



Course Name: Vocal Techniques

Course Number: MU 128

Credit Hrs. 1

Lecture Hrs. 1

Lab Hrs. 0

Clinical Hrs. 0

Variable Hrs. 0

Total Hours of Instruction: 1

Total Contact Hours: 17.6

*(Total Contact Hours Formula: (lecture hrs. + lab hrs. + clinical hrs.) x 17.6)*

**Course Description:**

Gives singers the knowledge and skills to become self-sufficient singers and educators. Topics covered include vocal health, vocal anatomy and pedagogy, as well as the basics of proper diction. Singers will learn about auditioning, microphone technique, improvisation, and song interpretation. Ensemble work and conducting as it pertains to singers will be covered, as well as the basics of instructing others to improve their voice.

Prerequisite (s):

Co-requisite (s):

**Course Objectives and Outcomes:**

In addition to please list which DQP each individual objective or outcome meets (see last page for DQP objectives)

Understand the mechanics of the voice

DQP 4: Describes how existing knowledge or practice is advanced, tested and revised

Maintain vocal health

DQP 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.

Understand how to correct diction problems

DQP 15: Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.

Use a process to interpret and stylize a song

DQP 15: Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.

Know how to approach a variety of vocal styles and genres

DQP 9: Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Properly use a microphone

DQP 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Audition with confidence

DQP 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Understand basic conducting patterns and cues

DQP 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these — (231) 348-6687 or (231) 348-6817, Room 533 SCRC.



Suggested Methods of Instruction:

Class participation/attendance  
Individual and group discussions  
Individual and group exercises and performances

Suggested Methods of Evaluation:

Class participation/attendance  
Individual and group performances  
Quizzes/ written assignments

Adopted Text at Time of Course Adoption/Revision:

No Text

Topics Covered During the Semester:

*Sequence of topics and time allowance are at the discretion of the instructor.*

Week 1: Vocal Anatomy

Week 2: Vocal Health

Week 3: Diction Basics

Week 4: Diction Basics

Week 5: Song Interpretation

Week 6: Auditioning

Week 7: Auditioning

Week 8: Microphone Technique

Week 9: Performance Application

Week 10: Improvisational Singing

Week 11: Improvisational Singing

Week 12: Vocal Pedagogy

Week 13: Vocal Pedagogy

Week 14: Conducting

Week 15: Song Interpretation

Week 16: Performance Application

## The Degree Qualifications Profile

*Lumina Foundation, 2011*

### **Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

### **Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

### **Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

### **Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

### **Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

### **Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

### **Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

### **Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

Adopted by CRDAP: April 11, 2012