

Vocal Pedagogy - MUS 4961y/9510y - Course Outline (2021/22)

Class Time & Location:

Fridays 09:30 - 11:00am in TC100

Instructor: Torin W. Chiles, lecturer

Teaching Assistant: Andrea Willis, 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 already offering voice training to students. Students will apply the knowledge acquired through the lectures, reading and course work to the voice instruction they offer 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.....	10%
Class Participation, monthly Teaching Logs and Class Presentations.....		15%
	November Anatomy Test.....	15%
	December Mid-Term Exam.....	20%
	Research Paper.....	20%
	April Final Exam.....	20%

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 10% Attendance component of the final grade. Lectures are presented live in TC 100 at 9:30am each Friday.

Class Participation etc:

Weekly participation is expected in the class discussion based upon the readings, lecture and audio/video recordings. Students will present their research paper to the class in March. The Instructor and TA will monitor the monthly Teaching Logs kept by the students as well as each student's engagement based upon the student's readings for their research paper, course readings and class discussions.

Research Paper:

Due by April 8th, 2022 — an Abstract/Proposal is due by March 4th, 2022. 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 and may be a useful source of inspiration as well as research.)*

*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

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The Fine Print:



i) **Course Prerequisites:** 2920 for 4961 and none for 9510y. Unless you have either the prerequisites for this course or written special permission from your Dean to enroll 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.

ii) **Grading scale:** A+=90-100%, A=80-89%, B=70-79%, C=60-69%, D=50-59%, F=0-49%.

iii) **Academic Consideration for Student Absence:** Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. **Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus.** Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical or provide appropriate documentation if there are compassionate grounds for the absence in question. **Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.**

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office. For the Western University policy on Consideration for Student Absence, see:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

and for the Student Medical Certificate (SMC), see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Special Note for Covid-19-related Situations:

As a guideline, if a student has been contacted by the Middlesex-London Health Unit (MLHU) to self-quarantine due to a Covid-19-related situation, then the Self-Reported Absence system is not to be used to report this absence or to request an academic accommodation. The student should contact the Academic Counselling office as soon as they are notified.

In general, students are advised to not self-determine when to self-isolate. Unless directed by the MLHU students should go about their business as usual. But if a student chooses to self-isolate due to a suspected Covid-19-related situation while waiting to receive direction from the MLHU then the student is directed to contact the Academic Counselling office as soon as possible for further direction on receiving accommodation consideration.

iv) **Academic Consideration for Missing Work:** In cases where students are unable to submit work due to medical illness or compassionate grounds, if an online self-reported absence is submitted, or if appropriate supporting documentation is submitted to the Associate Dean's office, and the accommodation is granted, then the missed assessments may be rescheduled or discounted in the calculation of the final grade for the course, at the discretion of the instructor. If neither a self-reported absence nor an appropriate supporting document is submitted to the appropriate office, then the missed assignments will receive a grade of zero.

v) **Academic Offences:** Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. 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_undergrad.pdf

vi) **Mental Health & Wellness:** Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in UCC room 76. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in UC11 or to click on the green “I Need Help Now” button on the Health and Wellness page above.**

vii) **Accommodation for Students with Disabilities:** Students work with Accessible Education Western (AEW, formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

viii) **Religious Accommodation:** Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar.

<http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

ix) **Contingency Plan:** In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online at the discretion of the course instructor.

x) **Recording of Online Activities:** All of the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

xi) **Online Etiquette:** Some components of this course may involve synchronous online interactions. To ensure the best experience for both you and your classmates, please observe the following general considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of “Zoom-bombing” a class, or of other serious online offenses, may be subject to disciplinary measures under the Code of Student Conduct.

The topic for your research paper is something to carefully consider and discuss with the instructor and the TA who will mark your papers at the end of the second term. Often, people consider possibilities during the first term and settle on a topic upon which they can read and write throughout the second term. Our TA, Andrea Willis, is a valuable resource for you as you develop your ideas, research your topic, and begin to write early drafts.

First Term Exam – December 2021

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 Caccini, 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 or that your electronic file has your name in the filename.*
 - *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 for up to three hours.*
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Second Term Exam – April 2022

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 or that your electronic file has your name in the filename.*
 - *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 for up to three hours.*
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TA: **Andrea Willis**, DMA Candidate

Office hours: 11:30-12:30 Fridays (or by appointment; please email to arrange)

Room: TC 408

Email: anolan9@uwo.ca

2021/22 Vocal Pedagogy Lecture Schedule:

Sept. 10th – Introductory Seminar (Aesthetics & Practice)
Sept. 17th – *Bel Canto*; Context, Evolution and Controversy
Sept. 24th – Laryngeal Anatomy
Oct. 1st – Phonation 1 (TCaway)
Oct. 8th – Phonation 2
Oct. 15th – Breath Management 1
Oct. 22nd – Breath Management 2
Oct. 29th – Breath management 3 (Anatomy Quiz) (TCaway)
Nov. 5th – **Study Break (no class)**
Nov. 12th – Resonance 1
Nov. 19th – Resonance 2
Nov. 26th – Registration 1 (TCaway)
Dec. 3rd – Registration 2
TBA – Exam Review Class (optional)

Jan. 14th – Second Term Introduction
Jan. 21st – Vibrancy
Jan. 28th – *agilità, sostenuto, messa di voce* (TCaway)
Feb. 4th – Idiom and Expression
Feb. 11th – Teaching Styles
Feb. 18th – Didactic Repertoire
Feb. 25th – **Reading Week (No Class)**
March 4th – Lesson Planning and Structure (TCaway)
(Research Paper Abstracts due!)
March 11th – Private Studio Management
March 18th – Ethics
March 25th – Presentations
April 1st – Presentations
April 8th – Presentations (last class) (Papers due) (TCaway)
TBA – *Optional* Exam Review Class

Learning Outcomes:

After taking this course students will have surveyed the literature (historical treatises to most recent research), techniques, vocal aesthetics and traditions of *Bel Canto*. They will demonstrate their ability to verbalize this knowledge through the November Anatomy Quiz, a research paper and the long essay answer exams. Armed with the specific and accurate knowledge of *what* to teach and *how* to teach it, they will be effective teachers of singers of all voice types, all ages and all levels of ability. Students will develop their vocal diagnostic skills (through a written adjudication process) and be able to respond prescriptively and diplomatically to singers to identify and correct vocal faults, and skillfully and insightfully train voices in the *Bel Canto* tradition.