

## MUS 356 Lyric Diction

Spring 2018

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*"The eye takes a person into the world.  
The ear brings the world into a human being."*

Lorenz Oken

**Goals and Objectives:** The purpose of this course is to provide singers with basic skills in IPA and a foundation in the correct pronunciation of singing in English, Italian, German (Swedish), French and Spanish. We will address techniques and problems of singers' pronunciation to increase awareness and recognition of speech sounds and articulation patterns unique to various "singing" languages. The aim is to help the students to be better able to express themselves singing.

### **Course Requirements:**

Students are expected to demonstrate their knowledge of the IPA through their work with songs. Attendance and class participation are mandatory and vital. Missing classes will affect the final grade. If you are sick, or have an emergency, please email/phone/text me. It is your responsibility to make up for missed classes.

Each student will present a song from each one of the languages studied. The pieces have to be turned in with [IPA] and a word-by word translation. Guidelines to be discussed in class.

Stay current with homework assignments, readings, preparation of texts in IPA, etc. Keep a diction notebook.

Perform Schubert's *An die Musik* and Fauré's *Ici-bas* in class.

**Assignments:** There will be weekly assignments to help you increase your proficiency in IPA transcription.

**Class Activities:** Vocal/physical exercises to warm-up muscles associated with enunciation/diction. Presentation and exploration of IPA symbols, language concepts, Group and solo activities, including singing, listening to recordings, reciting texts, etc. as well as dictation exercises to help tune your ears to the sound of these multiple languages.

**Textbook:** *Diction for Singers*, 2nd Ed., Joan Wall, Robert Caldwell  
Main Library has many music vocal scores, books, dictionaries, reference books, videos, CDs.

**Song Translation Website:** [www.lieder.net](http://www.lieder.net)

**Grading procedure:**

- 40% Attendance and Class participation
- 20% Assignments/Homework
- 10% Dictations
- 30% Presentations/Performances

**Preliminary Schedule of topics (subject to alteration during the semester):**

Be familiar with readings before the assigned day.

- Week 1 (1/17, 1/19): Introduction - Enunciation exercises, intro to IPA and English
- Week 2 (1/22, 1/24, 1/26): English (pp.7-34) - English diction and songs,
- Week 3 (1/29, 1/31, **2/20**): English diction and songs, **English Song Presentations**
- Week 4 (2/5, 2/7, 2/9): Italian diction (pp.35-55)
- Week 5 (2/12, 2/14, 2/16): Italian diction and songs (pp.56-92)
- Week 6 (2/19, 2/21, 2/23): Italian diction and songs
- Week 7 (2/26, 2/28,**3/2**): Latin Diction, **Italian Song Presentations**
- Week 8 (3/5, 3/7, 3/9): German (125-174), Choose German songs  
3/12-3/16: **SPRING BREAK**
- Week 9 (3/19, 3/21, 3/23): Review and cont. German diction
- Week 10 (3/26, 3/28): Cont. German diction, (Swedish/Scandinavian songs and diction)  
3/30: **CESAR CHAVEZ HOLIDAY**
- Week 11 (**4/2**, 4/4, 4/6): **German Song Presentations**, French (pp.175-197), French diction
- Week 12 (4/9, 4/11, 4/13): French diction and songs
- Week 13 (4/16, 4/18, 4/20): French diction and songs
- Week 14 (4/23, 4/25, **4/27**): French diction, **French Song Presentations**,
- Week 15 (4/30, 5/2, **5/4**): Spanish diction, wrap up and **Final Presentations**

**Final Presentation/Meeting:** Will take place Friday May 4, in our room or FRH. Place to be assigned. This will be a review session, where you will perform An die Musik and Ici-bas again and turn in your diction notebook. Guidelines and details to be discussed in class.

