**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

1. **GENERAL COURSE INFORMATION**

Course Number: MUSI 1038

Course Title: Private Voice

Credit Hours: Variable 1-5

Prerequisites: Consent of Instructor

Division/Discipline: Liberal Arts and Sciences/Humanities/Music

Course Description: A thirty minute, 1 credit hour, or sixty minute, 2 credit hour, lesson per week, in which the study of vocal techniques includes the development of breath control, tone production, good intonation, clear diction, and musical interpretation. Repertoire is selected from standard vocal classical literature. Performance on recitals is expected at the request of the instructor. Enrollment in Voice Lab is expected.

1. **INSTRUCTOR INFORMATION**
2. **COLLEGE POLICIES**

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu .

1. **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

This course is designed for the vocal music major as well as the non-music major that has an interest in vocal performance. Literature considerations are geared to the needs and abilities of each student. This course can be used for personal development or support of other music areas.

1. **ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies

1. Develop a greater appreciation for and understanding of the art of singing.
2. Describe in detail correct posture for singing according to the Vocal Rules handout.
3. Describe in detail the appoggio breath management technique for each phrase of a song.
4. Perform “Happy Birthday” while using the appoggio breath management technique for each phrase of the song.
5. Sing a five note scale legato up and down 3 times, repeating a half-step intervals.
6. Describe both good and bad physical sensations when singing and explain why we judge our singing by sensation rather than by sound.
7. Describe in detail how to determine the proper mouth space for singing, as explained in the Vocal Rules handout.
8. Explain how the vocal source of sound is produced and controlled in the body when singing, according to the Vocal Rules handout.
9. Explain the correct release of a phrase, according to the Vocal Rules handout.
10. In writing, give a creative, detailed setting of three assigned songs. Include what each song means to you, who you are as the performer, who you are speaking to, why you are using those words, the emotions that you feel as the character, where you are at, how old you are, and what you are trying to get across to the audience.
11. Define “vibrato” and explain when and how it occurs.
12. Define the proper position of the tongue during vowels while singing.
13. Explain how a singer determines where to plan breaths in songs.
14. Define the term “tongue independence” and explain its’ importance to the singing technique.
15. Prepare a detailed visualization for each assigned song, focusing on the process of singing and presenting the song from the moment the accompaniment begins to the moment the accompaniment ends.
16. Define “tone” and explain when, and how it occurs, and list four possible characteristics of tone.
17. List the five articulators used to pronounce words.
18. Perform memorized for the instructor three assigned songs implementing proper posture, appoggio, diction, free tone with vibrato, correct rhythm and pitch, appropriate dynamics as well as communicate the text appropriately.

B. Synthesize the elements of the singing process so the student may be more able to

 naturally perform for others and for their own enjoyment.

1. Perform “Happy Birthday” while using the appoggio breath management technique for each phrase of the song.
2. Sing a five note scale legato up and down 3 times, repeating a half-step intervals.
3. Describe both good and bad physical sensations when singing and explain why we judge our singing by sensation rather than by sound.
4. Speak, then sing exercises with jaw dropped, no movement, on consonants l, n, t, d, k, g, y and flipped r. Follow by speaking and singing exercises using no jaw movement on lip consonants b, f, m, p, v, w.
5. Sing a melody as the piano plays that melody then follow by singing the same melody as the piano plays an accompaniment.
6. Perform memorized for the instructor three assigned songs implementing proper posture, appoggio, diction, free tone with vibrato, correct rhythm and pitch, appropriate dynamics as well as communicate the text appropriately.
7. Provide an avenue of communicating through the vocal process, allowing students to broaden their communication skills.
8. In writing, give a creative, detailed setting of three assigned songs. Include what each song means to you, who you are as the performer, who you are speaking to, why you are using those words, the emotions that you feel as the character, where you are at, how old you are, and what you are trying to get across to your audience.
9. Speak, then sing exercises with jaw dropped, no movement, on consonants l, n, t, d, k, g, y and flipped r. Follow by speaking and singing exercises using no jaw movement on lip consonants b, f, m, p, v, w.
10. Prepare a detailed visualization for each assigned song, focusing on the process of singing and presenting the song from the moment the accompaniment begins to the moment the accompaniment ends.
11. List the five articulators used to pronounce words.
12. Perform memorized for the instructor three assigned songs implementing proper posture, appoggio, diction, free tone with vibrato, correct rhythm and pitch, appropriate dynamics as well as communicate the text appropriately.
13. Perform in Voice Lab or at Student Recital, one assigned song.

1. **INSTRUCTOR’S EXPECTATIONS OF STUDENTS IN CLASS**
2. **TEXTBOOKS AND OTHER REQUIRED MATERIALS**
3. **REFERENCES**
4. **METHODS OF INSTRUCTION AND EVALUATION**
5. **ATTENDANCE REQUIREMENTS**
6. **COURSE OUTLINE**