

## **Applied Voice MUS 0250**

Fall 2021

Matthew Hougland, Assistant Professor of Music

Office: Johnson Arts Center (JAC) 133

[mhougland@carthage.edu](mailto:mhougland@carthage.edu)

262-551-5975 (land line, no text)

Office Hours: by appointment

### **Course Description:**

This course provides applied voice study focused on the development of technique, literature, and performance skills. Principles of classical vocal technique as well as music theatre style will be studied alongside literature appropriate for the developmental level of the student. Performance opportunities will include formal and informal settings. Repeatable.

### **Student Learning Outcomes:**

Students will be able to:

- Demonstrate an understanding of individualized vocalizes and their role in your technical development
- Demonstrate the ability to identify basic practice goals, and realize them independently
- Describe a variety of vocal tract configurations or “recipes” for different vocal colors
- Translate the objectives of vocal technique and exercises into repertoire for performance
- Demonstrate an understanding of different musical styles
- Demonstrate the ability to integrate vocal technique and dramatic interpretation for a fully realized dramatic performance
- Demonstrate knowledge of best life practices and strong vocal health habits for professional voice use

### **Required Textbooks and Materials:**

- 3-ring binder that is organized with all your sheet music (more below)
- PDF Copies of all repertoire sent to instructor
- Smart phone for recordings
- Water/Pencil, etc.

All students should have an organized 3-ring binder for the songs that they are working on and preparing to perform. You should have a binder with clean, clearly marked copies, in non-glare sheet protectors for your coach/accompanist.

All students are required to record their lessons (smart phone quality is fine). Recordings are ESSENTIAL in reinforcing details of each lesson, providing an aural objectivity that singers need – how we hear ourselves in our heads is not how we are heard in the room. Lesson reflections are required and you will need to use your lesson recording for this reflection.

Carthage requires all students, faculty, and staff to be masked indoors. Please be sure that you have a mask that you can sing in.

## Sheet Music:

It is always recommended to support writers by purchasing music, though you may also take advantage of library services, including inter-library loan. If you are still in need, confer with the instructor who may be able to assist. If you are looking for songs and/or to purchase music, below are some recommended sites and anthologies:

- **Piano/Vocal scores.** These are the best option for learning music as you have access to the entire score. You may find some in the library systems, though newer ones are hard to find as they aren't often published. What the library does not have, inter-library loan will.
- **Singers Musical Theatre Anthologies (Hal Leonard)** – these anthologies feature songs in the original Broadway keys and have accompaniments that are reductions of the original orchestrations. It is a reputable series that has a lot of excellent repertoire with several volumes for each voice type.
- **For rock/pop styles:** [www.musicnotes.com/audition](http://www.musicnotes.com/audition)  
(with correlating playlists on Spotify, created by Sheri Sanders)  
Note: **musicnotes.com** is NOT a good place to find sheet music from musicals.
- Carthage's Hedberg Library has subscriptions to both of the following sites – log in through the library to access all of the features of these sites.)
  - <https://musicaltheatersongs.com/> - This is a comprehensive database of songs both historic and contemporary. You may be asked to use this resource periodically through this term.
  - [www.newmusicaltheatre.com](http://www.newmusicaltheatre.com) - this site features contemporary Music Theatre writers including those with Broadway shows, and others whose work has been popularized through performances found on YouTube.

*DO NOT USE **vocal selections**. These have songs in 'generic' keys that are easier to play. No matter what, be sure that the sheet music that you have is the key you've been practicing.*

## Course Requirements:

*Lessons:* Each student is responsible for showing up to their individually scheduled lesson time, 45-minutes, once a week. **DO NOT BE LATE!** I will most always run on time. Tardiness shows a lack of organization and respect.

Attendance is mandatory for all lessons, studio classes, and departmental recitals/special master classes. *There are no unexcused absences allowed: missing any of the above will result in a lower grade for that week.* If you are sick or unable to have your lesson, **please let me know by 5pm the night before your lesson. While emergencies happen, only extreme emergencies should give you reason to cancel your lesson on the day you are expected.** Make-ups will only be given for excused absences with advance notice, and those will be limited to a maximum of two per term.

*Lesson Reflections:* Reflections are due 24-hours before your next lesson. Ex: if your lesson is at 2pm on Tuesday, your reflection is due on Monday at 2pm. Submit via Schoology.

*Repertoire:* Each student will be expected to set goals at the start of the term with their instructor. The repertoire that is selected should align with the goals for the term. I will assign most of your repertoire, but we will also be working on any rep you need for your course work/shows/etc. Part of your semester work includes preparing pieces for a jury of voice faculty members. If you take lessons with another teacher (double lessons) you will have assignments from each teacher. I highly recommend you work on

more than just the songs you are assigned, the more options you have, the better off you'll be in the long run.

**Freshmen: 5 - 6 selections per term**

**Sophomores: 6 - 7 selections per term**

**Juniors: 7 - 8 selections per term (or more technically challenging pieces)**

**Seniors: 8 - 10 selections per term (or more technically challenging pieces)**

**Communication:**

I will communicate with you via email. Please check your email at least once every 24-hours. My office phone is listed above, but I am easier to reach via email.

