

AUGUSTA STATE UNIVERSITY DEPARTMENT OF FINE ARTS

MUSA Syllabus

APPLIED VOICE

Spring Semester 2004

Instructor: Dr. Linda Banister

Office: Fine Arts E 1

Office Hours: TBA

e-mail: ibaniste@aug.edu

Phone: 667-4876

COURSE TEXT: Each student will be assigned vocal literature based upon his/her level of study, proficiency, and specific needs. By end of each term, each student is to have purchased copies of all literature which is to be presented before the faculty at the student's Jury examination. Many of the basic vocal anthologies used for lesson study are available for purchase in the ASU Bookstore.

COURSE REQUIREMENTS: *Students enrolled in applied voice lessons are to*

- attend lessons regularly and punctually.
- demonstrate evidence of regular practice of vocalises and literature through a steady, incremental growth of both vocal technique and the proficiency of the vocal material performed during lesson times.
- independently learn the song literature assigned so the lesson time can be devoted to technique, interpretation, and stage presence. (see: Repertoire Requirements sheet for specific information about the number of songs, languages, etc.).
- arrange for an accompanist to be available for the latter half of the lesson. After engaging an accompanist, each student is to schedule weekly rehearsal sessions with that accompanist. An accompanist is required at the end-of-semester Jury examination and for any appearances on departmental recitals.
- complete a Vocal Research Form for each song or aria assigned. *These must be completed before the student begins lesson study of the song or aria.* Failure to present these forms prior to study of the repertoire will adversely affect the final grade for the term.
- attend and write a minimum of three (3) critiques of lessons of other students in the studio. Evaluation forms will be distributed at the beginning of the term. Upon completion, these critiques are to be handed in to Dr. Banister.
- maintain a **Voice Lesson Journal**. The student will maintain this **Journal** at each lesson by including in it assigned exercises, readings, and repertoire. The student is to present the journal to Dr. Banister at the beginning of each lesson so she can review the technique the student has been practicing. This is to be submitted for evaluation at the end of each term.

COURSE OBJECTIVES: *By the end of the semester, the student is expected to demonstrate his/her ability to*

- employ physical coordination necessary to healthy singing, which is appropriate to the student's physiological maturity.
- know the form the selections being studied.
- know the translations of the individual songs or arias.
- perform with a growing mastery of vocal technique, musical artistry, and stage presence.
- develop critical judgment in matters of vocal technique, artistic interpretation, vocal literature, and stage presentation.
- develop a critical awareness of the musical style that is appropriate to the performance practices of the historical period in which the repertoire was composed.

ATTENDANCE POLICY:

- In keeping with the ASU attendance policy, a student will be allowed to miss , without penalty, the same number of classes that the class meets in one week of classes. Unexcused absences over the one that *is* permitted will result in a failing lesson grade for that week.
- Absences due to student illness may be made up if the schedule allows.
- Lessons missed due to academic interruptions of the schedule will not be made up. This is a non-class day.
- All lessons missed due to illness of the instructor will be made up at a time mutually agreed upon by the student and instructor. If, however, a student schedules a make-up lesson and fails to meet the time set for the make-up lesson, this will constitute an unexcused absence and the student will receive a failing grade for that lesson.

GRADING POLICY:

- Attendance at lessons, completion of course assignments, and the general state of weekly preparation at lessons will account for 80% of the final grade. The average of the scores earned at the Jury Examination constitutes 20% of the final grade. If a student ‘blows-off’ a Jury Exam, he/she will receive a failing grade for the semester.
- All songs and arias assigned that are not in English must have the text written out in IPA in the music when the student presents that music for lesson study for the first time.
- All songs and arias that are in a language other than English must have a word-by-word translation written in the music when the student presents that music for lesson study for the first time.
- Students are to have completed the information on a Vocal Research form when they begin to work on a new piece of music. The results of the student’s research in this endeavor will be evaluated and will contribute to the weekly lesson grade portion of the final grade. Failure to have this or the translation or IPA respelling of the text completed for the first lesson on each individual song or aria will impact the grade for that lesson.
- A midterm grade will be recorded for each member of the Banister studio. This grade will be based upon the memorization of repertoire studied to this point, the presence of translations and IPA for each song worked on to this point, the increased technical proficiency of the student, and student’s general preparedness and progress noted at each lesson.

JURY FORMS:

These are to be completed by the student and instructor at the midterm and placed on file with the instructor. These are to be handed in to Dr. Banister on or before the final lesson of the semester.

NOTICE TO ALL VOICE STUDENTS:

In order to monitor the student’s progress and model correct technique occasional physical contact may be used as a pedagogical approach. Any contact for diagnostic reasons or demonstration purposes will be made with the student’s consent.

Students completing teacher preparation at ASU who are enrolled in applied lesson study will:

1. understand the central concept tools of inquiry and structures of the discipline and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual social and personal development.
3. understand and use a variety of instructional strategies to encourage the learner’s development of critical and creative thinking, problem solving, and performance skills.
4. plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.