VOCAL METHODS – MUS 1801 (Section 001/002)

Course Instructor: Prof. Jennifer Moir
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Office Hours: By appointment

CLASS SCHEDULE
Monday, Wednesday, Friday 10:30am-11:30pm, TC 101 (001)
Monday, Wednesday, Friday 11:30am-12:30pm, TC 101 (002)

COURSE DESCRIPTION
Vocal Methods (MUS 1801) is a foundations course designed to give all first year students an experiential and cognitive understanding of the body and it’s design. This will support singers and instrumentalists in their ability to move with clarity, ease, freedom and power as they develop their unique expressive skills on their instrument. Students will explore a pedagogical approach that will support future teachers to work in a way that will promote ease and freedom for their students. The course will also explore common interferences of well being such as performance anxiety and perfectionism. As the course is a pre-requisite for choral conducting, students will explore the fundamentals of authentic vocal expression, including diction principles, (basics of the International Phonetic Alphabet) and vocal health. The format of the class shall consist of a balance of lecture, group discussion and solo and ensemble singing performance.

Note: “Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

LEARNING OUTCOMES
THROUGH THIS COURSE STUDENTS WILL:
• STUDENTS WILL GAIN AN ACCURATE “BODY MAP” AND SELF-ASSESSMENT TOOLS
• STUDENTS GAIN PRACTICAL TOOLS SO THAT THEY FUNCTION AND TEACH IN SUCH A WAY THAT THEY PREVENT PAIN AND INJURY IN THEMSELVES AND OTHERS AND FOSTER HEALTHY, JOYFUL MUSIC MAKING.
• GAIN KNOWLEDGE OF THE FUNDAMENTALS OF AUTHENTIC VOCAL EXPRESSION THROUGH THE STUDY AND EXPLORATION OF THE VOICE, IN AND OUT OF CLASS.
• GAIN INSIGHT INTO WELL BEING BY EXPLORING ISSUES OF PERFORMANCE ANXIETY AND PERFECTIONISM IN DISCUSSION AROUND THEIR EXPERIENCES OF SOLO AND ENSEMBLE PERFORMANCE.
• GAIN INSIGHT INTO CONSTRUCTIVE SKILLS OF SELF ASSESSMENT, CRITICAL FOR LEARNING AND GROWTH
• GAIN INSIGHT INTO CONSTRUCTIVE SKILLS OF PEER ASSESSMENT.
• WORK TO SYNTHESIZE THEORETICAL AND PRACTICAL KNOWLEDGE IN REFLECTIVE WRITTEN ASSIGNMENTS AND TESTS ADDRESSING VOCAL EXPRESSION

REQUIRED MATERIALS
Binder/Notebook
Manuscript Paper
A personal recording device, camera, computer etc., to record solo and ensemble performances

OWL:
The syllabus and other important course documents will be available for download on the OWL site by logging on to https://owl.uwo.ca/portal and following the appropriate links to the MUS 1801A/B (Section 001/002) area. Any important announcements will also be posted on this site, so please check regularly for postings.
EVALUATION

Practical Performance (60%) (please note which group you are assigned to for corresponding performance dates listed on your syllabus. Ensemble group/repertoire must be chosen by the Due Date listed in the syllabus.

- Solo performance #1 – 15%
- Solo performance #2 – 15%
- Ensemble performance – 15%
- Final solo performance – 15%

Each solo and ensemble performance will be self-evaluated following review of your recording. Students shall complete the evaluation form provided by the instructor (found under Resources on OWL) and submit it electronically by the class that follows their solo performance. The final mark for each solo will be determined after an individual, collaborative evaluation consultation with the instructor. Because each student will differ in his or her own background in vocal music study, evaluation will be based upon individual progress.

Written Assignments (15%)
Three assignments, each worth 5% (see syllabus for due dates)

Assignments
All assignments are due at the beginning of the class on their respective due dates. Marks are awarded for content, proper grammatical usage, and spelling.

