

Vocal Pedagogy - MUS 4961y/9510y - Course Outline (2015/16)

Time & Location:

Fridays 09:30 - 11:00 Room 100 Talbot College

Instructor: Torin W. Chiles, lecturer

Teaching Assistant: Adam lanetta, DMA candidate

Western Music

Don Wright Faculty of Music

Purpose: This course is offered to help singers acquire and develop an understanding of vocal function (anatomical, acoustic and artistic) and the traditions of *Bel Canto* voice training. A survey of historical treatises and the traditions of vocal pedagogy will be made from the earliest roots of *Bel Canto* to the most recent scientific studies of voice technique and quality of tone. ***It is a premise of the course that the students are offering voice training to students. Students apply the knowledge acquired through the reading and course work to the voice instruction offered to their students.***

Textbooks:

Please bring the following textbooks to each class; they are available at the Western Bookstore.

1. Stark, James. ***Bel Canto: A History of Vocal Pedagogy.*** Toronto: University of Toronto Press, 1999.
2. Miller, Richard. ***The Structure of Singing: System and Art in Vocal Technique.*** New York: Schirmer Books, 1996.

Methods of Evaluation:

	Attendance.....	7%
Class Participation, Teaching Logs and Class Presentations.....	33%	
December Exam.....	20%	
Research Paper.....	20%	
Final Exam.....	20%	

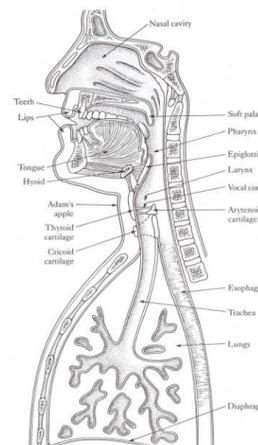


FIGURE 4.1 The human vocal organs.

Attendance:

The nature of a survey/lecture course requires students' presence for each class. A mark of zero will be recorded for each absence and the corollary ratio deducted from the 7% Attendance component of the final grade.

Class Participation etc:

Weekly participation is expected in the class discussion based upon the readings, lecture and audio/video recordings. Student will present their research paper to the class in March. The Instructor will monitor the Teaching Logs kept by the students and engage them based upon students' readings for their research paper and the class maintains a cumulative bibliography based upon the collective reading, research and presentations.

Research Paper:

Due by March 25th, 2015 — an Abstract/Proposal is due by March 4th, 2015. The papers and bibliographies will be gathered and bound into a *Festschrift* at the end of the year. (*Previous Festschriften are on reserve in the Library.*)

Course Web-Page: <http://publish.uwo.ca/~tchiles>

*Please call me Torin – everyone does!
I keep regular hours in my studio from 8:30am-5:30pm each weekday and I am happy to chat as my applied teaching schedule allows (posted on my door).*

MB313
ex84323
tchiles@uwo.ca

The Fine Print:



Prerequisites: The current prerequisite for M4961y is M2920. M9510y is open to all Voice Graduate Candidates. Unless you have either the requisites for this course or written special permission from your Dean to enrol 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. It is the student's responsibility to ensure that they are eligible to enrol in this course.

Evaluation: The formula for calculating the final grade is given above. The nature of this course – using both Lectures and “Seminar Discussions” – necessitates an Attendance and Class Participation component. Research Papers and Exams will be evaluated for content, accuracy, rhetorical effectiveness, and style. The instructor will return Papers and Exams to the students to examine in class (and will be available to consult with students during office hours) but the exams and papers will be recollected and retained by the instructor. If a detailed debriefing of the Paper or Exams is desired by the student, the student must make arrangements to schedule an appointment with the instructor.

“Learning Outcomes”: Successful graduates of this course will have absorbed the content of the course and demonstrated this through the written examinations. They will have the specific knowledge of what to teach their voice students and have developed a methodology for this instruction through the 400 year-old traditions of Bel Canto and using the latest in Voice Science. They will demonstrate the high ethical ideals and standards of the Bel Canto tradition and the profession of voice training.

Accommodation for Medical Illness: Accommodation for absences from classes or exams due to Medical Illness will be made by the instructor as outlined in the University of Western Ontario's Accommodation for Medical Illness found at:

<https://studentservices.uwo.ca/secure/index.cfm> and www.uwo.ca/univsec/handbook/appeals/medical.pdf.

