

MUS 1514
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Fall 2012

Introduction to Performance Study
Prof. Robert Baker
Music Office: 202-994-6245
Studio B-143

Course Description

Introduction to Performance Study in voice will include individual instruction in vocal technique, performance preparation and basic musicianship skills that will foster independent and self-motivated learners. This course is also the introduction for the performance study curriculum at GW. It will begin the student's critical understanding that the act of performance includes technical understanding of the embodiment of sound production as well as the internalization of meanings of repertoires.

Course Objectives

Music 1514 is designed to build on the foundation of the student's prior work, emphasizing increased independence in making technical and musical decisions, building mastery of technique, and broadening exposure to a variety of musical styles and traditions. Lesson content is individually determined, with repertoire selected to achieve the aforementioned goals. Students will develop their skills at matching such choices to the general musical intent of the repertoire, and begin to develop their abilities to conceive and execute increasingly nuanced interpretations.

Expected Learning Outcomes

On completing study at the 1500 level in this area students will be able to:

1. Musicianship
 - Begin to display and use practical musicianship skills in vocal sight-reading
 - Begin to Understand printed markings, regardless of language
2. Technique
 - Begin to understand the physiological basis of vocal production
 - Begin to develop independence in applying technical knowledge to solving problems in performance preparation
3. Repertoire
 - Sing a variety of literature and styles, as assigned, with an emphasis on developing stylistic awareness and fluency
 - Perform repertoire from at least 2 styles/or periods
4. Research/Writing
 - Attend performances as assigned and write responses that relate to their performance study
 - Read, listen and do research that demonstrates a basic ability to synthesize information and supports their understanding of performance and its reception
5. Performance
 - Demonstrates a beginning understanding of vocal technique
 - Begin to inform performance with knowledge of period style, musical affect and performance practice that at this level leads to individual expression.
6. Critical Understanding
 - Articulate performance choices that demonstrate a beginning understanding of historical context.
 - Speak with a basic ability to synthesize information about performance choices.

Attendance

- Lessons per semester ~ 13
- The Department of Music is not obligated to schedule make-up lessons for those missed due to student non-attendance (including illness, vacation, etc.).
- In the event of instructor cancellation, a make-up date will be scheduled.
- If a student registers after the first (or second) scheduled lesson, that lesson (or lessons) will not be taught, nor count against the student's grade or attendance.
- An instructor may substitute one instructor-led event for a lesson, such as a studio recital or workshop.

Requirements

- Attendance at Performances
 - One professional (non-GW) performance
 - 4 GW recitals/performances (3 vocal, one other, ie. orchestra/band/piano/chamber, etc.)
- Attend ½ hour of coaching to prepare for the studio recital/workshop
- Attend and perform for the studio recital/workshop
- Listening assignment - Write a critique of 1-2 pages. You will be given specific guidelines for this assignment.
- 4 readings as assigned throughout the semester
- Notebook - Keep your music, handouts, etc in a 3 ring binder. Have two copies of your music at your lessons and coachings.
- Studio Recital - **Sunday, November 11, 1-3 pm** 2 songs by memory

Grading

- All students will be graded on lesson attendance, preparation and completion of supplementary assignments such as concert attendance, listening and reading.
- At the 1500 level 100% of the grade is assigned by the studio teacher
 - Lessons = 75%
 - Each lesson is graded. The lowest grade is discarded and the other 12 grades are averaged for this part of the grade.
 - Assignments = 15%
 - Studio Recital = 10%

Only students who made truly excellent progress will receive A's. To earn an A in this studio, you must engage in the study of voice at both the technical and intellectual levels. Your success is directly related to the quantity and quality of your preparation each week, your willingness to experiment, take risks, and use your imagination to achieve the most expressive musical outcome possible. **Students are expected to practice daily for a minimum time equivalent to their lesson length.**

Lesson Protocol and Progress

Students may take Music 1514, Introduction to Performance Study for 2 semesters. To advance to MUS 2014, Intermediate Performance Study, you must have the recommendation of your performance study instructor and have maintained a B or better average in performance study, and pass the performance exam

University Policy on Religious Holidays:

1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance;
2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations;
3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

ACADEMIC INTEGRITY

I personally support the GW Code of Academic Integrity. It states: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For the remainder of the code, see: <http://www.gwu.edu/~ntegrity/code.html>

SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

DISABILITY SUPPORT SERVICES (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to:

<http://gwired.gwu.edu/dss/>

UNIVERSITY COUNSELING CENTER (UCC) 202-994-5300

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:

- crisis and emergency mental health consultations
- confidential assessment, counseling services (individual and small group), and referrals

<http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>

SECURITY

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

Resources

- For questions about departmental requirements, majoring or minoring in Music, credit and curriculum issues: Schedule an appointment with a full-time Music faculty member, details on hours are on the bulletin board outside the office. **The earlier you seek guidance on a possible major or minor, the more likely the requirements can be integrated with your other studies.**
- General assistance: Department office staff Joshua and Megan can help with *anything*.
- Gelman Library: Check out the collection of CDs and music. Listening is a wonderful way to improve your aural skills.
- You are in the middle of a very artistic city. The department office sends emails with performance announcements to the student listserve; student discounts are frequently available. Check the bulletin boards and office doors throughout the department for concert announcements. Most Smithsonian museums offer concert series, as does the Library of Congress.
- All communication from your performance instructor and the music department is through your GW email account. Please plan on checking this account regularly and responding promptly.

