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

MUSA 152  Elementary Voice 2  1 Unit

Formerly listed as: MUSIC - 132: Elementary Voice 2
Recommended for Success: Before enrolling in this course, students are strongly advised to have previous vocal experience.

Further 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 second 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 skills of sight reading and sight singing.

b. Basic concepts of good posture, diaphragmatic breathing and breath control then guide student with implementation.

c. Basic concepts of pitch and tone, guide student with implementation.

d. Proper diction; emphasis on vowels and consonants. Guide students with implementation

e. Performance practice of various time periods and styles. Guide the student in application.

f. Teaching and guidance of students in the preparation for performance of selected literature.

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to have previous vocal experience.

C. HOURS AND UNITS

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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 exercised and songs sung by individuals by instructor.

5. Video and audio taping of student’s performance for critique.

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 are given and/or quizzes are given on those chapters.

   b. Assignment of two solo 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 to 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, from the 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, analysing vocal and performance problems then determine the most appropriate solutions(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:

   sing vocal solos (as opposed to the small group singing in MUSA 151) with an even greater knowledge of technique and a greater ability to use proper technique. The student will be able to interpret song at a higher level and read music more proficiently.
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 improved tone production through performance.
   b. Develop and demonstrate diaphragmatic breathing and breath control.
   c. Demonstrate correct posture for singers.
   d. Demonstrate correct improved diction, phrasing and general preparedness of songs through performance.
   e. Develop and apply a working concept of intonation.
   f. Develop vowel purity and consonant articulation.
   g. Develop and apply an elementary concept of style and phrasing.
   h. Prepare and apply a procedure of learning a song and the presentation of a song.
   i. Demonstrate a continuing growth in reading pitch and rhythmic notation.
   j. Prepare exercises and songs for the class.
   k. Apply knowledge of proper vocal technique by critiquing other voices.
   l. Compare and contrast at least three vocal recitals.

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

A. **FORMATIVE ASSESSMENT**

   1. Evaluated daily to improve technique and interpretation on assigned songs and exercises.
   2. In class daily evaluation of assigned vocal exercises.
   3. In class tests throughout the semester of assigned songs.
   4. Tests and/or outlines of chapters read.
   5. Concert attendances and critiques throughout the semester.

B. **SUMMATIVE ASSESSMENT**

   1. Evaluation of solo singing in final exam of pieces learned in class
   2. Final sight reading exam
   3. Research paper outlining the history of assigned songs along with information regarding character development.