of written literature through their study of great works of the human imagination.

XVIII. Area C Measurable Learning Outcomes

1. Students will demonstrate knowledge of and ability to apply discipline-specific vocabulary. Written, tangible or presentational assignments will demonstrate application of concepts and principles to a specific instance. (Objective 1)
2. Through written, tangible or presentational assignments, students will demonstrate an integrated response of affective subjectivity and collective standards of judgment in relation to an artistic or humanistic work. (Objective 2)
3. Through written, tangible or presentational assignments students will demonstrate their ability to critically evaluate the production of humanistic or artistic works through the lenses of (but not limited to) gender, culture or ethnicity. (Objective 3)
4. Students will articulate in written, tangible or presentational assignments the particular contribution(s) that a discipline within the Arts and Humanities can bring to understanding human experience. (Objective 4)

XIV. Academic honesty

Students are responsible for knowing the university policy regarding academic honesty. For more information visit: *Academic Honesty Policy* or *HSU Catalog*.

XX. Emergency evacuation

Please review the evacuation plan for the classroom (posted on the orange signs), and review Campus Emergency Preparedness

http://studentaffairs.humboldt.edu/emergencyyops/campus_emergency_preparedness.php for information on Campus Emergency Procedures. During an emergency, campus conditions information can be found at: 826-INFO or Emergency Conditions