**Vocal Health Resources:**

- Links to valuable information regarding singing and health
- <http://www.nidcd.nih.gov/health/voice/pages/takingcare.aspx>
- [http://www.sciencedaily.com/news/mind\\_brain/music/](http://www.sciencedaily.com/news/mind_brain/music/)
- <http://www.yorku.ca/earmstro/journey/care.html>

**Students with Disabilities:**

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. Please see me as soon as possible to discuss any course accommodation that may be needed.

**Discrimination/Harassments:** Link to valuable information regarding academic resources and campus policies

<http://www2.humboldt.edu/studentrights/resources>

## **STUDENT LEARNING OUTCOMES**

The Music Department at Humboldt State is committed to providing quality education directed to individual student needs. In our department students:

- perfect skills as a performer and leader
- study the rich legacy and tradition of music literature and history
- realize their full artistic potential in a supportive environment
- prepare for graduate study or a career in a music-related field

### **Department of Music Mission Statement**

The mission of the Music Department at Humboldt State University is to provide well-designed, cohesive, and effective instruction for our students; to be engaged with music as a performing art; to investigate music as a discipline with a considerable and global body of scholarship; and to promote music as a deeply rewarding lifelong area of expression.

Throughout the history of humanity, music has been one of the most universal, essential, and enduring of human endeavors. Through the study of the art of music, individuals can be empowered to deeply explore, understand, and objectify their own intellectual, emotional, and creative energies and impulses. The study of music is, therefore, both an appropriate and an indispensable component of the educational development of university students, serving the mission of Humboldt State University and society at large in a unique and powerful way.

The Music Department accepts and strives to fulfill the charge that each person participating in the study of music in this department will be able to perceive music in an enlightened and discerning way; respond to the expressive qualities of music with sensitivity and appreciation; and be capable of sharing their perceptions and responses with others through the vocabulary and activities intrinsic to music and the scholarship of music.

### **Goals**

With the expectation of inherent varying levels of achievement, the following curricular objectives have been established by the Music Department in order to meet the needs of music majors and minors, general education students, and the community-at-large. The department endeavors to provide opportunities to:

- Achieve an understanding and an affinity for music by encouraging students to relate musical experiences to their aesthetic perceptions;
- Examine various parameters of music such as rhythm, melody, harmony, form, style, and expression through composing, performing, and listening;
- Assimilate methodologies used during the disciplined examination of the musical experience, thereby enhancing the ability to articulate value judgments;
- Explore their perceptions and understanding of the intellectual, social and physical worlds through creativity and scholarship as a means of recognizing the values and limitations of the human experience;
- Apply aesthetic and practical concepts in the creation and recreation of music;
- Gain insight into the interrelationships among academic disciplines by studying how music reflects periods of history, literature, theater, and art;

- Help students master the specialized vocabulary, technical skills, conceptual approaches, and analytical and/or creative tools required for successful performance;
- Help students develop applicable skills - such as reading complex material, communicating effectively, and thinking critically - that are needed in order to successfully perform in a wide variety of situations, and to foster self-expression and confidence in the area of inter-communication.
- Foster an awareness of, a capacity for, and a disposition toward a disciplined examination of human experience.
- Equip students with a sound academic and practical foundation for assuming the roles and responsibilities of a productive member of a community.

### **Music Department Program Student Learning Outcomes**

(SLOs 1 – 3 and all Music Ed-specific SLOs are NASM language)

Revised Spring '13

#### **For All Concentrations**

- 1: Students will demonstrate the ability to hear, identify, and work conceptually with the elements of music – rhythm, melody, harmony, and structure.
- 2: Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.
- 3: Students will demonstrate ability in performing areas appropriate to the student's needs, interests, and degree path.
- 4: Students will demonstrate effective English writing skills.

## **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.

## **Area C Goals**

The Arts and Humanities seek 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.

## **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.

## **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.

## **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)

## **Academic honesty**

All homework, assignments and final projects submitted must be your own work. You are encouraged to work together, but make your own final decisions. You must acknowledge and document the work of others. Students are responsible for knowing the university policy regarding academic honesty. For more information visit: *Academic Honesty Policy* or *HSU Catalog*.

## **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](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.