

MUL 3206 Song Literature
TuTh 10:30-11:50 RM 263
Dr. JoAnne Stephenson
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Office Hours - MB 118
Tuesday and Thursdays 12-1 (by appointment)

Course Objectives:

To increase student knowledge of classical song literature for various voice types

- 1) expose students to a wide variety of classical composers
 - 2) present songs to the class that may and may not currently be in their repertoire
 - 3) prepare recitals for various, assigned voice types and levels
- *discussion of how to prepare classical songs for public performances

Learning Objectives:

- Develop critical listening skills
- Develop skills in making analytical observations
- Develop skills in verbalizing analytical observations
- Develop curiosity about the music before you
 - Is the text set well?
 - Why is this work emphasized?
 - Who else set this poem?
 - Which setting do I like the best?

Students are expected to attentively listen to the music while it is being played. Students may be asked to leave class if they are not able to be quiet during the playing of the various songs.

Required Text Song: A Guide to Style and Literature, Carol Kimball 2nd edition
Supplemental texts: The Art of the Song Recital- Shirley Emmons
Interpretation of French Song – Pierre Bernac
A History of Song - Denis Stevens
The Fischer-Dieskau Book of Lieder: The Original Texts of Over 750 Songs
Ring of Words Norton Library, Phillip Miller, Compiler

Classroom procedure

- The songs will be played
- The music of the song being played will be shown, when available,
- A discussion of each piece will ensue based on pieces played, from lecture
- Some songs may be played in class that are not be on the homework sheets.
- Those songs will be discussed impromptu based on the style sheet categories
- On Assigned days, presentations will be given
 - These presentations will always be Alphabetical based on the student's last name
 - We will listen to the songs languages in the order they are taught/emphasized at UCF.
 - Italian
 - German
 - French
 - English

Homework Assigned songs for each language will be given to class prior to beginning of each language to be discussed.

24 Italian Art Song Book
Songs they don't know
Song they know

Class Preparedness:

Repertoire sheets due by 10:30 a.m., Thursday August 29, 2019. Repertoire sheets will be graded (A if turned in on time, B, C, D, etc., each class meeting day not received.)

Class Presentations

As if it were being presented in a scholarly conference

Style sheet

Sheet Music

Color coded

Melody -red

Accompaniment-blue

Etc.

Numbered measures

Short descriptive phrases on music that correspond with observations

Audio recording of selection

Be prepared for presentations when due. With the number of students in the class and the amount of songs we have to review, it is unrealistic to think a make-up time to do a scheduled presentation is possible. *One may make a switch with another student if both students are willing to do that. One student should not feel pressured to switch, if he/she does not want to switch.*

Homework Assignments

- Homework designed for each student to develop confidence in discussing music after having listened to their individual homework assignments.
- Homework turned in by the end of each class.
- Have two hardcopies of your assignment. One for me to keep until the end of the semester, and one for your personal records.
- No emailed assignment will be accepted.
- Typed style sheets for the songs we review in class prior to class presentations
- Homework categories should include all of the categories listed on the style sheet
- In describing the music for the homework, the student should plan to use the terminology that is scholarly and based off of descriptors used to describe classical music throughout the centuries, i.e., "coda" instead of "outro".
- Homework is due at the beginning of class, will receive until the end of class, before considered late.
- Late assignments will be reduced by one letter grade by the end of the due date, and each

- proceeding day. By the third day, the assignment will be considered unsatisfactory because it is late. For example, when it is turned in, I am assuming it is Satisfactory and that the work was done in a conscience manner, and the student will receive and A. At the end of the class period, if not received, it will drop to a B, by the second day, if not received during the time I am here that day, it will have dropped to a C. By the third day, it will be a D, anytime received, and will be “unsatisfactory”.
- Initially, the style sheets will be graded “Satisfactory” or “Unsatisfactory”. Once reviewed by me, each song group will be given a letter grade based off of the observations (being correct, and being profound).

Style sheets should have something listed in all categories, with a minimum of 5 observations to receive a satisfactory. All of these style sheets, for each language group will be given a letter grade which will be based on my comments, and the student’s improvements based off of my comments. This is the teacher’s way of assisting the student in gaining more confidence in what he/she is seeing.

