Purpose:
To provide the DMA voice student with a curriculum and experience that will challenge, refine, and reinforce concepts in the area of vocal pedagogy.

Learning Outcomes:
By the end of this course, participants will:
- examine a number of books and articles of vocal pedagogy literature
- apply knowledge gained to develop a functional philosophy of vocal pedagogy
- implement and reinforce this knowledge through applied teaching and observation

Methods:
- Readings with in-class presentations
- In-class teaching
- Research Projects
- Lesson, Master Class, and Recital Observation

1. Classes will have specific areas of focus, consisting of lectures, readings, and discussions of various areas of vocal pedagogy. These focal areas will change based on the topics and materials covered during the week.
2. Each participant will select a book from the list for the corresponding week, and present a 45-minute presentation summarizing the contents, relaying pertinent information. Each presentation will be accompanied by an outline, which the participant will prepare for each student and the professor.
3. Each participant will have be required to teach 30-minute lesson or present a digital video recording of a recently taught lesson in front of the class. This will happen multiple times throughout the year. During each lesson, the participants observing the lesson will take notes and offer constructive feedback on the positive aspects of the lesson, as well as the challenges that were faced. Participants who are teaching will also be invited to critique and ask questions following the teaching portion.

4. Each participant will select a research topic of interest in the area of vocal pedagogy. This will be a scholarly paper with appropriate citations of no less than 25 pages of written text. Participants will be expected to go outside of the course’s reading list for references, and will compile their research for a presentation prior to the due-date of the completed paper. All topics must be approved by the professor.

5. Participants will be expected to observe no less than 4 different teachers over the course of the first and second semesters; these observations should include 2 different students (one younger student, as well as an advanced singer), a master class, and a studio recital for each (all attempts should be made to follow these requirements). Students will compile and synthesize aspects from different areas of in-class discussions, and present their observations on the assigned days.

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 http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.
MENTAL HEALTH

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 students achieve optimum health and engage in healthy living while pursuing a graduate degree. Students seeking help regarding mental health concerns are advised to speak to someone in whom they feel comfortable confiding, such as a faculty supervisor, a program advisor, or the Associate Dean (Graduate Studies). Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.

Grading Criterion:
- In-class work and participation 40%
- Teaching 20%
- Research Project 40%

Course Materials:
Although books for the course will be placed on reserve, students are encouraged to purchase books from the list for further use beyond this course.

Tentative Schedule:
Sept. 14-Syllabus, Expectations
Sept. 21-Presentation: Dr. Kevin Fung, MD 3-4:30PM?
Sept. 28-Presentation: Frances Reimer, SLP
Oct. 5- In-class teaching and discussion
Oct. 12- Thanksgiving-No Session
Oct. 19-Reading Discussion
Oct. 26-Reading Discussion
Nov. 2-Reading Discussion
Nov. 9- In-class teaching and discussion
Nov. 16-Reading Discussion
Nov. 23-Reading Discussion
Nov. 30-Reading Discussion
Dec. 7-Lesson Observation
Jan. 4 - Philosophy of Vocal Ped
Jan. 11 - Reading Discussion
Jan. 18 - In-class teaching and discussion
Jan. 25 - Reading Discussion
Feb. 1 - Master Class Observations
Feb. 8 - Reading Discussion
Feb. 15 - Family Day/Reading Week
Feb. 22 - Reading Discussion
Feb. 29 - In-class teaching and discussion
Mar. 7 - Reading Discussion
Mar. 14 - Studio Recital Observations
Mar. 21 - Individual Research Project
Mar. 28 - Individual Research Project
Apr. 4 - Closing Thoughts/Written Projects Due

Course Book List:


Bunch, Dame Maribeth. *Dynamics of the Singing Voice* QP306.B86


Hammar, Russell A. *Singing, an Extension of Speech* MT820.H23


Hines, Jerome. *Great Singers on Singing* ML1460.H46


Lamperti, G. B. *Vocal Wisdom* MT845.L35 1973


McKinney, James- The Diagnosis and Correction of Vocal Faults- MT820.M44 1982


Miller, Richard- *The Structure of Singing*-MT825.M646 1986

Punt, Norman- *The Singer and Actor’s Throat*- MT821.P9 1979


Stark, James- *Bel Canto*- ML1460.S695 1999


White, Ernest George- *Sinus Tone Production*- MT821.W45