- Assignment 1: Personal Voice Profile and Repertoire Selection and Description
  See “Assignment 1” sheet for specific details
- Assignment 2: CD Review
  See “Assignment 2” sheet for specific details
- Assignment 3: Vocal Health Article Review
  See “Assignment 3” sheet for specific details

Written Test and Quiz (15%)
Covers material from lectures, all in-class discussions, handouts, and textbook

Participation and Attendance (10%)

Part A:
As part of their participation mark, students are expected to keep a journal for the course. Specific assignments for this journal include addressing the following topics:
1) Sing like there’s no one listening!
2) What are your goals for yourself in this course and why?
3) Was there ever a time your voice felt broken? Describe this experience.
4) Rehearsal Journals: A template document for this ongoing journaling is provided on OWL under the resources tab. This is meant to help students track their progress for all solo and ensemble practice periods outside of class time.
5) Self-evaluation forms: templates documents for this are available on OWL under the resources tab. Forms are due the class following each solo and ensemble performance.
6) Final progress report (written and verbal) – this reflective summary will be handed in and verbally presented on the day of the student’s final solo.

Part B:
Because feedback from colleagues is a crucial part of this course and because each singer learns from observing and analyzing the performances of their colleagues, attendance is
mandatory. Your colleagues depend on your full participation as much as you depend on them for a rewarding learning experience. One full mark will be deducted for each unexplained or invalid absence.

**Mandatory Course Requirements:** Due to the practical nature of this course, students must obtain at least 45% of their final mark from performance assignments, (solo or ensemble) and attend at least 60% of their classes in person to pass the course. Special accommodation for medical illness etc., may apply at the discretion of the instructor.

The university’s policy on attendance may be found at:

http://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf

**INFORMATION ABOUT VOCAL PERFORMANCES**

**Specific requirements for each solo performance:** Please note, all songs must be in English and performers must be accompanied on piano. Performers may not accompany themselves.

Vocal Solo 1: Folksong in English, (does not have to be memorized)
Vocal Solo 2: Art song, folksong, musical theatre, pop or jazz in English – (memorized)
Ensemble: In English – (does not have to be memorized, though this can greatly improve the performance. Ensemble pieces will be chosen from the packet of rounds handed out at the beginning of the semester. Students are responsible for choosing groups of 3 or 4 singers from within their class section to form ensemble groups of their choosing. Criteria for the ensemble assignment include the following: All performances must have a definite beginning and ending. In addition to singing the round one person per part as written, groups must create at least three variations, making sure to include at least one idea from each person in the group in the final arrangement.

Final Solo: Art song, folksong, musical theatre, pop or jazz in English  (This performance will begin with a brief oral report of your progress throughout the term – see final progress report, under assignments) – (memorized)

Missed solos/ensembles will receive a mark of zero. Please note that in the case of illness or emergency, please call and e-mail your instructor as soon as possible. You may be asked to present proper medical documentation.

**OTHER IMPORTANT INFORMATION:**

**Student Support Service**
The following websites may be useful to you in obtaining support during your studies:

**Office of the Registrar:** This site provides you with information on things like course enrollment, student finances, and student records, as well as the latest updates from Student Central.

http://www.registrar.uwo.ca/

**The Student development centre:** The Student Development Centre is home to a variety of services specially designed to meet the needs of undergraduate and graduate students on campus. **Student Services:** Here, you will find services, application, personal information, along with connections to other services offered to help you during your time here at Western.

https://student.uwo.ca/psp/heprdweb/?cmd=login&languageCd=ENG&
Illness:
The University policy on Accommodation for Medical Illness states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate Dean’s office...”

Accommodation for illness:
If illness affects the ability of a student to complete any written assignments on time, extensions may be granted. If illness affects the ability of the student to complete a performance, a make-up performance time will be offered, when possible. If an alternate performance date is not possible, written work will be assigned for the equivalent mark weighting. (Note: The above accommodations are for medical illness of work worth less than 10% of the total course grade. In all cases, medical documentation is required).
Policy on Accommodation for Illness found under “Rights and Responsibilities” at: http://www.uwo.ca/univsec/academic_policies/index.html

Mental Health: Students that are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

Western has a new Wellness Education Centre located in the UCC, room 76, to which students in distress may be directed. http://westernusc.ca/blog/2016/02/25/wellness-centre-and-menta-health-guide-created-work-to-promote-better-student-holistic-health/

Scholastic Offences:
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf