

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

MUSV 510

COURSE TITLE

CHORUS MIXED VOICES-OA

TYPE COURSE

NON-FEE

OLDER ADULT

CATALOG COURSE DESCRIPTION

This course explores choral and small-ensemble music from a wide variety of cultures and time periods through study and performance. This vocal exploration is designed to instruct the older adult in vocal techniques, musical notation, sight-reading on solo, small group, and large group performance levels, as well as lecture and extensive listening. Students will study basic skills of musicianship and will rehearse and perform as soloists and as an ensemble. (FT)

LECTURE/LABORATORY HOURS

108

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Develop an aesthetic awareness and musical skills through singing, listening and analysis along with researching the historical and cultural contexts of music and text from different eras, cultures and styles.
2. Create musical experiences as a musical ensemble and become a life-long participant of vocal groups and choruses
3. Become musically independent in the areas of reading music, sight-singing, choral blend, performance etiquette and skills through study and performance.
4. Develop an understanding and appreciation of music repertoire from various cultures and eras
5. Strengthen participants' comprehensive choral musicianship through the performance experience.

COURSE OBJECTIVES

The student will be able to:

1. Learn basic skills of singing techniques
2. Define and practice correct methods of breathing.
3. Practice and use tonal blending and phrasing.
4. Develop the theory and skill of reading musical notation.
5. Perform group sight-reading and singing in harmony.
6. Practice to follow the solfege of the choral director.
7. Recognize elements and form of various vocal compositions.
8. Refine musical interpretation skills with the use of dynamics, articulation and phrasing
9. Demonstrate the ability to critically listen and evaluate the musical performance of the voices and the ensemble.
10. Study choral literature from a variety of cultures.
11. Participate in public performances.

SECTION II

COURSE CONTENT AND SCOPE

Choral/Voice topics and instruction will include:

1. Unison Singing
 - 1.1. Students will practice and engage in unison singing as a group
2. Two, Three, Four Part Harmonic Music
 - 2.1. Students will participate in part singing, identify and use two, three and four part harmonic singing as a group
3. Descant and Contrapuntal Singing
 - 3.1. Students will define counter point or polyphonic singing and its' choral use, some historical significance and literature
4. Rounds, Canons and Fugues
 - 4.1. Students will describe these musical forms in choral music and sing examples from them
5. Musical Plays, Musicals, Operettas, Oratorios and Contatas
 - 5.1. Students will describe these musical forms and sing examples and selection from them
6. Music Notation
 - 6.1. Students will recognize music notation and sight-reading as a group
7. Vocal Skills and Techniques
 - 7.1. Students will improve tone production techniques including breath support, diction, articulation and pitch accuracy
 - 7.2. Students will improve their aural and intonation skills
 - 7.3. Students will identify different ways of using and improving their own voice for independent development of singing skills
8. Techniques of Group Singing
 - 8.1. Students will recognize, describe and use the choral blending, balancing, crisp attacks, proper releases and the importance of following the director
 - 8.2. Students learn different memorization methods
9. Choral Repertoire Past and Present
 - 9.1. Students will describe the history and cultural context of choral music and its composers

APPROPRIATE READINGS

Reading assignments may include, but are not limited to, instructor prepared materials, instructor selected websites, books and sheet music as related to the course objectives.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, creating a practicing schedule, and writing listening reviews, performance reports, etc.; may include participation in online discussions via discussion board, blogs, social media and/or other media.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, practicing regularly vocal singing, breathing and improving interpretational skills on their own and outside of class performances.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments may include but are not be limited to evaluating one's own and voices of classmates, formulating a list of goals to improve singing and listening skills, and developing an action plan toward the achievement of desired goals.

EVALUATION

Students will be evaluated by:

1. Individual oral testing on accuracy of pitch, rhythm, diction, balance and beauty of tone conducted at the beginning and end of the course.
2. Group testing of attacks and releases, sight-reading, harmony singing and choral blending conducted at the beginning and end of the course.
3. Ability to recognize and compare the literature of different cultures in discussion.
4. Ability to read scores by recognizing elements of composition and theory.
5. Participation in performance judged on pitch, rhythm, diction, balance and beauty of tone, attacks, releases and choral blending.

METHOD OF INSTRUCTION

The instructor will used individual and group instruction, vocal exercises and warm-up examples, field trips, lectures, demonstrations, concert and program productions.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

The Choral Singer's Survival Guide, by Tony Thornton, Vocal Planet Publishing, Inc., current edition

The Choral Director's Cookbook, by Alan Gumm, Meredith Music, current edition

The Structures and Movement of Breathing, by Barbara Conable, G I A Publications; current edition

Choral Techniques - Beyond The Basics, by Deral Johnson, Neil a Kjos Music Co, current edition

Circle of Sound Voice Education: A Contemplative Approach to Singing Through Meditation, Movement and Vocalization, by Doreen Rao, Boosey and Hawkes, current edition

Essential Musicianship: A Comprehensive Choral Method, by Emily Crocker, Hal Leonard Publishing Corporation, Teacher's Edition, current edition

Ear Training Immersion Exercises For Choirs Conductor's Edition with CD, by James Jordan, GIA Publications, current edition

PREPARED BY Segal DATE 1982
REVISED BY Hill DATE June, 1982
REVISED BY Instructional Services/SLO's Added DATE May 7, 2015
REVISED BY: Claudia Tornsäufer DATE: June 3, 2020

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog