



Course Syllabus

MUAP 1181 1182 2181 2182 1281 1282 2281 2282 – Private Voice Lessons

Catalog Description: Lecture hours = 0, Lab hours = 1

Prerequisites: None

Semester Credit Hours: 1

Lecture Hours per Week: 0

Contact Hours per Semester: 16

State Approval Code: 5009035426

Course Subject/Catalog Number: MUAP 1181, 1182, 2181, 2182, 1281, 1282, 2281, 2282

Course Title: Private Voice Lessons

Course Curriculum:

Basic Intellectual Competencies in the Core Curriculum

- Reading
- Writing
- Speaking
- Listening
- Critical thinking
- Computer literacy

Perspectives in the Core Curriculum

- Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
- Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
- Recognize the importance of maintaining health and wellness.
- Develop a capacity to use knowledge of how technology and science affect their lives.
- Develop personal values for ethical behavior.
- Develop the ability to make aesthetic judgments.
- Use logical reasoning in problem solving.
- Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Core Components and Related Exemplary Educational Objectives

Communication (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communications choices.
- To understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

Mathematics

The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

- To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
- To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
- To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
- To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
- To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
- To recognize the limitations of mathematical and statistical models.
- To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

Natural Sciences

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

- To understand and apply method and appropriate technology to the study of natural sciences.
- To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
- To identify and recognize the differences among competing scientific theories.
- To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
- To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

Humanities and Visual and Performing Arts

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

- To demonstrate awareness of the scope and variety of works in the arts and humanities.
- To understand those works as expressions of individual and human values within an historical and social context.
- To respond critically to works in the arts and humanities.
- To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
- To articulate an informed personal reaction to works in the arts and humanities.
- To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
- To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Social and Behavioral Sciences

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

- To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To use and critique alternative explanatory systems or theories.
- To develop and communicate alternative explanations or solutions for contemporary social issues.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- To understand the evolution and current role of the U.S. in the world.
- To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To analyze, critically assess, and develop creative solutions to public policy problems.
- To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
- To identify and understand differences and commonalities within diverse cultures.

Instructional Goals and Purposes:

1. To provide excellence in teaching and develop and revise curricula to meet the needs of the community; 2. create an academic atmosphere in which students may develop their intellects and skills; 3. providing courses so students may receive a certificate/an associate degree or transfer to a senior institution that offers baccalaureate degrees.

General Course Objectives:

1. To teach or continue to teach the students how to develop the ability to sing.

Specific Course Objectives:

1. To build a regular habit of practicing.
2. To develop the muscles and muscle memory that support a quality singing technique.
3. To give our students the opportunity to sing a variety of literature.

Course Content:

This course will teach students the necessary skill set to publicly perform with a Classical singing technique. Topics discussed will be diction, tone, foreign languages, interpretation, and vowels.

Methods of Instruction/Course Format/Delivery:

Each class will be a private lesson. Each will build upon the last session to grow the student's talent as quickly and thoroughly as possible. Students will be assigned a piece to work on and will be expected to practice 5 days per week to be prepared for each lesson.

Assessment and Course Grade:

Attendance: Please be prompt for your lesson. Knock on my office door at your lesson time. If I do not respond, please knock again until I answer the door. If you must miss your lesson for any reason call me at 903 693-2061, with at least 3 hours notice. If you are experiencing any symptoms of illness, we will not meet. Please do not expose me or other singers to colds, strep, bronchitis, etc. Please do not ask me to reschedule your lesson because you are tired or unprepared.

Students are allowed to miss one lesson during the course of the semester although Dr. Petzet still requires prior notice of the absence.

Attendance policy: All students are expected to attend ALL lessons, masterclasses, and performances. Students are allowed one absence without penalty. Beginning with the second absence, the semester grade will drop one letter with each successive absence. Tardies count as one half absence. Obviously, there are situations where absences will be excused: illness, death in family, family emergency, school activities, etc.

Masterclass: Each studio teacher conducts laboratory opportunities in which students of that studio perform for each other and/or the teacher conducts a master class format. Masterclasses will be from 4-5pm on Wednesdays. You are responsible to know your teacher's expectations. Your performance in labs will be assigned at the teacher's discretion. Attendance is **MANDATORY!!!!**

Recital: This is a public concert during which some vocal (and instrumental) students shall perform.

Final Exam (Jury): At the end of each semester you will present a performance for the music faculty. This exam is given during finals week, days and times to be determined by the music faculty. Each

student will sign up for a jury time on scheduling sheets to be posted on the Choir Room door approximately one week prior to finals week.

