

VOCAL PEDAGOGY
MVV 4640/6651
Spring 2023

Brenda Smith, D.M.A.
302 Music Building
University of Florida
Office: (352) 273-3174
Cell: (352) 339-1008
gesang@ufl.edu
bsmith@arts.ufl.edu

Student Hours

The instructor is always happy to arrange a meeting with students if the official office hours posted on MUB 302 are inconvenient. Feel free to contact the instructor by email or cellphone to find a convenient time for individual meetings.

Course Description

The course is an interactive workshop for the study and practice of voice teaching. At the conclusion of the course, students understand the functional unity of the singing voice as a musical instrument. Students are conversant with the history and terms used to discuss the teaching of voice. Through the observations of teachers, students 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 *A Systematic Approach to voice: The Art of Studio Application* by Kari Ragan (San Diego, CA: Plural Publishing Co; 2020) On the reserve shelf in the AFA Library is a copy of *Choral Pedagogy, 3rd ed.* by Brenda Smith and Robert T. Sataloff, (San Diego, CA: Plural Publishing Co; 2013). Other supplemental resources will be available from the instructor and on reserve in the music library.

Attendance and Class Participation

Vocal pedagogy prepares students to understand issues related to the teaching of singing. Prompt class attendance is mandatory. Lateness is at times unavoidable. Please text a classmate to report your anticipated arrival. Excused absences are those officially sanctioned by the University of Florida. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> Discretionary, unexcused absences are unacceptable.

Grading

Weekly responses to study questions related to reading assignments, a short research paper, a final project and a practicum journal constitute the written elements of course grade. Supervised teaching involves weekly sessions with student singers and regular in-class evaluations. Please feel free to consult with the instructor at any time regarding course standing. Find below the criteria for the course grade, using the plus/minus scale.

Weekly Participation	20%
Short Research Paper/Presentation	20%
Final Project	20%
Practicum/Journal	40%
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Total	100%

***Attendance is an essential element for success in this course. As stated above, there are no discretionary, unexcused absences. Should extenuating circumstances arise that prevent your prompt attendance, please notify the instructor. Given prior notice, accommodations can be made.**

***Participation is evaluated through in-class activities that include quizzes, reflection posts, and daily discussion. Because the course activity is interactive, please set all cell phones and other comparable devices on “off.” In case of an emergency, please inform the instructor prior to class and adjust your equipment to “vibrate.”**

Voice Teachers must learn to think on their feet, to respond with knowledge and care. Readings, Class Discussion, and Quizzes help you prepare for the practicum portion of our course. Class Participation will be evaluated using the following rubric:

Participation	Excellent Responses	Average Responses	Below Average Responses
Discussion	Indicate Close Reading of Material	Indicate Adequate Reading of Material	Indicate Inadequate Reading of Material
Written	Indicate Mastery of Material	Indicate Basic Understanding of Material	Indicate Inadequate Understanding of Material

Grading Scale & GPA equivalent:

Percent	Grade	Grade Points
93.4-100	A	4.00
90.0-93.3	A-	3.67
86.7-89.9	B+	3.33
83.4-86.6	B	3.00
80.0-83.3	B-	2.67
76.7-79.9	C+	2.33
73.4-76.6	C	2.00
70.0-73.3	C-	1.67
66.7-69.9	D+	1.33
63.4-66.6	D	1.00
60.0-63.3	D-	0.67
0-59.9	E	0.00

More information on grades and grading policies is here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Proposed Course Outline/Weekly Schedule
Please note: This plan is subject to change.

Week I

1/ 9-13

What is A Systematic Approach to Voice?

What are the Expectations for a Twenty-First Century Voice Teacher?

Readings: Ragan, Chapter 1, “A Systematic Approach” (1-7)

Chapter 2 “The Twenty-First Century Voice Teacher” (p. 9-17)

History and Philosophy of Vocal Pedagogy (Miller in Smith/Sataloff)

Week II

1/ 16-20

How does the Voice work?