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.

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 Associate Dean, Undergraduate or Graduate.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Policy in the Western Academic Calendar). 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:

www.uwo.ca/univsec/handbook/appeals/scholoff.pdf and www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

In addition, research papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, www.turnitin.com.

Use of Electronic Devices: Students are welcome to take notes during lectures using laptop computers and make audio or video recordings with other devices – provided these devices do not distract or disrupt the class. Similarly, all electronic communication devices should be silenced before the class begins.

Health and Wellness: As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: http://www.health.uwo.ca/mental_health/module.html. This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.

Summary: Let's all commit to integrity!



First Term Exam – December 2015

Vocal Pedagogy 4961y/9510y



Please respond concisely and elegantly (essay format) to each of the following points:

1. Trace the historical and artistic origins and evolution of *bel canto*. (10marks)
2. Describe the Phonatory Process using appropriate anatomical terms and relevant physiological, myoelastic and aerodynamic principles. (20 marks)
3. Outline an approach (or approaches) to Breath Management and the “Supported Voice” with specific references to the respiratory cycle and the relevant thoracic and abdominal anatomy. (25 marks)
4. With specific references to ideas and terms developed by Mancini, Garcia, Lamperti, Helmholtz, Fant, Sundberg and perhaps others, outline an evolution of the concept of Vocal Resonance. (20 marks)
5. Using specific terms and citations outline the theories of Vocal Registers and strategies for vocal registration (including vowel modification). (25 marks)

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- *Please ensure that your name is inscribed on each exam booklet that you submit.*
 - *There is no need to respond in numerical order but please ensure that each response is clearly numbered.*
 - *There is paper available for rough notes.*
 - *The exam period runs from 2pm to 5pm.*
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Second Term Exam – April 2016

Vocal Pedagogy 4961Y/9510Y



Please respond concisely and elegantly (essay format) to each of the following points:

1. Define and explain what Stark calls *Vocal Tremulousness*. Outline various types of vocal tone modulation and their causes. Outline some of the controversies surrounding the application of this "ornament". (20 Marks)
2. Demonstrate the challenges of teaching voice students "Idiom and Expression". (15 Marks)
3. Discuss the importance of repertoire as a didactic device. (10 Marks)
4. Outline various approaches to lesson planning and structure. (10 Marks)
5. Define the following terms as they relate to the principles of *bel canto* voice technique. (5 Marks **each**)
 - *agilità*
 - *sostenuto*
 - *messa di voce*
6. Describe the qualities of vocal tone displayed in **each** of the attached spectrographic images. [Figures 1-3] (5 Marks **each**)
7. Write an adjudication for the recordings of the following singers. (10 Marks **each**)
 - Angela R.
 - Graham B.
 - Tim K.

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- *Please ensure that your name is inscribed on each exam booklet that you submit.*
 - *There is no need to respond in numerical order but please ensure that each response is clearly numbered.*
 - *There is paper available for rough notes.*
 - *The exam period runs from 2pm to 5pm.*
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2015/16 Vocal Pedagogy Lecture Schedule:

Sept. 11th – Introductory Seminar
Sept. 18th – *Bel Canto*; Context, Evolution and Controversy
Sept. 25th – Laryngeal Anatomy
Oct. 2nd – Phonation 1
Oct 9th – Phonation 2
Oct. 16th – Breath Management 1
Oct. 23rd – Breath management 2
Oct. 30th – Study Day – no class
Nov. 6th – Breath management 3
Nov. 13th – Resonance 1
Nov. 20th – Resonance 2
Nov. 27th – Registration 1
Dec 4th – Registration 2
Dec 11th – *optional exam review class*

Jan. 8th – Vibrancy
Jan. 15th – *agilità, sostenuto, messa di voce*
Jan. 22nd – Idiom and Expression
Jan. 29th – Teaching Styles
Feb. 5th – Didactic Repertoire
Feb. 12th – Lesson Planning and Structure
Feb. 19th – Reading Week
Feb. 26th – Private Studio Management
March 4th (Research Paper Abstracts due) – Ethics
March 11th – Presentations
March 18th – Presentations
March 25th – (Papers Due) Good Friday – no class
April 1st – Presentations (last class)
April 8th – *optional exam review class*