

# Syllabus

## Music 263: Pedagogy Lab: Voice

Instructor Dr. Amber Sudduth Bone, Amber.Bone@wwu.edu



### COURSE OVERVIEW

This course will provide an introduction vocal technique for teaching music in K-12 settings such as elementary general music, choral and instrumental ensembles, solo and ensemble repertoire coaching, and contemporary commercial music genres such as musical theater and jazz.

### Objectives

*Upon completion of this course, students will be able to:*

1. Model free, clear and resonant singing tone appropriate for a variety of genres.
2. Explain the basics of vocal function using standard pedagogical, physiological, and acoustic vocabulary.
3. Diagnose vocal issues aurally and articulate prescriptive solutions.
4. Demonstrate effective application of instructional strategies both in writing and in teaching practicums.

### COURSE MATERIALS

See the "Syllabus and Resources" folder on Canvas for more information and links.

### Reading

Davids, J., & LaTour, S. (2010). *Vocal technique: a guide for conductors, teachers, and singers*. Long Grove, IL: Waveland. See also <http://www.vocaltechnique.info/> This book is available at the bookstore or on reserve in the Music Library.

Music Educators National Conference. (1996). *Get America singing...again!* New York: Hal Leonard.

NOTE: You will be given a copy of the "Singer's Edition" (melody/chords only) to check out and will return this at the end of the quarter. It contains many standards found on typical lists of "Songs Every Child Should Know." Bring this with you to each class session and be prepared to learn them all. If you prefer, a piano/vocal edition is available on amazon.com.

### Individual Lessons

You will be partnered with an upper-division voice performance student in Music 466B Vocal Pedagogy. Plan to meet with this person for an individual lesson one half-hour each week.

### EVALUATION AND GRADING

Your grade will be based on your work on class activities and performances, your individual weekly lessons, and a final examination divided between a written portion, a random selection from the *Get America Singing Again* songs listed on the Course Schedule, and a performance of a song suitable for high-school level Solo and Ensemble which you will prepare in your individual lessons. Details about these evaluations are on Canvas.

\*header images from Gryphon House blog, "Singing in the band rehearsal" by Wolbers, and acda.org

## Leave of Absence and Due Date Policy

This class builds skills and concepts sequentially and utilizes peer learning frequently, therefore classes will be considered required performances each week and count for a substantial portion of your final grade. Make-ups for assignments, performances, or quizzes will require documentation and are only available for extraordinary circumstances (e.g. hospitalization) and are rarely given.

## Course Schedule

These are the readings and scores which are to be studied *before* attending each class. The songs can be found in *Get American Singing Again* and you should be ready to sing any song scheduled for that week or from previous weeks either with the group or as a solo. Expect to have your attention to this assessed frequently.

Week	Thursdays, 12:00pm, Performing Arts Center 47
1 April 2	Course Introduction and Lesson Placements
2 April 9	Reading Due: <i>Vocal Technique</i> Introduction and Chapter 1 Posture Songs: <i>Amazing Grace, America (My Country 'Tis of Thee), America the Beautiful</i> **Begin Individual Weekly Lessons with Music 466 Students**
3 April 16	Reading Due: <i>Vocal Technique</i> Chapters 2-3 Breath Control and Initiation of Sound Songs: <i>Danny Boy, De colores, Do-Re-Mi, Down By the Riverside</i>
4 April 23	Reading Due: <i>Vocal Technique</i> Chapters 4 Resonance, Appendices A & B International Phonetic Alphabet and Formant Frequencies Songs: <i>Frère Jacques, God Bless America, God Bless the U.S.A., Havah Nagilah</i> **Written Quiz**
5 April 30 Alcorn	Reading Due: <i>Vocal Technique</i> Chapter 5-6 Vowels and Consonants Songs: <i>Home on the Range, I've Been Working on the Railroad, If I Had a Hammer, Let There Be Peace on Earth</i>
6 May 7 Alcorn	Reading Due: <i>Vocal Technique</i> Chapters 7-8 Vibrato and Registers Songs: <i>Lift Ev'ry Voice and Sing, Dona Nobis Pacem, My Bonnie Lies Over the Ocean, Oh, What a Beautiful Mornin'</i>
7 May 14 Alcorn	Reading Due: <i>Vocal Technique</i> Chapters 9-10 Improving Range and Intonation Songs: <i>Oh! Susanna, Puff the Magic Dragon, Sakura, Shalom Chaverim</i>
8 May 21	Reading Due: <i>Vocal Technique</i> Chapters 11-12 Dynamics and Blend Songs: <i>She'll Be Comin' 'Round the Mountain, Shenandoah, Simple Gifts</i> **Written Quiz**
9 May 28	Reading Due: <i>Vocal Technique</i> Chapters 13-14 Changing Voices, Reducing Tension Songs: <i>Sometimes I Feel Like a Motherless Child, Swing Low Sweet Chariot, This Land is Your Land, Take Me Out to the Ball Game</i>
10 June 4	Reading Due: <i>Vocal Technique</i> Chapters 15-16 Vocal Health and Warming Up Songs: <i>The Star Spangled Banner, Yesterday, Zip-A-Dee-Doo-Dah, This Little Light of Mine</i>
Finals	Monday, June 8, 8:00-10:00am Written Final <i>Get America Singing Again</i> Songs and Solo and Ensemble Performances