Reading: Smith/Sataloff, Chapter 3 “Anatomy and Physiology”

(p. 15-28) Supplemental Reading: Article from *Your Voice: An*

Inside View 2nd edition, McCoy, Inside View Press

Monday/ January 16, 2022 No Class (MLK Holiday)

Week III

1/ 23 -27

What is a Systematic Approach to Respiration?

Reading: Ragan, Chapter 3 (p. 19-67)

Relaxation, Posture, Breath and Resonance

Week IV

1/ 30 - 2/3

What is a Systematic Approach to Phonation?

Reading: Ragan, Chapter 4, (p. 69-112)

Relating Flow Phonation to Vocal Pedagogy

Vowels and Tuning (Sundberg)

Week V

2/6-10

What is a Systematic Approach to Registration?

Reading: Ragan, Chapter 5, (p. 115-151)

Determining Range and Registration Voice Classifications and
“Fach” (Reid) Uniting Registers and Repertoire (Miller; Brown)

Week VI

2/13-17

What is a Systematic Approach to Articulation?

Reading: Ragan, Chapter 6, (p. 153-193)

Conquering Performance Anxiety (Emmons/Thomas)

Teaching Practice Skills (Green; Emmons)

Week VII

2/20-24

What is a Systematic Approach to Resonance?

Reading: Ragan, Chapter 7, (p. 195-223)

Audiation and Tone Production (Dorscher)

Teaching the Young Beginner (Boytim)

Repertoire for the College Student (Emmons)

Week VIII

2/27-3/3

Voice Disorder Presentations

Week IX

3/6-10

Voice Disorder Presentations

March 13-17 Spring Break -- Enjoy!

Weeks X – XV **Practicum and Journal**
3/20-4/21

Week XVI **Final Project Due on Monday, 1/5 pm**

Students Requiring Accommodation

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

UF Evaluations Process

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 <https://gatorevals.aa.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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations.

**2023 Music Library Reserve List
Vocal Pedagogy MVV 4640/6651**

MT 820	Thurman/Welch	<i>Body, Mind and Voice</i>
MT 820	Bunch Dayme	<i>Performer's Voice</i>
MT 820	Chapman	<i>Singing and Teaching Singing</i>
MT 820	Coffin	<i>Historical Vocal Pedagogy Classics</i>
MT 820	McKinney	<i>Diagnosis and Corrections of Vocal Faults</i>
MT 820	Reid	<i>Voice: Psyche and Soma</i>
MT 820	Ware	<i>Basics of Vocal Pedagogy (General)</i>
MT 821	Callaghan	<i>Singing and Voice Science</i>
MT 821	Coffin	<i>Coffin's Sounds of Singing (Vowel Chart)</i>
MT 821	Sundberg	<i>Science of the Singing Voice (Physics)</i>
MT 823	Miller	<i>English/French/German and Italian Styles</i>
MT 823	Miller	<i>Techniques of Singing: National Schools</i>
MT 825	Miller	<i>The Structure of Singing</i>
MT 820.K83	Kosarin	<i>The Singing Actor</i>
MT 820.H28	Harrison	<i>The Human Nature of the Singing Voice</i>
MT 898.E75	Erman	<i>Vocal Pedagogy for the Young Child</i>
MT 820.H655	Hines	<i>The Four Voices of Man</i>
MT 820.	M6 Miller	<i>Training Soprano Voices</i>
MT 892.E55	Emmons/Thomas	<i>Power Performance for Singers</i>
MT 892	Caldwell	<i>The Performer Prepares</i>
ML 3820.	T46x 1987	Grindea (editor) <i>Tensions in the Performance of Music</i>
ML 3830.	P9 1999	Deutsch (editor) <i>The Psychology of Music</i>
ML 3830.	L38 2006.	Levitin <i>Your Brain on Music</i>
MT 875.	S63 2013	Smith/Sataloff <i>Choral Pedagogy, 3rd ed.</i>
MT 820.	S696 2022	Smith/Burrichter, <i>Class Voice: Fundamental Skills for Lifelong Singing</i>
MT 821.	S62 2018	Smith <i>So You Want to Sing for a Lifetime</i>
QP306.	S64 2012	Smith/Sataloff <i>Choral Pedagogy and the Older Singer</i>