

Syllabus

Music 466B: Vocal Pedagogy

Spring 2015

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

COURSE OVERVIEW

This course will provide a scientific basis for teaching the art of singing, beginning with vocal anatomy and the physics of sound. Specific components studied will include alignment, respiration, phonation, resonance, registration, and vocal development and health. Current research findings on vocal production, perception, and cognition will be integrated throughout with practical considerations such as lesson planning, principles of vocalise design, problem-solving, and effective instructional methods and assessment.

Objectives

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

1. Identify and describe the acoustic and physiological properties of the vocal instrument.
2. Explain how these function in efficient tone production in a variety of genres, depending on the performer's intention.
3. Diagnose vocal issues aurally and articulate prescriptive solutions.
4. Demonstrate effective application of instructional strategies both in writing and in a teaching practicum.
5. Relate findings from research in voice science and educational psychology to music teaching and learning.

COURSE MATERIALS

Reading (required texts available at the WWU Bookstore)

Duke, R. (2005). *Intelligent music teaching*. Austin, TX: Center for Music Learning.

Boytim, J. (2003). *The private voice studio handbook*. Revised edition. New York: Hal Leonard.

Continued from Fall Quarter:

McCoy, S. (2004). *Your voice: an inside view*. Princeton, NJ: Inside View Press. With CD-ROM.

Additional readings (articles, book chapters, web materials) will be posted on Canvas at least a week before they are due. Some of these will also be found as reserve materials in the Music Library.

FORMAT

This course is primarily experience-and discussion-based, supplemented with guided listening and reading.

Expectations for successful students in this class include:

- Study each reading assignment thoroughly, along with other materials as indicated on the Course Schedule (follows) before coming to class.
- Participate enthusiastically in class discussions and activities, and be supportive of classmates.
- Actively communicate with me when you need clarification or help. This is a pedagogy class: if you have ideas about how the format can better enhance your own and others' learning, this is the place to try them out. I will welcome your comments and suggestions.

EVALUATION AND GRADING

Your grade will be based on your remaining Technique Wiki submissions (20%), your work on class activities and assessments (30%) and a teaching portfolio (50%), due as scheduled on Canvas.

Leave of Absence and Due Date Policy

This class builds skills and concepts sequentially and utilizes peer learning frequently. Students are expected to attend class primed to participate effectively in activities and discussions and to study indicated readings as though preparing to teach the content.

An excess of two class absences will lower a student's final grade by one full letter. Each student will receive one "free" emergency tardy. Additional tardies will be treated as absences.

No late assignments will be accepted. Make-ups for assignments or exams will require documentation and are only available for extraordinary circumstances (e.g. hospitalization) and are rarely given.

Academic Integrity

I expect you to complete the coursework with fairness and integrity. For WWU's definition of plagiarism, as well as policies and links to further information, see <http://www.library.wvu.edu/ref/plagiarism.html>. Please note that according to WWU policy, consequences for academic dishonesty can include a grade of zero for an assignment or even the entire course.

disAbility Resources for Students


I will welcome requests to arrange, on a flexible and personalized basis, reasonable accommodations which students may require due to a disability. WWU's assistance information for students: *Students with academic accommodation needs must initiate a request for services through disAbility Resources for Students (DRS). Students with disabilities are required, by law, to provide written documentation of their disability (from a qualified professional) before services can be provided.* For further information, please refer to the University website at <http://www.wvu.edu/depts/drs/>.

Office Hours and Contact Information

I enjoy teaching, and I am always happy to talk about music. If you have questions or just want to explore an idea, please send me an email at (Amber.Bone@wwu.edu). I will generally respond within a day, except for certain weekends. Office Hours are on Wednesdays at 10am, or by appointment.

Course Schedule

Readings may be found in the corresponding modules on Canvas and are listed on the date they are due to be prepared for class discussion. Assignments marked with a represent prompts for your teaching portfolio; please keep up with these as assigned and relate them to your private teaching.

Week	Monday	Wednesday
1		April 1 Introduction
2	April 6 Resonance I **Begin Lessons with Music 263 and Private Students	April 8 NO CLASS – Choir Tour **Read Resonance II materials**
3	April 13 Articulation I	April 15 Articulation II Vowel and Consonant Exercise Wiki Due Articulation Teaching Demonstrations
4	April 20 Registration I	April 22 NO CLASS Opera School Matinee
5	April 27 Registration II Registration Exercise Wiki Due	April 29 Philosophy of Teaching & Learning Professor Alcorn  DUE: Faculty Lesson Observations

	Registration Teaching Demonstrations	
6	May 4 Backwards Design and Assessment Professor Alcorn	May 6 Health and Analysis Professor Alcorn 🍎 DUE: Backwards Design Lesson Plan
7	May 11 Vocal Development Professor Alcorn	May 13 Contemporary Commercial Music Professor Alcorn 🍎 DUE: Lesson Time Use Analysis
8	May 18 Instructional Methodology	May 20 Skill Acquisition and Feedback 🍎 DUE: Vocalise Prescription and Rehearsal Frame Assignment
9	May 25 HOLIDAY Memorial Day	May 27 Transfer 🍎 DUE: Practicing Guide Project
10	June 1 Cognition and Memorization	June 3 Learning Theory and Research 5 Kinds of Knowledge and Vocalise Charts 🍎 DUE: Private Studio Policies Sheet
Finals	June 8, 8:00-10:00am Music 263 <i>Get America Singing Again</i> Songs, Solo & Ensemble Performances	June 10 Teaching Portfolios Due