

Spring 2019 Vocal Pedagogy and Song Literature MUSC 4150, 5150
Dawn W. Neely, B.M., M.A., D.M.A.

Instructor: Dawn Neely
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Class time: Tuesdays/Thursdays, 12:30pm-1:45pm
Credit: 3 credit hour
Office hours: by appointment

Objectives: To help students become fluent in their knowledge of the function and anatomy of the vocal mechanism and to begin to establish ideal guidelines for teaching voice to singers of all types and ages. In addition students will be exposed to a broad spectrum of classical song literature from the British, German, French, and American song repertoire. This knowledge will also assist students in their future musical studies and teaching careers.

Required text: The Diagnosis & Correction of Vocal Faults: A manual for teachers of singing & for choir directors. James C. McKinney. Students will also be required to find/read articles from other texts and journals as well as multi-media materials (video, audio, etc.) both online and through the UWG library databases. EBSCOHost Education. Access to CourseDen and the internet is required for this class.

Attendance: Attendance is required and will be taken at every class. Only 1 unexcused absence will be allowed before the student's grade is lowered by 10 points for each additional unexcused absence. Excused absences are only given when accompanied by a doctor's note or official written university excuse. **NO EXCEPTIONS!** Students are responsible for acquiring notes missed and making up missed assignments as soon as possible.

Lateness will not be tolerated. It is disrespectful to both the professor and other students. Lateness of 10 minutes or more will be counted as an unexcused absence. Accumulated lateness will be added: 5 minutes late for 3 class = 1 unexcused absence.

Cell phones: Playing on your phone in class is extremely disrespectful! It is also VERY obvious when you are on your phone.

Grades:

Attendance/Participation 200 (around 7pts per class)
Homework/Weekly Assignments 100 (reading, listening, reports)
Tests 400 (4 at 100 apiece)
Teaching Project 150
Song Lit. Presentation 150

Total possible points = 1,000

Tests: There will be four in-class tests each comprised of vocal pedagogy material and song literature material.

Projects/Presentations: This class requires a teaching project and one song literature presentation.

1. Teaching Project: Each pedagogy student is required to teach an untrained voice pupil for one half hour per week for a total of 8 lessons. Pedagogy Students should keep a journal detailing lesson plans and student's progress. Pedagogy Students will video record two lessons (15 minutes each): The first lesson will be submitted to Dr. Neely: email or YouTube. Pedagogy Students will meet with Dr. Neely individually to evaluate their teaching. At the end of the semester, vocal pedagogy students will submit their second lesson to the class for critiques.

*****Secure your student as soon as possible!*****

2. Song Literature Presentations: Students will give a presentation on a composer's song output or group of songs (chosen from a given list or approved by the professor). This presentation should include listening examples and a power point/prezi presentation. The goal of this presentation is to inform fellow students of the historical and pedagogical importance of the group of songs or the composer's song works. This presentation should be 12 to 15 minutes long. Presentations will take place during the final exam time designated for the class. A bibliography (Chicago Manual of Style) with a total of 3 sources, must be use submitted with the presentation. *Graduate students plan for 20 minute presentation.

Homework: Homework for this class will consist of several elements.

1. Reading assignments from the class book and/or handouts/Course Den. Students should be ready to discuss these reading assignments in class. If the class is obviously unprepared, a pop quiz will be given.
2. Listening: Students will be required to prepare some listening assignments outside of class. Students should be prepared to find translations of assigned songs to bring in to class: www.lieder.net

Graduate Students

3. Browse reports: Please read through 3 different vocal pedagogy articles from the Journal of Singing and write a one to two-page report (at least one full page) on each article. This report should explain what pertinent information can be found in the text. This is not a book report but a report explaining what a singer/teacher could gain from referring to it as a reference. These reports must have the Bibliographic information at the top (Chicago Manuel of Style).

Other Policies:

<https://www.westga.edu/UWGSyllabusPolicies/>