CD reviews: Students will be given a compact disc of various recordings of singers to review and write a paragraph (minimum 4-5 sentences) about each track. Students should discuss what they like and dislike but talk specifically about vocal issues-resonance, vowels, tone, diction, etc....These are due 4/1/10.

Smartmusic Training: Smartmusic is a computer program that provides electronic piano accompaniment to students when practicing their music. The software is located on the 3 practice room computers. The instructor will give a training session on a designated date. Students are expected to use the software **at least 4 sessions for 30 minutes each.**

Grades: 10%-recital, 10%-jury, cd reviews-10%, and 20%-masterclass, and weekly grade-50%

Singing Protocol and Expectations with regard to Grades-All of the following directly affect a student's grade:

-All music chosen must be approved by the teacher, and must be fully prepared and memorized for performances. Any time a student performs, be it a jury, recital, masterclass, etc...music must be memorized and prepared and rehearsed to the maximum potential.

-Students and their accompanists must have practiced ample time before any performance, recital, or jury. Accompanists must always be treated with the utmost respect. Performance attire must be of the utmost quality. A formal dress or tuxedo is not required but jeans, T-shirts, and cutoffs are not allowed. Men should wear a button up shirt, slacks, (and a tie). Ladies should wear a nice dress or a suitable outfit of class. Gaudy earrings, hair dews and overbearing perfumes distract audiences and will not be allowed. Dress conservatively [The less skin showing, the better, as not to be distracting]. We want the music to be the focus.

-Stage instructions: When you take the stage, you will enter with your accompanist, bow to the audience, (motion to your accompanist), announce your name, title and composer of the piece(s) that you will be singing. Then, you will compose yourself, nod to your accompanist, and then begin. There will be no talking, no stopping and starting, and no fidgeting.

-Individual Preparation: You must come to lessons prepared. You must practice between lessons. It is recommended that you practice a half-hour at least 5 days a week. This schedule is much more valuable than 2 hours the day before your lesson.

-Warm-ups: Please come to your lessons warmed up vocally. In this manner, we can make the most of your lesson time. If you don't, then we waste 5-10 minutes on warming up. The earlier in the day your lesson time is scheduled, the more time you will need to warm up. **COME PREPARED: WARM UP AND PRACTICE**

-Students are required to purchase vocal books and are to learn a minimum of 2 pieces over the course of the semester.

-Students must come prepared to lessons; once I play the notes and introduce a new piece (unless it is a particularly long piece), I expect students to come to the next lesson with their notes and rhythms learned (this is where the tape recorder is really handy) so we can work on expression, diction, color, etc...; if a student is not prepared for their lesson, then the weekly grade will reflect that.

Texts, Materials, and Supplies:

The text is your music, which the students are expected to purchase in order to avoid copyright infringement violations. Students have 2 weeks to purchase and have these resources in their possession; otherwise, grades will be diminished. Literature is determined on the basis of the experience and ability of the individual. The student should bring a notebook, pencil, all music, and a *recording device* to each lesson.

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panola.edu/collegestore.htm>
- For testing services, use the following link: <http://www.panola.edu/instruction/dl/testing.htm>

Accompanist Guidelines–Ginger Cook

1. Music for any performance in a masterclass, recital, or jury must be given to me at least one week in advance. You can give me the music directly or leave it on either Dr. Petzet's or Mrs. Galetar's door. Make it a habit to give the accompanist a copy of your music as soon as it is assigned by your voice teacher.

-hard copies only (no emailed/scanned music).

-all notes, key signatures, bar lines, etc. are to be fully on the pages and legible.

2. If you give me several pieces at the beginning of the semester, you must let me know at least one week in advance which particular piece you will be singing for a performance. **I will not accompany you unless you inform me of what piece you are singing one week in advance.**

3. **It is your responsibility** to contact me to schedule a practice time before performances (15 min. per piece). I am usually available in the afternoons after Chorale or Pipers and the hour before masterclasses. To schedule a practice time, please call or email, text me, facebook me, burn a message on my lawn.....whatever you must do, contact me concerning your performances and/or practice times.

Here is my contact information:

-cell # (903) 926-2805

-home # (903) 694-2055 (this number does not receive texts, so don't try :)

-email address gcook@panola.edu

4. If you need me to attend your voice lessons or need more practice time than the allotted 15 min. per piece, you may set up an appointment to do so. **This will be at your own expense** at the rate of \$10 per 15 min. session.

5. Please be on time for any scheduled practice. Let me know in advance if you need to reschedule your practice time. If you forget your appointment, you will not be allowed to perform on masterclass for that week and will receive an F for your masterclass grade. If you are late for a scheduled practice, that time will be deducted from your 15 min. session and you will be responsible to pay if you need more practice time.