Please attach/submit additional documents as needed to fully complete each section of the form.

**I. COURSE INFORMATION**

Department: School of Music

Course Title: Singing for Non-Majors

Type of Request: New One-time Only Renew* Change Remove

Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

**JUSTIFICATION FOR COURSE LEVEL**

1-2 credit hour courses in music conform to commonly accepted practices in higher education in Schools of Music for applied learning and include skills courses, laboratory ensembles and studio work. This mode includes activities where students receive hands-on learning experience continually supervised by the instructor. Work is normally completed in the learning environment, but may include out-of-class assignments. The contact hours are devoted primarily to practice, mastery, clarification, and application of material, rather than presentation of new or theoretical material.

**II. ENDORSEMENT / APPROVALS**

* Instructor: Dr. Kimberly James
  Phone / Email: Message #6889 kimberly.james@umontana.edu
  Signature ___________________________ Date ____________

Program Chair: Dr. Kevin Griggs, interim Director
  Signature ___________________________ Date ____________

Dean: Dr. Stephen Kalm
  Signature ___________________________ Date ____________

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

**III. DESCRIPTION AND PURPOSE**

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble

An introduction to the skills which enable and enhance artistic singing. As a group, students work to understand and exercise good tone production, musicality, and performance skills. Purpose of this Course:

  Each student will:
  - Develop a basic understanding of proper use of the singing and speaking voice
  - Learn ways to internalize a song while preparing for public performance
  - Learn how to sing in front of an audience with confidence and poise
  - Develop the skills necessary to constructively critique performances of other people and in the process improve verbal written and communication skills.

This foundational course provides the student the opportunity to acquire introductory skills in a group setting and to engage in the creative process. This "learning by doing" course offering involves the student by way of interpretive performance and critical assessment of their own work and assists in the cultivation of an appreciation of the humanities and history of different global cultures. The thrust of the course is active involvement of the student in the creation or performance of a work of art.
IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance.

   Fundamental issues dealing with basic techniques as related to the vocal/choral medium and interpretation are studied and explored for a perspective of aural, visual and kinesthetic involvement.

   - Develop a basic understanding of proper use of the singing and speaking voice
   - Learn ways to internalize a song while preparing for public performance
   - Learn how to sing in front of an audience with confidence and poise
   - Develop the skills necessary to constructively critique performances of other people and in the process improve verbal written and communication skills

   The student is asked to engage in the creative process by way of performance during the singing course and within the context of discussions with the instructor. In addition, they are asked to engage in critical assessment of their own work during rehearsals and after class performances.

2. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Express themselves in the making of an original work or creative performance.

   Goals: Students are asked to express themselves at each practice sessions/rehearsal; to perform the selection or technique to be learned or explored.

   - Begin to discover his/her own voice
   - Learn and develop basic principles of singing, music reading, and score preparation through the study of provided song literature and music handed out in class.
   - Learn to appreciate many different forms of vocal music
   - In being exposed to a variety of musical styles, it is hoped that the student will further his/her appreciation of music as an art.

   Material presented for study represents styles and genres from a global perspective. Western and non-western composers and styles are presented as well as music from a wide varied of historical time periods. In addition, students are asked to apply a fundamental knowledge of music theory and history to their performances, the structures and forms of the artistic language to convey meaning. Students present the product of their work at class performance presentations throughout the academic year. Critiques and reviews are done after each class performance.

2. Understand the genres and/or forms that have shaped the medium.
VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

Assessment for Expressive Arts Courses in Music.

Assessment is accomplished by way of performance critiques by the professor and the student. Each class meeting incorporates culminating performances through rehearsal, individual performance that are evaluated as to improvement of technique, understanding of the musical language, development of artistic expression and the musical structure of the composition or musical style. Ensemble courses (MUSI 108A, 110A, 111A, 112A, 114A, 122A, 123A, 131A, 135A, 136A, 155A, 160A) have culminating public performances several times each semester (www.umarts for semester calendar of the Student Ensemble Series). In addition, chamber music courses (MUSI 162A) have culminating semester performance as well (www.umt.edu/music/events). MUSI 102A (Performance Study) builds into each class meeting culminating in individual performances that are critiqued by the professor. This is the nature of “private instruction” or “private study” and the rubric can be found in each professor’s syllabi.

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1.

2.

3.
C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Expressive Arts Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.
Singing for Non-Majors
MUSI 111A (2 credits)
Fall 2015

Instructor: Courtney Gammill, Graduate Teaching Assistant
Email: courtney.gammill@umontana.edu
Office: #11 (in the basement)
Office Hours: By appointment
Class Time and Location: MWF 11:10-12:00, Music 205
Final: 8:00-10:00am on Friday, December 11

Required text and materials:
- Small notebook (9.5"x6" or 8"x5")

Course Description:
This course is an introduction to the skills that enable and enhance artistic singing. As a group students will work to understand and exercise good tone production, musicality, and performance skills with a baseline of musical knowledge.

Course Goals:
- To build musicianship skills and confidence in performance
- To establish a vocabulary for discussing singing
- To document your progress as a vocalist

Course Objectives:
- Discuss how the voice works
- Understand singing basics (i.e. posture, breathing, etc.)
- Sing in groups, as well as alone
- Discover strategies for learning a new song

Assignments:
- Homework
- Preparation of assigned repertoire.
  - Students will be assigned three pieces throughout the semester. The first two will be learned as a group. The third song will be performed as a solo and must be memorized. You may pick any song from the textbook. Your song choice must be approved by the instructor. This performance will be your final.
- Critique of a live performance.
  - Students are required to attend one of the approved vocal performances and write a response. The critique should be a minimum of two pages, double spaced. A rubric will be provided. You must attach the program/ticket from the performance to your critique.
- Journal
  - Students will write short responses to videos assigned at the beginning of the week (usually 2). The responses should be written in your small notebook and must be at least a paragraph long. Videos will be assigned at the beginning of the week and journals will be due on Friday.

Quizzes and Tests:
- Short quizzes will be given on all reading assignments.
- There will be two tests on material covered in class and in the textbook.

Expectations:
- Cell phones silenced and put away.
- Prepare and practice repertoire and vocal exercises outside of class.
- Complete all assignments.
- Come to class! Be on time and be prepared.
- Be professional. This includes treating your classmates with respect, especially in regards to performances. Rude, hurtful, or negative comments will not be tolerated.
- Dress appropriately for performances. We will have a short discussion on this topic in class.

Grading:

Homework (45 pts)
Journals (60 pts)
Critique (70 pts)
Quizzes (45 pts)
Tests (100 pts)
Group Performance (130 pts)
Final Performance (150 pts)
Total: 600 pts

Grading Scale
A = 93-100 A- = 90-92
B+ = 87-89 B = 83-86 B- = 80-82
C+ = 77-79 C = 73-76 C- = 70-72
D+ = 67-69 D = 63-66 D- = 60-62
F = Below 60

Disabilities
Students with disabilities may request reasonable modifications by contacting the instructor. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult http://www.umt.edu/disability.

Academic Misconduct
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review at http://www.umt.edu/vpsa/policies/student_conduct.php.