**Studio class, Master class, and Departmental Recitals:**

All repertoire must be memorized for any performance. Departmental recitals and master class performances will be assigned by me, and **fulfilling that assignment on schedule is part of your grade.** All students must perform at least once a semester in studio class and on one Departmental recital per year. Even if you cannot sing, attendance at studio classes and departmental is expected. If you are too ill to attend, please notify me.

**Practicing:**

Practice AT LEAST 30 minutes a day, 5 to 6 days per week. I will not be requiring a practice log. HOWEVER, know that I can tell if you have been practicing, implementing our vocalises, and how your voice is progressing. Cramming is not a substitute for regular practice, and is usually vocally fatiguing. Practicing involves technical exercises, learning notes and rhythms for repertoire, translating text, analyzing character motivation, memorizing, doing listening assignments, and listening to your lessons. **If you are unable to sing due to illness, be sure that you are using practice time in other ways. Do not come into a lesson after an illness with nothing prepared.**

**Voice Jury:**

Each student will complete a final exam voice jury for the voice faculty. Regular juries require the student to prepare and memorize two pieces to be performed with an accompanist at the end of the semester. Voice juries are held during final exam week, and students will sign up for a time to sing. The sign-up sheet will be available during the last few weeks of the semester. Each student will prepare several documents prior to the voice jury and will upload them to their digital folder. Documents include a semester repertoire sheet, a repertoire worksheet for each song prepared, semester goals, and a reflective essay.

**Evaluation and Grading:**

60%: Lesson attendance, practice, preparation, reflections

20%: Studio Class/Master Class attendance and participation

20%: Jury

**Incompletes will only be given in the case of medical or other verifiable and serious problems.** Poor time management and extracurricular activities are not acceptable reasons for requesting an Incomplete.

**Late Work:**

No late assignments will ever be accepted; not being in class is not an excuse for late work. No make-up work will ever be accepted without prior notification.

**Tardiness:**

DO NOT BE LATE! Tardiness shows a lack of organization and respect. If you are late, you will receive a recorded "tardy". Three "tardies" will result in your grade being lowered by one letter grade. If you are more than 15 minutes late to your lesson, it will count as a no-show and will not be made up.

**Electronic Devices:**

Electronic devices are required to record your lessons. You must bring it with you to each lesson

**Academic Integrity:**

Academic honesty is a necessary corollary to academic freedom; each concept presupposes the other. The goals and objectives of Carthage fall within the implicit context of academic honesty. Therefore, Carthage expects academic honesty from all of its members and maintains college-wide honesty guidelines and penalties that must be supported by the whole academic community. The guidelines and penalties are found in the Carthage Community Code.

**Learning During a Pandemic:**

While this class is a rigorous academic course, it is clear that all of us are dealing with anxiety, stress, uncertainty, trauma, and grief to varying extents, and there may be unforeseen disruptions in our lives. My goal is to create a culture of flexibility and care in our class community, and I believe such a culture builds upon consistent engagement, empathy, and clear communication. I will try to create channels for these and model clear communication, but will also rely on you to help build our community and provide feedback so that I can make adjustments when needed.

**COVID-19 Health and Safety Resources:**

Safety during this global pandemic is our first priority. You will find a lot of information coming at you; if you ever have questions, you can check our website page: <https://www.carthage.edu/carthage-covid-19/stay-safe-carthage/>. This page is updated frequently as situations change.

The Carthage College Music Department, in compliance with the National Association of Schools of Music, provides faculty and students with information regarding health and safety issues relating to the teaching, listening, practice and performance of music in general and specialized study. This includes but is not limited to information regarding hearing health, vocal health and musculoskeletal health.

Health and safety depend in large part on the personal decisions of informed individuals. Carthage College has health and safety responsibilities that are inherent in our practices, procedures, and daily operating procedures. However, fulfillment of these responsibilities cannot and will not ensure any specific individual's health and safety. Each individual is personally responsible for avoiding risk and preventing injuries to themselves before, during and after study or employment at Carthage College.

**Health & Counseling Center:**

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress

management, and academic challenges. More details - including info about appointments - can be found at [carthage.edu/health-counseling](http://carthage.edu/health-counseling).

[Uwill](http://Uwill) is a free teletherapy platform for Carthage students. Uwill connects students with licensed therapists from all 50 states. Support is available in a variety of formats -- video, chat, messaging, or phone. Counselors are available nights, weekends, and during holidays. Access is quick and easy: [app.uwill.com](http://app.uwill.com).

### **Diversity & Inclusion:**

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

### **Gender-Inclusive/Non-Sexist Language:**

This course will foster a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions will be honored.

### **Support for Students with Learning, Psychiatric or Physical Disabilities:**

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services ([dschowalter1@carthage.edu](mailto:dschowalter1@carthage.edu)).

### **Religious/Cultural Observance:**

Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) in the first week of class. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by the end of the first week, I will assume that you plan to attend all class meetings.

### **Title IX Statement:**

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources on the Carthage website at [www.carthage.edu/title-ix](http://www.carthage.edu/title-ix).