

WESTERN UNIVERSITY

MUSIC 9821

DMA VOCAL PEDAGOGY 2025-2026

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Enrollment Restrictions: Enrollment in this course is restricted to graduate students in the DMA Voice degree, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair and the MPS Department Chair.

Purpose: To provide participants with a curriculum and experiences that enrich, refine, and reinforce concepts in vocal pedagogy as they become more effective vocal pedagogues

Learning Outcomes: By the end of this course, participants will:

- examine relevant historical and current books, articles, and resources from prominent figures of vocal pedagogy, vocal science, vocology, and vocal health
- apply knowledge gained to develop a functional philosophy of vocal pedagogy
- implement and reinforce 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, 1986.
- *Ragan, Kari. *A Systematic Approach to Voice: The art of studio application*.
San Diego, CA: Plural Publishing, Inc. 2020.
- *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.
- *Bozeman, Kenneth W. *Practical Vocal Acoustics: Pedagogic applications for teachers and singers*.
New York: Bloomsbury Publishing, 2013/ 2025 2nd ed.

Methods:

1. **Readings with in-class presentations:** Based on the initial class meeting, readings will be assigned considering students' backgrounds. 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 which will be presentation in front of the class at various times throughout the year. The lessons 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. Presenting students will also be invited to critique and ask questions following the presentation.
3. **Completing an academic research project:** Each participant will select an individualized research topic in the area vocal pedagogy. This will be a scholarly paper with appropriate citations of no less than 5000 words 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 during the last weeks of the course. All topics must be approved by the professor.

4. **Faculty Lesson Observations:** Participants will observe lessons taught by at least three different studio teachers (excluding your own); these observations will be arranged with the observed teachers; Vocal Ped participants will observe two students for two lessons for each professor (one lesson in first term, and one lesson in the first weeks of the second term for each student).
5. **Faculty and Guest Master Class observation:** 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 3 studio recitals, preferably of the teacher whose lessons you are observing. Note trends in technique, deportment, repertoire, interpretation, and musicianship within your review.

i) **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, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf Note especially that plagiarism is a major scholastic offence. Students are expected to write all assignments in their own words. If you take an idea from another author, you must acknowledge this by using quotation marks where appropriate and by proper referencing.

ii) **Gender-Based and Sexual Violence:** Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html To connect with a case manager or set up an appointment, please contact support@uwo.ca.

iii) **Enrollment Restrictions:** Enrollment in this course is restricted to graduate students in Music.

iv) **Health and Wellness:** Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

v) **Accessible Education Western:** 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.

vi) **Written Work and the Use of Generative Artificial Intelligence (AI):** The use of generative artificial intelligence (AI) tools/software/apps is not permitted in the written work for this course. 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://www.turnitin.com>).

vii) **Accommodation on Medical or Compassionate Grounds:** Western recognizes that a student's ability to meet their academic responsibilities may, at times, be impaired by medical illness or exceptional circumstances. Instructors will use good judgment and ensure fair treatment in determining how or if work missed in such cases will be accommodated. Whether medical documentation is required for work worth less than 10% of the final grade is at the discretion of the instructor (but, if required, this must be indicated on the course outline). If work missed because of medical or non-medical reasons is worth more than 10% of the final grade, documentation is required. Any documentation, when required, is processed through the Office of the Associate Dean (Graduate Studies) and should be sent directly to this office, not to the instructor.

viii) **Academic Accommodation for Students with Disabilities:** Western accommodates students with disabilities, subject to not compromising the academic integrity of the course or program. Students seeking accommodation must contact Accessible Education (aew@uwo.ca), which provides recommendations based on disability documentation and other considerations. Reasonable academic accommodation is a cooperative process between the University, the student, and the instructor. All participants in the process must fulfil their respective obligations as set out in this Policy and the associated Procedures: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

ix) **Religious Accommodation:** When scheduling of course requirements conflicts with religious holidays that require absence from the University or that prohibit or require certain activities on the part of the student, the student will not be penalized for absence because of religious reasons. If a suitable arrangement involving a graduate course cannot be worked out between the student and instructor involved, they should consult the Associate Dean (Graduate Studies).

Further information can be found here:

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

x) **Grading Guidelines for Graduate Courses:** A=80-100%, B=70-79%, C=60-69%, F=00-59%

Grading Criterion:

-In-class work, participation, and assignments	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 may be elements outside of normal class time. Consideration for each participant's schedule will be considered.

Sept. 8-Syllabus, Expectations, DOEU Posting

Sept. 15-Philosophy of Vocal Ped

Sept. 22- Anatomy Review (Skeletal, respiratory, laryngeal, acoustic)

Sept. 29- Vocal Care Team (Voice Teacher, Vocal Coach, ENT, SLP)

Oct. 6- Readings and discussion (Ped texts)

Oct. 13- Thanksgiving-No Session

Oct. 20- Video lessons and discussion / Reading and discussion

Oct. 27- Video lessons and discussion / Reading and discussion

Nov. 3- FALL BREAK

Nov. 10-Reading Discussion

Nov. 17- Video lessons and discussion / Reading and discussion

Nov. 24- Video lessons and discussion / Reading and discussion

Dec. 1-Master Class Observations

BREAK

Jan. 5- Philosophy of Vocal Ped Revisited/DOEU Components

Jan. 12-Reading and discussion

Jan. 19-Reading and discussion

Jan. 26- Reading and discussion

Feb. 2- Video lessons and discussion / Reading and discussion

Feb. 9- Video lessons and discussion / Reading and discussion

Feb. 16- FAMILY/READING WEEK

Feb. 23- Research Paper/DOEU Check In

Mar. 2- Video lessons and discussion / Reading and discussion

Mar. 9- Video lessons and discussion / Reading and discussion/ DOEU Portfolio DUE

Mar. 16- Studio recital observations and discussion

Mar. 23- DOEU Portfolio Discussion

Mar. 30-Individual Research Projects

Apr. 6- Individual Research Projects

April 20-Papers due via email by 12pm

(Schedule subject to change with notification)

Rev. Aug 2025

Course Book List (not exhaustive):

- 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
 - Ragan, Kari. *A Systematic Approach to Voice*.
 - 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
- List Rev. Aug. 2022