

# Vocal Pedagogy - MUS 4961y/9510y - Course Outline (2019/20)

*Class Time & Location:*

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

Instructor: Torin W. Chiles, lecturer

Teaching Assistant: Bethany Hynes, 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 they offer 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.....	10%
Class Participation, monthly Teaching Logs and Class Presentations.....	15%	
November Anatomy Test.....	15%	
December Exam.....	20%	
Research Paper.....	20%	
Final Exam.....	20%	

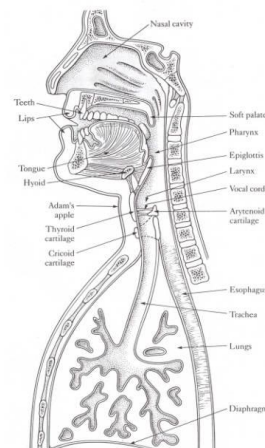


FIGURE 4.1 The human vocal organs.

## 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 10% 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. 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 March 27<sup>th</sup>, 2020 — an Abstract/Proposal is due by March 6<sup>th</sup> 2020. 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).*

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ex84323

tchiles@uwo.ca

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## 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 as well as absorbing 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.

Students are responsible for making up any missed classes or assignments as soon as possible. In order to ensure fairness and consistency for all students, academic accommodation for work representing more than 30% of the student's overall grade in the course shall be granted only in those cases where there is documentation in the form of a completed and appropriately signed Student Medical Certificate (SMC) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities, or the equivalent documentation for non-medical or compassionate grounds. Students seeking academic consideration must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence. Documentation, if required, shall be submitted to the Office of the Associate Dean, Undergraduate (TC210). Note that the new Self-Reporting Absence Portal may not be used for requesting academic relief for work worth more than 30%, or for Final Exams scheduled during the official examination period. Students are directed to read the full Senate policy on accommodation for medical illness at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf)

A pdf copy of a Senate approved Student Medical Certificate (SMC) may be downloaded here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

In cases where students miss work that is worth 30% or less of the total course grade due to medical illness or compassionate grounds, if an online absence report is submitted using the new Self-Reporting Absence Portal, or if documentation is voluntarily submitted to the Associate Dean's office and the Associate Dean deems that accommodation is warranted, then the missed assignment(s) or quiz(ze)s may be discounted in the calculation of the final grade for the course. If documentation is not submitted voluntarily then the missed assignment(s) or quiz(ze)s will receive a grade of zero. vi) Students who are in emotional/mental distress should refer to Mental Health@Western at the following website [https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help. Students may be excused to observe a religious holy day of their faith without penalty provided they notify the instructor in advance. Students are responsible for material covered in their absence and each student shall be permitted a reasonable amount of time to make up missed work. If you require academic accommodations because of a disability, please let the instructor know during the first week of classes, and, if you have not done so already, register as soon as possible with Accessible Education (formerly known as Services for Students with Disabilities). You can learn more about the Student Success Centre's services for accessible education at <http://success.uwo.ca/academics/sas/index.html>.

**Plagiarism:** Complete assignments independently. Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism. Plagiarism is 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, at the following website:

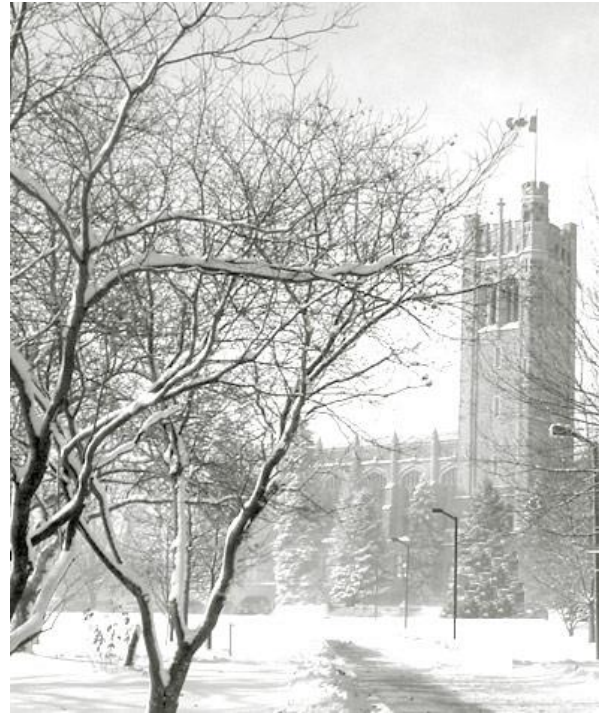
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

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 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](http://www.health.uwo.ca/mental_health/resources.html)



# First Term Exam – December 2018

## Vocal Pedagogy 4961y/9510y



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***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 from 2pm to 5pm.*
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# Second Term Exam – April 2019

## Vocal Pedagogy 4961Y/9510Y



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*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 from 2pm to 5pm.*
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TA: **Bethany Hynes**, DMA Candidate  
Office hours: TBA (or by appointment; please email to arrange)  
Room: TC 410  
Email: [bhynes4@uwo.ca](mailto:bhynes4@uwo.ca)

## 2019/20 Vocal Pedagogy Lecture Schedule:

Sept. 6<sup>th</sup> – Introductory Seminar (Aesthetics & Practice)  
Sept. 13<sup>th</sup> – *Bel Canto*; Context, Evolution and Controversy  
Sept. 20<sup>th</sup> – Laryngeal Anatomy  
Sept. 27<sup>th</sup> – Phonation 1  
Oct. 4<sup>th</sup> – Phonation 2  
Oct. 11<sup>th</sup> – Breath Management 1  
Oct. 18<sup>th</sup> – Breath Management 2  
Oct. 25<sup>th</sup> – Breath management 3 (Anatomy Test)  
Nov. 1<sup>st</sup> – Resonance 1  
Nov. 8<sup>th</sup> – **Study Break (no class)**  
Nov. 15<sup>th</sup> – Resonance 2  
Nov. 22<sup>nd</sup> – Registration 1  
Nov. 29<sup>th</sup> – Registration 2  
Dec. 6<sup>th</sup> – Exam Review Class (optional)

Jan. 10<sup>th</sup> – Second Term Introduction  
Jan. 17<sup>th</sup> – Vibrancy  
Jan. 24<sup>th</sup> – *agilità, sostenuto, messa di voce*  
Jan. 31<sup>st</sup> – Idiom and Expression  
Feb. 7<sup>th</sup> – Teaching Styles  
Feb. 14<sup>th</sup> – Didactic Repertoire (grad. auditions)  
Feb. 22<sup>nd</sup> – **Reading Week (No Class)**  
Feb. 28<sup>th</sup> – Lesson Planning and Structure  
March 6<sup>th</sup> – Private Studio Management  
(Research Paper Abstracts due!)  
March 13<sup>th</sup> – Ethics  
March 21<sup>st</sup> – Presentations  
March 27<sup>th</sup> – Presentations (Papers due)  
April 3<sup>th</sup> – Presentations (last class)  
April ?<sup>th</sup> – *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.