

UNIVERSITY OF WESTERN ONTARIO
MUSIC 9821y
DMA VOCAL PEDAGOGY SYLLABUS 2021-2022
MB321 Monday 9:30-11:00am
Dr. Todd Wieczorek, MB207
519-661-2111, ext. 85398; 226-927-8476
twieczor@uwo.ca

Purpose:

To provide DMA voice student with a curriculum and experience that will enrich, refine, and reinforce concepts in the area of vocal pedagogy in order to make each student a more effective vocal pedagogue

Learning Outcomes:

By the end of this course, participants will:

- examine many books and articles from prominent figures of vocal pedagogy, vocal production, and vocal health
- apply knowledge gained to develop a functional philosophy of vocal pedagogy
- implement and reinforce this knowledge through applied teaching and observation
- develop skills in scholarly research and writing

Suggested Books:

McCoy, Scott. *Your Voice: An Inside View, 3rd edition.*

Gahanna, OH: Inside View Press, 2019.

McKinney, James. *The Diagnosis and Correction of Vocal Faults.*

Long Grove, IL: Waveland Press, 2005.

Miller, Richard. *The Structure of Singing.*

New York: Schirmer Books, 1996.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, 9th edition.* Chicago: The University of Chicago Press, 2018.

Ware, Clifton. *Basics of Vocal Pedagogy: The Foundation and Process of Singing.* Toronto: McGraw Hill Publishing, 1998.

Methods:

1. **Readings with in-class presentations:** Based on the initial class meeting, readings will be assigned to accommodate the majority of students' preferences in regard to reading assignments. After the initial meeting, classes will have specific areas of focus, consisting of lectures, readings, presentations, and discussions of various aspects of vocal pedagogy.
2. **Video-recorded teaching:** Each participant will be required to teach and video record four 30-minute lesson segments for presentation in front of the class throughout the year. These will be shown during class time; 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 presentation.
3. **Completing an academic research project:** Each participant will select an individualized vocal pedagogy research topic. This will be a scholarly paper with appropriate citations of no less than 15-20 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.
4. **Observing faculty lessons:** Participants will be expected to observe no-less-than three different studio teachers (excluding your own) over the course of the first and second semesters; these observations will be arranged by the observed teachers, and Vocal Ped participants will observe two lessons of each professor (one lesson in first term, and one lesson in the first weeks of the second term).
5. **Observing faculty master classes:** Participants are expected to observe and report on four master classes, preferably including those of the teachers whose lessons were observed. Note the vocabulary used, the manner of delivery, and how the participants in the class respond to instruction. This assignment will be discussed in greater detail in class.

6. **Observing faculty studio recitals:** Participants will observe 4 studio recitals, preferably of the teacher whose lessons you are observing. Note trends in technique, deportment, repertoire, interpretation, and musicianship within your review.

Statement on Academic Offences:

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

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

Statement on Health and Wellness:

Students who 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.

Accommodation for Medical Illness or Injury:

The Graduate Program in Music recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by illness or injury. In order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's course grade shall be granted only in those cases where there is documentation indicating that the student was seriously affected and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the office of the Associate Dean (Graduate Studies), not to the course instructor. For more information, please visit:

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

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

All required 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, <http://turnitin.uwo.ca/>.

Grading Criterion:

-In-class work and participation	30%
-Lesson, Master Class, and Studio Recital Observations	20%
-In-class teaching assignments	20%
-Research Project (Presentation and paper)	30%

Course Materials:

Students are encouraged to purchase books from the list for further use beyond this course.

Tentative Schedule:

There will be elements outside of normal class time. An effort will be made to take into account each participant's schedule prior to finalizing external activities.

Sept. 13-Syllabus, Expectations

Sept. 20-Philosophy of Vocal Ped

Sept. 27- Readings and discussion

Oct. 4- Readings and discussion

Oct. 11- Thanksgiving-No Session

Oct. 18- Readings and discussion

Oct. 25-Video lessons and discussion

Nov. 1- FALL BREAK (course not in session)

Nov. 8- Reading and discussion

Nov. 11-Reading Discussion

Nov. 15-Reading Discussion

Nov. 22- Video lessons and discussion

Nov. 29-Master Class Observations

Jan. 3-Philosophy of Vocal Ped Revisited/Reading and discussion

Jan. 10-Reading and discussion

Jan. 17- Reading and discussion

Jan. 24- Video lessons and discussion

Jan. 31- Reading and discussion

Feb. 7- Lesson observations and discussion

Feb. 14-Family Day/Reading Week

Feb. 21- Reading and discussion

Feb. 28- Video lessons and discussion

Mar. 7- Philosophy of Vocal Ped Revisited

Mar. 14- Studio recital observations and discussion

Mar. 21- Individual Research Project

Mar. 28-Individual Research Project

Apr. 15-Papers Due via email by 12pm

(Schedule subject to change with notification)

Course Book List:

Appelman, Dudley Ralph-*The Science of Vocal Pedagogy*-MT820.A66 c.1-2

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

Caldwell, Robert and Wall, Joan-*Excellence in Singing*- MT825.C35 2001 v.1-5 and index

*Coffin, Berton-*The Sounds of Singing*-MT821.C65 2002

*Doscher, Barbara-*The Functional Unity of the Singing Voice*-QP306.D67 1994

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

Hands, Brian W.-*Finding Your Voice*- MT821.H236 2009

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

Hines, Jerome. *The Four Voices of Man*-MT820.H56 1997

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

Malde, Melissa, MaryJean Allen, and Kurt Alexander. *What Every Singer Needs to Know about the Body, 2nd edition*. MT821.M35 2013

*McCoy, Scott. *Your Voice: An Inside View, 2nd edition*. MT821.M33 2012
(3rd edition available)

McCoy, Scott. *Your Voice: The Basics*. MT821 .M362 2016

*McKinney, James-*The Diagnosis and Correction of Vocal Faults*- MT820 .M44 2005

Miller, Richard-*Solutions for Singers*-MT820.M5993 2004

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

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

Reid, Cornelius-*Essays on the Nature of Singing*-MT820.R44 1992

Rose, Arnold- *The Singer and the Voice*-MT820.R797S6 1971

Sataloff, Robert Thayer-*Vocal Health and Pedagogy*-WV500.V8715 1998

Sell, Karen. *The Disciplines of Vocal Pedagogy: Towards a Holistic Approach*-
MT820.S426 2005

Smith, W. Stephen- *The Naked Voice* -MT820.S697 2007 ; MT820.S697 2007 DISC ;

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

Vennard, William-*Singing: the mechanism and the technic*-MT825.V4 1968 c.1-3

*Ware, Clifton. *Basics of Vocal Pedagogy: The Foundation and Process of Singing*-
MT820.W26 1998

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