

The University of Central Florida

Department of Music

Rinaldi Applied Voice Studio Syllabus

Course numbers: MVV 1411-6461

Professor Beverley Rinaldi

Room: M 131

Phone: 440-785-9542 quickest way to get response is to “text”

Email address: Beverley.rinaldi@ucf.edu and bevrinaldi@gmail.com (preferred)

Description of Course: You will develop the vocal ability to sing in a variety of styles, tempi, and with healthy tonal production emphasizing even scale production, breath management, flexibility and accurate intonation. Included will be a varied repertoire so as to experience music of all periods and styles, especially including the genres from classical art song, oratorio and opera to musical theater. You will also explore acting skills for stage presence to help you perform a degree recital at the culmination of your study. This course will also teach basic musicianship skills and diction skills.

Objectives and Goals of the Course: To develop your voice to its fullest potential so you have skills necessary to actively participate in the music profession as a teacher, performer or music educator. You will learn to notice and focus on the issues of posture, breath management, interpretation, tone quality, and diction.

Expectations:

You will receive one 50 minute lesson per week. You should arrive on time and be vocally warmed up. If you expect to be late to your lesson or studio class contact me on my phone. Cell 440-785-9542 Be sure and be hydrated, drinking adequate water throughout the day. Please do your best to get good rest the night before your lesson. The first 10/15 minutes will be used on technique, vocalizes and the individual development need of that singer. 30 minutes on repertoire; more time will be added to repertoire with accompanists as your performance dates are scheduled. We will work on multiple songs each week. Come prepared for each lesson. Have your pitches, rhythms, IPA and song text learned quickly. Set practice times and be organized with your binders having necessary copies, IPA, and translations. Be ready to work with an open mind, with questions and ideas of your own.

This syllabus may be modified at the discretion of the instructor.

Attending Lessons:

You are expected to attend all lessons during the semester. If you are unable due to illness or an unexpected emergency you must contact me in advance. You will not improve if you miss lessons. Please give 24 Hours in advance for your absence, you can reach me by e-mail bevrinaldi@gmail.com or cell phone: 440-785-9542. At UCF during your lesson day you must call my cell phone or text me. I will make up any lessons I must miss. Practice, Concentration, Discipline are important elements for success. Make your lesson the priority for that day. (Also important to realize the night before your lesson so that you are rested on that important day). I will schedule a make up lesson but you must attend it; if you should miss it, I will not make it up. Your preparation and performance in lessons will constitute 70% of your semester grade. It is important to schedule a practice time with the accompanist to have a better preparation of your music at your lessons. You are responsible to set a time with them and be prompt. If you are ill or have to miss you must notify them immediately...their time is valuable.

Attendance is required at Studio Class, Lessons, and Recital/Forums Tuesday and Thursday (at noon) throughout the semester.

Voice students are also required to attend all Events/Concerts featuring UCF Voice Faculty or Guest Lecturers in voice. Check for calendar of events....

Accompanist: according to the terms you set up with your individual accompanist, you are responsible for promptly paying for lessons, practices, forum performances, recitals, studio etc. Remember you are an ensemble, a collaboration between you and your accompanist, making music....communicating...painting a picture...setting a scene. Get the most out of your time together by being prepared. If you owe money to your accompanist at end of semester you will not get a grade.

Literature Minimum Requirements for each Semester

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<u>Course/Year</u>	<u>Degree</u>	<u># Songs</u>	<u>Languages</u>
1411/Freshman	BME, BM, BA	4	2 Italian, 2 English
2421/Sophomore	BA	2	1 German or French
2421/Soph0more	BME, BM	5	3 German, 2 at teacher's discretion

3431/Junior	BME, BM	6	3 French , 3 at teacher's discretion
4441/ Senior	BM	7	All at teacher's discretion
5451/ Graduate	MM	7	At teacher's discretion
6461/ Graduate	MM	7	At teacher's discretion

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Comprehensive Minimum Repertoire Requirement:

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BM (Voice Performance):

8 Italian; 8 German; 8 French; 1 Recitative; 3 Arias (Opera/Oratorio)

BME (Voice):

8 Italian; 8 German; 6 French; 1 Recitative; 1 Aria (Opera/Oratorio); 1 Musical Theatre Selection

Recitals / Recital Hearings:

Junior Recitals BME and BM students are 30 Minutes in length and Senior Recitals BM, MM students are 45/55 minutes of music and should include various languages and represent several musical genre. Repertoire is at the discretion of the applied music teacher. A Recital Hearing of your complete recital material will be heard by a faculty committee at least two to three weeks prior to the scheduled recital date. All performers in the recital must participate in the recital hearing. If program notes apply to your degree recital you must have those prepared a month ahead of the hearing for your teacher and present them at this time as well. Check with your Student Handbook and teacher on protocol concerning the Recital Program format and when to turn it in to the printer. The recital date will remain tentative until after this hearing. If you do not pass your first hearing, you are allowed to re-apply for a second hearing, at least ten days before the proposed recital date. If you fail the second hearing, you will have to re-apply in the next semester.

Juries

Juries are held at the end of each semester. You will select the first song and the entire voice faculty will be present and determine your second and maybe third song. Be sure to check with your accompanist about your time for jury. Several

weeks before juries you should plan to sing your selections for studio class. Your jury will constitute 30% of your grade.

Studio Class and Forum

Attendance is required at every Studio Class. Plan to sing as often as possible. I prefer you have your songs memorized. Your participation will be considered in your lesson grade. You will be expected to perform on a Recital/Forum and those who have recitals must perform minimum, two times.

This syllabus may be modified at the discretion of the instructor.

