

# Song Literature Seminar

MUL 4602

Time: M,W,F | Period 4 (10:40 AM - 11:30 AM)

Location: MUB 0142

Fall, 2022

## Instructor

Christopher Pfund, DMA

[cpfund@ufl.edu](mailto:cpfund@ufl.edu)

917-535-5433 (direct and text)

Office Hours: Tuesdays 9–10, Friday 11:45–12:45 MUB 128

## Course Description

The song literature seminar provides singers information to select, understand, and interpret the immense song literature. The course content will include a survey of the celebrated songs and composers in the classical vocal literature as well as neglected and emerging composers of the repertoire. In addition to this, the course will provide tools to understand these works and interpret them more fully.

## Objectives and Learning Outcomes

This course is a required course for the UF School of Music vocal performance program. Singers in the field are expected to have familiarity with major song literature performed in professional and academic settings. Students will learn to identify aspects of song style inclusive of melody, harmony, rhythm, and accompaniment. They will learn basic poetry analysis in order to understand the meaning of the poem set by the composer, and they will learn the historical and compositional context in which songs were composed. Students will have opportunities to include their current studio repertoire class activities and thereby deepen their studio experience and performance ability.

These objectives will be accomplished through:

1. Providing a survey of major song composers of the Western classical literature and their works.
2. Providing tools for analysis and understanding of the song literature.
3. Exploring certain songs in depth to amplify understanding.
4. Weekly student performances in which students sing and discuss the course repertoire.
5. Providing regular assignments (listening and written) that prepare students for in-class learning and discussion

6. Providing opportunity for students to broaden course discussion by inviting them to present repertoire and composers outside of the current Western canon of solo vocal repertoire.
7. Inviting and developing curiosity about the vast song literature and encouraging the life-long exploration of song.

## Evaluation

At the end of this course, students will be expected to have achieved the following learning outcomes:

**Familiarity:** Students will attain basic familiarity with the major classical song repertoires in English, German, French, and Spanish. In addition to this repertoire, they will have opportunities to explore emerging song repertoire from new composers or neglected sources. They will have tools to analyze this repertoire to determine effective performance choices. Achievement of this outcome will be assessed in performance, discussion and exams.

**Communication:** Students will perform and present repertoire in class on a weekly basis. They will participate in discussions using music and poetic analysis to uncover style and meaning in the song literature. They will choose and present song literature topics in poster session format. Achievement of this learning outcome will be assessed through student discussion and presentations of their poster topic near the end of the course. Presentation grades will reflect how well a student communicates during these tasks.

**Curiosity:** The classical song repertoire is a layered art form conveying multiple thoughts and ideas to artists and audiences simultaneously. It is expected that students will respond to this multiplicity of ideas with enthusiasm and curiosity. Achievement of this learning outcome will be assessed by the enthusiastic discussion of the course repertoire, creative and imaginative approach when creating style sheets, enthusiasm for performance in class, and the creative approach to the individual topic poster presentation at the end.

## Required Textbooks

- Kimball, C. (2006). *Song: A Guide to Art Song Style and Literature*. Milwaukee. Hal Leonard Corporation. ISBN-10: 1-4234-1280-X

## Recommended Materials

- Kimball, C. (2013). *Art Song: Linking Poetry and Music*. Milwaukee. Hal Leonard Corporation. ISBN 978-1-6177-4080-0
- Stevens, D. (1970). *A History of Song*. New York, NY. W.W. Norton & Company. ISBN-10: 0393005364

## Course Schedule

**Week 1:** (August 22–26) Syllabus, overview of song literature, style: Melody, Harmony, Rhythm, Accompaniment

- Read pp. 1–21: Kimball, *Song*.

**Week 2:** (August 29–Sep. 2) Poetry and Words

- Read pp. 23–37 in Kimball, Song. Pfund handouts, enhanced style sheet, poetry tool kit, assignment of literature. Style sheet conclusion

**Week 3:** (Sep. 5–9) **Style sheet quiz (Wed. September 7).** Introduction to German Lieder, Franz Schubert

- Read pp. 52–69 in Kimball, Song.

**Week 4:** (Sep. 12–16) Looking forward: Schumann, Brahms, Wolf, Strauss and late German romantics

- Read pp. 70–136 in Kimball, Song. Begin Wednesday singing.

**Week 5:** (Sep. 19–23) Looking back - Berlin School, Beethoven, Haydn, Mozart

- Read pp. 39–51 in Kimball, Song. Supplemental reading.

**Week 6:** (Sep. 26–30) **German Song Exam (Mon. September 26).** Looking back further – origins of solo song: monody, the pastoral, and baroque forms. Aria/Song? What is it?

- Read supplemental material, Pfund diss. 10–14, Other supplemental reading to be given.

**Week 7:** (Oct. 3–7) *Mélodie*, introduction – Berlioz, Gounod & Frank

- Read pp. 157–165, 168–69 in Kimball, Song.

**Week 8:** (Oct. 10–14) Faure & Debussy

- Read pp. 180–200 in Kimball, Song.

**Week 9:** (Oct. 17–21) *Mélodie* continued

- Read pp. 165–67, 170–180, 231–236 in Kimball, Song.

**Week 10:** (Oct. 24–28) **Solo Song Origins and French *Mélodie* Exam (Mon. October 24).** British song overview and Benjamin Britten

- Read pp. 351–406 in Kimball, Song.

**Week 11:** (Oct. 31–Nov. 4) American Song & the African-American Spiritual

- Read pp. 245–255 in Kimball, Song. Supplemental material to be given.

**Week 12:** (Nov. 7–11) American Song & new trends

- Read pp. 256–350 in Kimball, Song.

**Week 13:** (Nov. 14–18) Italian, Spanish, and Latin American song

- Read pp. 426–446, 495–530 in Kimball, Song.

**Week 14:** (Nov. 21) Poster Presentation Workshop

**Week 15:** (Nov. 28–Dec. 2) Semester Review & Reflection

**Week 16: (Dec. 5–7) Poster presentations**

**Final Exam: Wednesday, December 14, 10:00 AM–12:00 PM**

**Evaluation of Grades**

<b>Assignment</b>	<b>Total Points</b>	<b>Percent of Grade</b>
Singing Presentations	300	30%
Style Sheet Quiz	100	10%
Exam #1	100	10%
Exam #2	100	10%
Poster Presentation	200	20%
Final Exam	200	20%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

**Grading Scale**

<b>Score</b>	<b>Percent</b>	<b>Grade</b>	<b>Grade Points</b>
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67

767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-599	E	0.00

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Class Attendance and Make-Up Policy

Class attendance is expected. Each unexcused absence will result in a 10 point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

Make-up exams and makeup of final exam will be provided for students who miss either exam due to extreme, documented circumstances. Students should arrange with the instructor for makeup material, and the student will receive one week to prepare for any makeup assignment, if circumstances allow it.

## Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.ua.ufl.edu/students/](http://gatorevals.ua.ufl.edu/students/).

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/) .

## Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

## Materials and Supplies Fees

There are no additional fees for this course.

## University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.