

**University of Central Florida
School of Performing Arts**

Applied Voice Syllabus for MVV 1411-6452

Contact Information:

Instructor's Office: PAC M124

Instructor's Phone: (407) 823-3366

Instructor's E-Mail: Jeremy.Hunt@ucf.edu

Instructor's Office Hours: Posted on office door

Course Goals:

- Prepare, memorize and perform the classical vocal repertoire assigned
- Develop and enhance students' understanding of vocal technique
- Develop more confidence during rehearsals and performances
- Develop musical and artistic skills to prepare for a lifetime of musical expression

Voice Lessons:

Each BM/BME/MA student will receive one 50-minute lesson per week. The first 20 minutes of each lesson will focus on vocal exercises, followed by 30 minutes of repertoire work. Each student is required to provide an accompanist for repertoire work. BA secondary students will receive one 25-minute lesson per week.

Please be on time for your lesson and be ready to work. Failure to be on time and prepared may result in a cancelled lesson.

Feel free to observe other students' lessons unless a request is made to the contrary. I prefer to have an "open door" policy as long as each student is comfortable in his or her lesson.

Students are expected to record and listen to every lesson. Failure to listen to your lesson will result in a lowered lesson grade.

Each student will memorize a minimum number of songs each semester based on your major and grade level.

Minimum Song Requirements per Semester

Bachelor of Music

Freshman year – MVV 1411 = 4 songs memorized; 2 Italian, 2 English

Sophomore year – MVV 2421 = 5 songs memorized; 3 German, 2 at discretion of teacher

Junior year – MVV 3431 = 6 songs memorized; 3 French, 3 at discretion of teacher

Senior year – MVV 4441 = 7 songs memorized; at discretion of teacher

Overall degree minimums; 8 Italian songs, 8 German songs, 8 French songs, 1 recitative, 3 arias (oratorio or opera)

Bachelor of Music Education

Freshman year – MVV 1411 = 4 songs memorized; 2 Italian, 2 English

Sophomore year – MVV 2421 = 5 songs memorized; 3 German, 2 at discretion of teacher

Junior year – MVV 3431 = 6 songs memorized; 3 French, 3 at discretion of teacher

Overall degree minimums; 8 Italian songs, 8 German songs, 6 French songs, 1 recitative, 1 aria, 1 musical theatre piece

Master of Arts in Music

First year – MVV 5451 = 7 songs memorized; at discretion of teacher

Second year – MVV 6461 = 7 songs memorized; at discretion of teacher

Grading:

Students will be graded on their Forum/VAR /jury performances, attendance, listening assignment, translations/IPA, written assignments, recital attendance, reflection paper, and overall semester work.

Students are expected to practice, learn and memorize repertoire.

Students will receive a grade for every lesson based upon weekly work in and outside of the lesson. There are several assignments throughout the semester to keep you abreast of your overall grade.

All written work must be turned in using Webcourses

Students who fail their Upper Divisional Exam or receive a grade below a 'C' are not guaranteed a space in the studio for the following semester.

Semester grades are based on the information below

50% - Average of all lesson grades, Forum/VAR performances

10% - Stories of the songs (due week 3, Wednesday) / Translations and IPA written into score (due week 3, in your lesson)

10% - Singer Paper (due week 10, Wednesday) /Reflection paper (due the day of the last studio class)

5% - Recital attendance (guest artist, guest master class, faculty, student)

5% - Reflection Paper

20% - Jury performance

A = 90-100

B+ = 85-89

B = 80-84

C+ = 75-79

C = 70-74

D+ = 65-69

D = 60-64

F = 0-59

Schedule:

Weeks 1 - 2

- One lesson with me only, 2 rehearsals with Ryan [work on new repertoire or old repertoire to sing in Wednesday voice studio or area recitals], all attend studio class Wednesday at 11:30

Weeks 3 - 16

- One lesson with me, Ryan will join the lesson after 20 minutes, 1 rehearsal with Ryan [work on new repertoire], all attend studio class Wednesday at 11:30

Repertoire:

Please submit a list of your semester repertoire by the end of **week two**. See Webcourses for the assignment.

Studio Class:

Studio class is every Wednesday at 11:30. Attendance is required. A schedule will be made to allow equal time for all enrolled students. Memorization is not mandatory but is preferred.

Translations/Song Stories:

Students are expected to write in word for word (not poetic) translations and IPA into every foreign language song. Failure to have translations and IPA in your musical score will result in a lowered lesson and semester grade. You will also write a 'story of the song/aria' for every piece you work on. The written length is approximately two paragraphs and will consist of your ideas on the story of the song/aria based upon research you have done. If it is an aria, you need to know the story of the opera and what exactly is occurring in this particular scene. If it is a song, you will re-write the poem in your own words. This assignment is due **week three** of the semester!!