***Grading- What It Takes To Get An "A"**

If you attend your lessons ON TIME, get the music learned (including background information, and translations), have music memorized on time, meet your obligations to studio class, Music Recital/ Forums, and juries, you will receive a B.

The difference between an A or a B is going to be the improvement of your vocal technique and your ability to interpret the repertoire emotionally with the freedom of a maturing musicianship. These elements will reflect how much practice you are putting in on a daily basis. Beautiful singing is not something that can improve toward the end of a semester just because juries are approaching. It is something that is achieved on a daily basis as you consistently practice over the entire semester, with your mind engaged, having specific goals to be achieved each and every practice period. Please, in your lessons, continually ask me to repeat specific goals to be achieved that week if you are unsure, or if you need help in setting goals for your practice sessions. I will be grading you weekly for your ability to accomplish specific goals that we agreed upon the previous week.

Foreign Language Repertoire

Songs other than English I want a word for word translation such as "IPA Source" provides. Also a literal/poetic translation written on a separate page to be in your notebook. It is always important for you to understand every word you are singing. Write a brief poetic version of the text from your perspective of each song, even the English ones. Have a copy of the IPA Source for all binders, pianist and mine.

Notebook/Binders

You will need three 3 ring hardback binders. One for yourself which you may have already started, which should have a copy of the syllabus and copies of your songs for the semester as assigned. Another binder for my use during your lessons that will contain copies of your songs with translations, that you are studying for this semester, a Repertoire List, a resume and a sample bio paragraph that would be used

as a program note. The third will be used by the accompanist at Studio Class, Lessons, Coachings, or performances such as on Recital/ Forum.

*Quoted with permission from Professor Laura Yount's Syllabus.

Self-Evaluation Form

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Student Name_____ **Date**_____

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Take the time to evaluate your performance in Studio Class and Recital/Forum this semester. Set goals of which you hope to achieve. Choose a category below which you are concentrating and working toward improvement for that performance. Comment on your results after each performance. (You may choose more than one category to maintain your focus and concentration; don't try to do it all at one time. Focus on one or two ideas.)

Breath Management_____

Tone Quality_____

Evenness of Scale_____

Freedom_____

Intonation/Pitch_____

Vibrato_____

Legato_____

Agility_____

Melodic Accuracy_____

Rhythmic Accuracy_____

Phrasing_____

Diction Accuracy_____

Posture_____

Interpretation

Text Expression_____

Overall

Stage Presence_____

Senior and Graduates may take an interest in developing an ear for listening to other performers, recordings, concerts, you tube etc. with the intent for understanding how to evaluate. Ask me.

Each week a minimum of 5 hours of practice for undergrads. 10 for Graduates. Keep track of your completion. Every day break each of the sessions

into small sections taking a rest in between if need be. Experiment with different amounts of time depending on your vocal health, energy and commitment to the task. On choir rehearsal or opera rehearsal days, you may have to decrease the amount of overall singing time but make up for it on other days. Allow one day a week where you do not sing at all.

"How well you use your practice time will determine how well you progress and how well you are prepared for performance. If you know how to approach something, anything can be learned. Set yourself up for success! Make a plan and take the steps one by one. Often the most difficult thing about practicing is just going to the practice room. Free yourself from the page and find what you have to say about the music. Once you've performed a piece 50 times you will really begin to know it. Be aware of the choices other artists have made and think about why they made those decisions. The motivation is self motivation. Find your own artistic voice! All good musicians have a good intonation, nice sounds and secure technique. But it is what they find in the music that separates them as artists. What is your perspective, your idea, what do you believe in? Where is your individual voice? The study of technique should always be service to the music." Quote: Dorothy DeLay

Weeks 1-2

"Getting To Know You" vocal exercises, individual areas of attention, selection of songs for the semester/juries, establishing accompanist's needs/dates.

Binders/Notebooks organized and complete with IPA Source and music copies. How organized you are and getting this completed will reflect on your grade.

Weeks 3-7

Exercises, technical attentions, diction, correct use of time management for practice. All translations completed, background information, etc. Notebooks in use and up to date. (Self-evaluations etc.) This is important for your mid-term grade.

Weeks 8-9

Exercises, technical attentions

All songs 75% memorized

Week 10

Exercises, technical attentions

All memorized 100%

Week 11

Exercises

Enjoy artistic interpretation of each song

Acting- understanding clearly text

Juries sing for each other in Studio Class from Memory- Accompanist

Week 12

Exercises

Songs ready for Juries singing for each other in Studio Class

Week 13

Exercises

Continue improving individually needs and strengthening the interpretation value of the songs for juries

Week 14

Exercises

Give some consideration of next semester literature ideas

100% ready for Jury Program.

Week 15

Exercises

100% for Jury Program

Accompanist should be at lessons for Jury preparation starting no later than week 8. Could be there earlier...you must be practicing with your accompanist before the first time I hear you at your lesson.

Anyone performing a Recital in the semester must be prepared a month before their performance date in order to be able to do the "Hearing" and perform with ability to communicate the text. No last minute rushes to learn a song.

IMPORTANT NOTICE

A new agenda is in place to support the UCF's compliance with a federal financial student aid regulation. In essence, the regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. So, be sure and check the Webcourses@UCF which has been set up for the students in my studio.

MY MISSION:

To guide you to the understanding of your instrument and enjoyment of singing; free from unnecessary tensions, expressing bel canto tones with excellent pronunciation, expressing the text, communicating to your audience the essence of the composer's desire, musically, intelligently and correctly in styles and periods of music. For future teachers: organizational skills, correct selection of literature for students, reason for vocal exercises and patterns, care of your instrument and the overall appearance on stage with posture and positive demeanor.

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 ([You CAN Survive an Active Shooter](#)) 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.

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous (“real time”) class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](#) at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