In some pieces the student may have fewer adjectives or phrases to describe a category (melody, accompaniment, harmony, etc.), in some songs than in others. Be as thorough as possible, without being redundant. Additionally, some songs the student may find lots of observations they want to share. Be as specific as you feel is need. The student will ultimately be graded on his/her ability to consistently maintain high work is notating the observations, or in developing into one who has gotten more confident in developing his/her ability to articulate what has been observed in the written in the music.

Final Project

The Creation of Fictitious Recital programs

Not knowing where your path may lead you in the future, this assignment is designed to give you an experience of preparing a feasible recital for a group of fictitious circumstances

Studio recital for beginner students

30 minute recital

Beginners of various ages and skill levels

Bios of 7-9 students presented in the recital

Name, age, musical interests, etc

Accompanying skills of the student, or siblings, or parents with accompany skills on piano, or guitar or another appropriate instrument for the recital.

Two Classical Masters (45 minutes) recitals based on

Your voice type

A gender voice type opposite yours

Recital of Special interest ...45 minutes/ w/wo additional instruments

Sacred for church and/or Temple

Recital of just one language

Danish, German, Russian, Spanish...

Jazz standards

Music by African American Classical composers

Recital of Negro spirituals
Broadway songs
Turn of the 20th century Parlor songs
Etc., ...
Discography
Contemporary Classical Singer whose voice and repertoire reflects where your voice is likely to go
Discuss with your teacher, return Thursday

These recital programs will be due on the last day of classes. Dec. 3, 2019.

Final Exam Period

Tuesday December 10th 10:00-12:50, Location: To be confirmed

The exam period will be used for you to present, one of the pieces on the Masters recital for your voice type to the class. The assumption is that the work will be somewhat substantial than a Italian aria from the 16th and 17th century. It is also suspected that the observation will be more astute than when you began, exploring reasons including reasons why the composer set a particular word, or a particular phrase in the manner he/she did. Comparing how one person set the text one way, and why another set it differently, etc.

This presentation should include what the weekly presentations included during the semester including with completed style sheet and music.

Grading /Categories percentages

Attendance/Participation

20%

Two unexcused absences permitted. Afterward, Attendance/percentage grades will decrease by the following increments, A-, B+, B, B-, etc. . . An excused absence is an absence with a doctor's note. I will ALWAYS want a copy of the note for your file. An absence will not be excused without a corresponding note. If a student knows, ahead of time, that they will have to miss a class, presentations can be given before the due date, but not after the due date. (Please note that Attendance and Participation count as one grade.)

Homework

20%

Style sheet Assignments should be turned in by the end of each class in the format discussed above.

Style sheet will be graded satisfactory or unsatisfactory. All satisfactory assignments will result in an A.

E mailed assignments will not be accepted

Each category is worth 10 points-2- points for each observation in each category. A minimum of 4 observations for each cat....

Color coded sheet Music of assigned songs

Remember:

LATE ASSIGNMENTS WILL NOT ACCEPTED.

HAND WRITTEN ASSIGNMENTS WILL HAVE AN AUTOMATIC 10 POINTS DEDUCTED FROM THEM.

ELECTRONIC SUBMISSION WILL NOT BE ACCEPTED.
HAVE A BACKUP WAY OF MAKING YOUR PRESENTATION IN CASE EQUIPMENT IN THE CLASS IS NOT WORKING PROPERLY
I.E., BLUE TOOTH SPEAKERS, A FEW COPIES OF YOUR STYLE SHEETS, ETC.

In Class Presentation	20%
10 minute increments	
Managing time wisely,	
Be prepared to make switch up your presentation style	
Actual presentation	
Showing Music while making presentation	
Observations from the Kimball book and how they enhanced the overall experience from song...	
Final Assignments/Presentations	40%
Final Homework assignment	
Recital A.	20%
Your voice type	
Another voice type	
different fach	
Recital B.	
Specific Style	
Recital C	
Studio recital	
Discography	
Final Presentation	20%

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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>>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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/AEDlocations-UCF> (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.

Student name

Song Literature components
Style sheet

Form

Melody

Harmony

Accompaniment

Sheet Music Notations

Text Translation

Level of Difficulty-

Fach

Gender-Male or Female

Striking Observations-