Attendance Policy:

If you are too sick to sing, **DO NOT COME TO THE STUDIO**, call/text or send an email.

Lessons are equivalent to university classes; they will not be "made up."

If you must miss your lesson, for any reason, **switch lessons with another student in the studio.**

Unexcused absences will result in a lowered semester grade. After **two** unexcused absences your grade will drop one letter grade for every absence and continue to drop with every new absence.

Singer Paper:

You will be given (or you may choose from the provided list) a singer to evaluate during each semester. A minimum, two-page (800 word) paper will be due Wednesday/**week ten** of the semester, detailing your reaction to the singer. In order to have a sound ideal in singing, it is very important to have a reference as to what constitutes a sound ideal. This ideal can be achieved by listening to professional singers and evaluating their performances. You should write about your reaction to the singer as well as a brief (one paragraph maximum)

biography of him or her. I want your honest reactions to and opinions about each selection...what you like/dislike, range, musicality, diction, interpretation, etc. Choose and list at least 10 solo selections by the singer and find recordings on iTunes, YouTube, etc., for the writing of your paper. A list of singers can be found in "Files" on Webcourses.

Reflection Paper:

Students will write a minimum, two-page (800 word) reflection paper detailing your work from the semester. You might want to make notes throughout the semester in a journal in order to help organize your ideas for your paper. Write about what you have learned, concepts that were particularly helpful, breakthroughs, repertoire, and anything else pertaining to your musical accomplishments during the course of the semester.

Forum/VAR:

Each student will perform at least twice at Forum/VAR. An assignment has been created on Webcourses for you to submit program information.

Make sure you are registered for Forum, MUS 1010.

Recitals:

Students are expected to attend ALL UCF faculty/guest and student voice recitals.

Juries:

Two songs are generally sung at juries. You will choose the first song and the voice faculty will pick the second.

Email:

Check your "knights.ucf.edu" email **every day!**
Please submit all written work through Webcourses.

Ensembles:

All students will participate in University of Central Florida ensembles.

Accompanist:

Accompanists are not provided by the department and it is your responsibility to pay for an accompanist. **This is a course requirement!!!**

Each pianist will have his or her own terms for payments. Pianist must be paid in full prior to your jury. Failure to do so will result in a lowered semester grade.

E-Portfolio:

All BM students are responsible for creating and maintaining an E-portfolio while at UCF. Please send me the link to your website at the end of each semester. Maintaining an E-portfolio is a requirement for your senior recital.

Financial Aid:

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete your Webcourse Survey by the end of the first week of classes, or as soon as possible after adding the course.

Failure to do so will result in a delay in the disbursement of your financial aid.

Academic Integrity:

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://www.academicintegrity.org/icai/assets/FVProject.pdf>

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement:

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students:

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

How to Practice

Vocal Exercises

Breathing for singing

- Place one hand at the bottom, side of the ribcage to feel the inhale expansion
- Once expanded, gently (one pound) lift lid of piano to feel appoggio/leaning of diaphragm
- Release fully
- Practice singing with the feeling of appoggio/leaning of diaphragm

Warming up and vocalizing

AES - aryepiglottic sphincter for ring/squillo

1. Alternate AES [ae] or [ɛ̃] to [bidi] or [a], Do-Sol twice - ascend by half-step
2. Alternate AES [ae] or [ɛ̃] to [wi] or [a], Sol-Do twice - ascend by half-step
3. AES [ae] or [ɛ̃] Do Mi, [a] or [o] on Sol sustain - ascend by half-step
4. 9-tone scale, Sol-Re on [ae] or [ɛ̃], Do-Re (above Do) back to Do on [i-o] or [a] - ascend by half-step
5. Octave straight-tone slide, [ae] or [ɛ̃] to [wi] Do-Do octave, sing every note - ascend by half-step

VIBRATO on every note except the octave straight-tone slide

Repertoire work

Learn the song/aria on a neutral syllable [di], [da], [dae] or [dɛ̃], make sure all rhythms and notes are accurate

Speak song/aria in rhythm [slower than performance tempo, working past performance tempo]

Sing the song/aria on the written vowels only, no consonants

Sing song/aria on complete words

VIBRATO on every note!!

General reminders

- Always practice a song/aria faster and slower than you will perform it
- Always practice in front of a mirror, it never lies, look for the performer you want to see, practice gestures, expressions, etc.
- Record yourself every so often to hear a truer version of your sound
- A song/aria is really memorized when you can sit in silence and run the entire selection (accompaniment too) in your head without making a mistake
- Remember, this is supposed to be fun, it takes hard work and discipline to make progress, but what a joy it is that we get to sing and enjoy music :-)