

**VOCAL PEDAGOGY**  
**MVV 4640/6651**  
*Spring 2018*

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**M 7/W 7&8 in Room 144**

**Office hours are posted and are readily available by arrangement.**

**COURSE DESCRIPTION**

**Intended for students of singing, choral conductors, and speech-language pathology students, the course provides a foundation for the development of teaching techniques to achieve healthy singing skills. The content of the course includes an historical overview of vocal pedagogy, a survey of anatomy/physiology and current developments in voice science. A practicum in voice teaching and a significant study of vocal repertoire materials conclude the course.**

**SKILLS**

**At the conclusion of the course, students will understand the functional unity of the singing voice as a musical instrument. Students will be conversant with the history and terms used to discuss the teaching of voice. Through the observations of teachers, students will develop a philosophy of voice teaching that will prevent vocal injury and instill the basic singing skills of relaxation, posture, breath and resonance.**

**TEXTBOOKS**

**The textbook for the course is *Choral Pedagogy, 3<sup>rd</sup> ed.* by Brenda Smith and RT Sataloff, (San Diego, CA: Plural Publishing Co; 2013). Supplemental resources will be available from the instructor and on reserve in the music library.**

**ACTIVITIES**

**The activities of the course will include short essays answering study questions associated with readings of standard texts about voice science, pedagogical philosophy and repertoire study. Each student will participate in a brief practicum involving the teaching of one or more beginning student of singing. Student singers will be assigned by the instructor. Student singers will receive regular weekly lessons of 30 minutes outside of class (time to be arranged). Each student will present the student singer in class once weekly for 6 weeks. The plans and results of the student teaching experience will be chronicled in a journal to be evaluated by the instructor. The final project will include a short research paper and an annotated bibliography.**

## **GRADING**

Weekly responses to study questions related to reading assignments, a midterm examination, a short research paper and an annotated repertoire list will constitute the written elements of course grade. Please feel free to consult with the instructor at any time regarding course standing. The final grade for the course will be calculated as follows:

Weekly Participation	25%
Voice Disorders Presentation	20%
Annotated Bibliography/Research Paper	15%
Practicum	40%

## **PROPOSED COURSE OUTLINE**

<b><u>Week I</u></b>	Introductory Lecture History and Philosophy of Vocal Pedagogy (R. Miller/C. Ware)
<b><u>Week II</u></b>	Defining the Term “Bel Canto” Readings of Tosi, Porpora, Manuel Garcia and Cornelius Reid (Coffin)
<b><u>Week III</u></b>	Establishing the Basics of Singing Relaxation, Posture, Breath and Resonance (J. Wall Video) Anatomy and Physiology Review (Smith/Sataloff; Brown)
<b><u>Week IV</u></b>	Relating Flow Phonation to Vocal Pedagogy Vowels, Acoustics and Tuning (Sundberg)
<b><u>Week V</u></b>	Determining Range and Registration Voice Classifications and “Fach” (Reid) Uniting Registers and Repertoire (Miller; Brown)
<b><u>Week VI</u></b>	Conquering Performance Anxiety (Emmons/Thomas) Teaching Practice Skills (Green; Emmons)
<b><u>Week VII</u></b>	Audiation and Tone Production (Dorscher) Teaching the Young Beginner (Boytim)
<b><u>Week VIII</u></b>	Vocal Health and Voice Disorders Midterm Take Home Examination
<b><u>Week IX</u></b>	What Repertoire Teaches (24/26/28 Italian Songs/Emmons)
<b><u>Week X–XV</u></b>	Practicum and Journal (Prepare Journal Entries for Class)
<b><u>Week XVI</u></b>	Final Projects Due Short Research Paper/Annotated Bibliography

## **ACADEMIC HONESTY**

**An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. The following actions are examples of violations of the Academic Honesty Guidelines:**

**Cheating. The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.**

**Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.**

**Bribery. The offering, giving, receiving, or soliciting of any materials, items or services of value to gain academic advantage for yourself or another.**

**Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.**

**Conspiracy. The planning or acting with one or more persons to commit any form of academic dishonesty.**

**Fabrication. The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.**

## **SPECIAL NEEDS AND COUNSELING SERVICES**

The University of Florida (<http://www.ufl.edu>), under the guidelines of ADA and 504 federal legislation, is required to make reasonable accommodations to the known physical and mental limitations of otherwise qualified individuals with disabilities.

To help provide the best possible service to students, staff, faculty and visitor, the University of Florida (<http://www.ufl.edu>) has an American with Disabilities Act Office (<http://www.ada.ufl.edu/index.htm>) with a coordinator responsible for access for persons with disabilities. The ADA coordinator (mail to: [Osfield@ufl.edu](mailto:Osfield@ufl.edu)) assists anyone with questions about access.

See <http://www.ada.ufl.edu/office/ada.htm> for more information

### **Other resources:**

Campus Alcohol and Drug Resource Center (302 Student Health Center, 392-1161, ext. 4281)

University Counseling Center (302 Peabody Hall, 392-1575)

Student Mental Health Services (245 Student Health Center, 392-1171).



