

MMED/PMED 626 Styles, Diction and IPA for Vocal Music Educators

SUMMER 2016

Instructor

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Required Texts/Materials

- 16 bars of a piece of music to be sung. This 16 bars can be an aria, a solo from a musical, a choral piece.

PRE-ASSIGNMENT

- Please learn the above piece of music, and memorize the lyrics. We will apply the IPA to the lyrics, and learn how to effectively articulate it while singing.

Program Objectives

Students completing graduate music education coursework through The University of the Arts...

- Understand the essential tenets of music education
- Understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods
- Demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
- Demonstrate the application of pedagogical and methodological means to teach music and employ effective teaching methods
- Utilize technology in diverse ways as a teacher and in support of student learning
- Communicate and collaborate with peers in diverse musical environments and school communities
- Are creative and innovative musicians who share these musical strengths with their learners through teaching
- Understand the diverse cultural, communal, and learning needs of 21st century students

Course Description

This course is designed to engage vocal music teachers of all levels in understanding and teaching the pronunciation and usage of diverse languages, and the diction and stylistic rules for singing varied repertoire. Vocal music teachers will extend upon their knowledge of English, Italian, Latin, German, French and Spanish. Additionally, students will immerse themselves in understanding, reading, writing, and using the International Phonetic Alphabet (IPA). Course participants will gain a deeper understanding of how to transcribe texts into IPA, and how to translate text to comprehend and analyze repertoire to enhance ensemble musicianship and performance.

Student Learning Outcomes

At the conclusion of this graduate music education course, students will:

- understand and will be able to teach the pronunciation and usage of diverse languages (English, Italian, Italian, Latin, German, French and Spanish)
- learn the diction and stylistic rules for singing varied repertoire
- be able to understand, read, write and use the International Phonetic Alphabet (IPA) and how to transcribe texts into IPA
- be able to translate text to comprehend and analyze repertoire to enhance ensemble musicianship and performance

Grading Criteria and Assessment Methods

Course assessment, evaluation and grading is based upon three factors: (1) the completion of the pre-assignment, (2) active engagement in daily course studies and (3) in the completion of the final assignment/post-assignment.

Below is the rubric that will be utilized by faculty to assess and evaluate students in these three categories of learning and understanding.

Please note that pre-assignment and final/post assignments should be included in the course outline at the end of this syllabus.

	Basic	Average	Superior
Pre-assignment	Provides basic/unsatisfactory content and concepts in preparation for this course.	Accurately identifies content and concepts relevant to this course.	Demonstrates a deep understanding and preparation of content and concepts relevant to this course.
During class formative assessments	Fails to actively engage in course content, application, and engagement of daily coursework.	Engages actively in course content and application of concepts in daily coursework.	Demonstrates a thorough and deep engagement in course content, application and understanding of daily coursework.
Final/Post-assignment	Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.	Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.	Final assignment/post-assignment is fluid and engaging. It is organized, well structured and clear, and evidences a deep understanding and application of course goals. It is submitted on time.

The [Grading Policy](#) can be found in the Course Catalogue.

Academic Integrity Policy

A primary tenet of this course is to prepare students for professional responsibilities as teachers. The timely arrival to class as well as the daily preparation and engagement in course studies is essential.

University policy on [Academic Integrity](#) may be found in the UArts catalog.

If students are not clear about what constitutes plagiarism, you might recommend ***Introduction to Research and Documentation*** available on the University Libraries website.

Absences

Due to the compressed nature of the five-day intensive course structure, absences from class will not be accepted. Students who arrive late to class or leave early will be held accountable for missed time through additional assignments to be completed outside of course hours.

Technology

Policies on Technology may be found in the Course Catalogue.

Class Format

All summer music studies courses that meet in-person are five-day intensive courses typically running for 8 hours per day. Students are responsible for preparation of materials, for engaging in course content as per the course description, and in being responsive to completion of pre and post coursework as detailed in the course outline.

Courses offered online may be in a different format and may run for a longer amount of time, specific to the needs and intents of the course content.

Educational Accessibility

Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at [215-717-6616](tel:215-717-6616) or access@uarts.edu to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.

Course Outline

All syllabus are subject to change.

Monday, 6/27

- Introduction to each other and to material
- Vowel and tongue placement
- Learning the key sentences for front, mid and back vowels
- Afternoon group work. Physicalizing the vowels. Transcribe text for practice.

Tuesday, 6/28

- Review of previous day's work
- Quick oral quiz on the vowel ladder
- Introduction to diphthongs, and learning the key sentences
- Introduce triphthongs
- Afternoon group work with vowel ladder; group practice in transcribing.

Wednesday, 6/29

- Learning new vocal warm-ups for clear articulation
- How to apply the ladder to a song and the effect it has on resonance
- Consonant articulation and notation, stop plosives and how to effectively use them
- Notating stop plosives, off-glides, lip-rounding, spreading and devoicing
- Afternoon group work--begin transcribing the song you have prepared.

Thursday, 6/30, Friday, 7/1

- These last two days will be spent applying the previous days' work to song with an accompanist and a singing teacher. Each participant will work individually with the three instructors.