

I. COURSE DESCRIPTION:

Department Information:
Division: Humanities
Department: Speech and Performing Arts
Course ID: MUS 130
Course Title: Elementary Voice
Units: 3
Lecture: 2 Hours
Laboratory: 2 Hours
Prerequisite: None

Catalog Description:

An introduction and progressive study of vocal techniques including muscular aspects, sound producing properties of the vocal mechanism with emphasis on singing and vocal projection used in speech and drama and standard vocal literature.

Schedule Description:

An introduction and progressive study of vocal techniques with emphasis on singing and vocal projection.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course for the first time, the student will be able to:

- A. Comprehend and demonstrate the physiology of good tone production
- B. Demonstrate four body stretches which relax the body to prepare for singing
- C. Demonstrate five vocal exercises which prepare the voice for singing
- D. Sing a variety of songs from different style periods in the English, Spanish, Italian, and German languages
- E. Compare and contrast the components of scream and sob reflex and their effect on singing
- F. Analyze the vocal qualities of contemporary and classical artists and their aesthetic impact on a multicultural society
- G. Explore how singing enhances the well-being of the individual in musical and non-musical ways
- H. Demonstrate mastery by performing a solo in a "concert" for the class

IV. COURSE CONTENT:

- A. Building the voice
 1. Improving singing, speech, acting, and broadcasting voice
 2. Kinesthetic awareness and memory for developing voice
 3. Acquiring voice
 4. Retaining voice
- B. Breathing and the body
 1. Singing posture, head alignment
 2. The breathing mechanism, theories of breath support
 3. Interaction between posture and breath action, breath-building
- C. Free tone (open throat)
 1. Tone quality, tonal goals, vibrato
 2. Aspirate attack versus glottal attack
 3. Developing a coordinated attack
 4. How, why, and when to vocalize
- D. Resonance, voice production, and the singing/speaking voice (the resonator)
 1. Chest voice, head voice, voix mixte, falsetto

2. Oro-pharyngeal resonance
3. Naso-pharyngeal resonance

- E. Preparing a Song
 1. Learning the text
 2. Learning the music
 3. Integrating the two
 4. Rhythm, phrasing, breathing
- F. Vowels and vocal color
 1. Purity of vowels (usually taught through Italian repertoire)
 2. Placement of vowels (usually taught through vocalises)
 3. Understanding the "dark"/"bright" tone and the relationship to the vowel
 4. The five cardinal vowels, open and closed vowels
 5. Eight English vowels, summary of vowels
 6. Equalizing the vowels
- G. Consonants and clarity
 1. Semivowels, semi-consonants, consonants
 2. Hums, oral consonants, legato singing
 3. Spanish, Italian, and German idiosyncrasies
- H. Double and triple vowels
 1. Five diphthongs, schwa-diphthongs, schwa-trip thongs
 2. Italian and German open and closed vowels, umlauten
- I. Performing a Song
 1. Confidence (debilitating aspects of fear in the human voice)
 2. Combating stage fright
 3. On state deportment
 4. Interpretation, musical styles, the accompanist
 5. Confidence, stage fright, onstage
- J. Extending your voice
 1. Vocal strengthening
 2. Breath control
 3. Flexibility
 4. Range
- K. Understanding your vocal instrument
 1. Physiology
 2. Vocal health
 3. The damaged voice
- L. Notes for Non musicians
 1. Developing a musical ear
 2. Pitch, key, rhythm, looking at music

V. METHODS OF INSTRUCTION:

- A. Lectures
- B. Group discussion
- C. Demonstrations of vocal concepts by instructor
- D. Guest performers
- E. Physical body stretches
- F. Vocal warm-ups to prepare for singing
- G. Critical analysis of audio and video examples of vocal concepts
- H. Instructor accompaniment with vocal students during vocal exercises

VI. TYPICAL ASSIGNMENTS:

- A. Reading: Read the text chapter on resonance. Discuss and demonstrate in your group the different resonating techniques.

- B. Demonstration: Select a song from a musical genre (e.g., Rock-and-Roll, Country Western, Rhythm & Blues, Mariachi, or jazz) and perform it in front of the class.

After your performance, explain the difficulties in singing your selection and explain how others can minimize the difficulties.

- C. Writing and Critical Thinking: Analyze a fictional student who has the following profile: 1) is a beginning voice student; 2) female between 18-25 years old; 3) smokes half a pack of cigarettes a day; 4) is slender, about 5'5" and 110 pounds; 5) occasionally exhibits signs of light asthma; 6) is soft spoken; 7) has trouble with "high notes"; 8) thinks she's an alto; and 9) sings "pop" music exclusively. Prepare a 6-8 page written analysis which explains the effects of each of the above characteristics. Develop a plan of action that will address the problem areas. Be sure to explain why the plan of action will correct the vocal production problems.

VII. EVALUATION(S):

- A. Methods of evaluation: In general, students will be evaluated on their ability to apply course concepts to their performances and in their written analyses. Sample test questions include:
1. Compare and contrast the vocal qualities of a contemporary artist with a classical artist.
 2. Explain the theories of breath support.
- B. Frequency of evaluation:
1. At least two examinations
 2. At least three increasingly difficult public performances
 3. At least one written analysis

VIII. TYPICAL TEXT(S):

- A. Paton, Jon Glen and Christy, Van A. Foundations in singing (7th edition). Mc-Graw Hill Publishers, 2001.
- B. Schmidt, Jan. Basics of singing (4th edition). Wadsworth Publishers, 1997.
- C. Keene, John. Twenty-four Italian songs and arias of the 17th and 18th centuries: Medium high voice. Hal Leonard Publishers, 1993.
- D. Keene, John and Schirmer, Gregory. Twenty-four Italian songs and arias of the 17th and 18th centuries: Medium low voice. Hal Leonard Publishers, 1993.

- IX. OTHER SUPPLIES REQUIRED OF STUDENTS:** Students may be asked to supply a small tape recorder and audio tapes.