I. **OVERVIEW**
The following information will appear in the 2012 - 2013 catalog

**MUSA 151 Elementary Voice 1**

1 Unit

Formerly listed as: MUSIC - 131: Elementary Voice 1

*Development of singing voice through consideration and application of the basic elements of tone production, i.e., breathing, resonance, diction posture; principles applied through group and individual vocal exercises and singing. This is the first of two preparatory courses for students who intend to take voice classes at the major level.*

Four Maximum completions.
Field trips might be required. (A-F or P/NP - Student choice) /Lab

Transfer: (CSU, UC) **General Education:** (MJC-GE: Activities )

II. **LEARNING CONTEXT**
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

2. **Required Lab Content:**

   a. Basic sight reading and sight singing.
   
   b. Definition and discussion of posture, diaphragmatic breathing and breath control.
   
   c. Basic elements of intonation and tone production.
   
   d. Elementary diction; emphasis on vowels placement and consonant articulation.
   
   e. Definition and discussion of various styles and performance practices and help student implement these ideas into their performance.
   
   f. Proper way to prepare and perform song(s)
   
   g. Large and small group singing and occasional solo work.

B. **ENROLLMENT RESTRICTIONS**

1. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Demonstrate a willingness to sing.

C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th></th>
<th>1 Units</th>
</tr>
</thead>
</table>

Division: Arts, Humanities & Communications
D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Exercises, readings and demonstration to help the student produce correct posture, proper breath control, etc.
2. Use of various vocal exercises as prescribed by teacher to improve overall voice production
3. Exercises and songs demonstrated by professor with entire class
4. In class critique of exercises and songs sung by individuals by instructor.
5. Video taping of students in performances by end of semester

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Weekly chapters to read and outline or to be quizzed on.
   b. Assignment of two songs in which the various vocal methods must be applied and practiced.
   c. The two assigned songs must be researched for appropriate performance practice and character development.
   d. Daily independent practice on assigned songs, exercises and sight reading handouts.
   e. Attendance of two to three recitals throughout the semester that they must also critique.

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

   a. Students are given assignments that require them to analyze a song for style, form and melodic phrasing to determine appropriate performance practice. In addition, they determine rhythmic, melodic and vocal problems and develop solutions to resolve any difficulties. These assignments lead the student to an optimal performance through critical thinking.
   b. Assignments that require a student to listen and critique other (professional and student) singers, analyze vocal and performance problems, and then determine the most appropriate solution(s) to remedy the problems.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

   a. Sing with proper technique, develop good song interpretation, and improve his/her ability to read music.
   b. Understand and apply vocal techniques in various musical contexts.
   c. Critically analyze music and its performance.
   d. Collaborate effectively in musical groups.
   e. Communicate knowledge of music theory and history effectively.
sing with proper technique, develop good song interpretation, and improve his/her ability to read music.

B. **STUDENT LEARNING GOALS**
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**
Upon satisfactory completion of this course, the student will be able to:

2. **Lab Learning Goals**
Upon satisfactory completion of the lab portion of this course, the student will be able to:

   a. Demonstrate the rudimentary elements of tone production through performance.
   b. Demonstrate correct breathing for singers.
   c. Demonstrate correct posture for the singer through performance.
   d. Demonstrate elementary diction, phrasing, and general preparation of a song through
      performance.
   e. Demonstrate any exercise used in class for tone placement, breath support, diction, phrasing,
      and presentation of a song through performance.
   f. Compare and contrast other voices and determine if the singer is using the voice properly and
      apply constructive criticism. This is done through in class listening, assigned listening and recital
      attendance.
   g. Prepare and perform two songs for class performance.
   h. Demonstrate ability to sight read music or demonstrate improvement in an existing ability to
      sight read.
   i. In each of the above areas of progress the student will deepen and broaden their knowledge of
      the objectives by repeating the course. The student progresses from group songs and group
      singing employed in MUSA 151 to solo singing in MUSA 152. With repetition of the course the
      level of each objective will become incrementally more demanding. Progress will be made by
      targeting each individual student's weakness(es). MUSA 151 is a fundamental course that helps
      to develop a student's skill level to allow them to enter MUSA 152.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Students are evaluated daily to improve their technique and interpretation on the two selected songs
for each student to learn and perform throughout the semester.

2. In class daily evaluation of assigned vocal exercises.

3. In class tests of assigned songs.

4. Chapter reading and outlining.

5. Tests on chapters assigned in class and/or written outlines.

6. Sight reading quizzes throughout the semester.

7. Concert attendances and critiques.

B. **SUMMATIVE ASSESSMENT**

1. Evaluation of solo singing in final exam of pieces learned in class.
2. Final sight reading test.

3. Research paper outlining the history of assigned songs along with information regarding character development.