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Fall 2012

Intermediate Performance Study
Prof. Robert Baker
Music Office: 202-994-6245
Studio: 202-994-9043

Prerequisites:

Private study at the 1500 level
Approval of performance exam committee

Course Description

Intermediate Performance Study in voice will include individual instruction in vocal technique, performance preparation and musicianship skills that will develop independent and self-motivated learners. This course will develop the students' ability to demonstrate intelligibility, craft, informed expression and a commitment to independent inquiry in creating or performing music. It will deepen the student's critical understanding that the act of performance includes technical understanding of the embodiment of sound production as well as the internalization of meanings of repertoires.

Course Objectives

Music 2014 is designed to build on the foundation of the student's prior work, emphasizing increased independence in making technical and musical decisions, building mastery of technique, and broadening exposure to and engagement with a variety of musical styles and traditions. Lesson content is individually determined, with repertoire selected to achieve the aforementioned goals. Students will develop their skills at matching such choices to the general musical intent of the repertoire, and continue to develop their abilities to conceive and execute increasingly nuanced interpretations. The students will also be able to demonstrate a deepening ability to articulate and defend those choices. The course will also support and be connected to the students' participation in a music department select ensemble.

Expected Learning Outcomes

On completing study at the 2000 level in this area students will be able to:

Musicianship

Develop the skills to read and interpret increasingly complex musical idioms.
Develop a more sophisticated and nuanced understanding of all aspects of the printed score

Technique

Begin to internalize vocal technique through a developing independence in practice.
Begin to demonstrate independence in applying technical knowledge to solving problems in performance preparation

Repertoire

Sing a variety of literature and styles, as assigned, with demonstrable stylistic awareness and fluency
Perform repertoire from at least two styles/affects and two periods

Research/Writing

Evaluate performances as assigned and write responses that relate to their performance study
Read, listen and do research that demonstrates a deepening ability to synthesize information and that supports their understanding of performance and its reception

Performance

Demonstrates an understanding of vocal technique through extended singing of works with virtuosic passages
Informs performance with knowledge of period style, musical affect and performance practice that at this level leads to individual expression.

Critical Understanding

Articulate performance choices that demonstrate deepening understanding of historical context.

Speak with a clarity that demonstrates a synthesis of information about performance choices.

Attendance

Lessons per semester = 13

Faculty are not obligated to schedule make-up lessons for those missed due to student absences, either excused or unexcused, (including illness, vacation, etc.). Excused absences can include religious holidays, poor health, (with a note from the health center or other medical professional), family emergency, or other events determined in advance by the faculty. There will be no negative impact on a student's grade for excused absences.

In the event of instructor cancellation, a make-up date will be scheduled.

Faculty and students should agree upon the best means of communicating attendance information.

If a student registers after the first (or second) scheduled lesson, that lesson (or lessons) will not be taught, nor count against the student's grade or attendance.

An instructor may substitute one instructor-led event for a lesson, such as a studio recital or workshop.

Unexcused absences will effect a semester grade in the following manner:

- One unexcused absence - the impact on the semester final grade will be at the discretion of the instructor.
- Two unexcused absences - the grade will be lowered by one full grade (ex. from A to B)
- Each subsequent absence - lowers the grade one incremental step (ex. from B to B-)

Assignments

Weekly lesson preparation

Attendance at performances

One professional (non-GW) performance

One Yeskel performance

4 GW recitals/performances (3 vocal, one other: orchestra/band/piano/chamber, etc.)

Co-enrolled in an ensemble as assigned

Attend coachings as assigned to prepare for the studio recital/workshop, performance exam and performances.

Attend and perform for the studio recital/workshop

Listening assignments

Write a critique of an assigned piece. You will be given specific guidelines for these assignments.

Read articles assigned bi-weekly to support technical and critical understanding of performance study.

Performance Exam - At the end of the semester you will sing 3 songs from your repertoire and be prepared to answer questions about that repertoire and sight-read for the performance exam committee. **Tuesday, December 18**

Studio Recital - **Sunday, November 11, 1-3 pm**

2 songs by memory

Notebook - Keep your music, handouts, etc in a 3 ring binder. Have two copies of your music at your lessons and coachings.

Grading

All students will be graded on lesson attendance, preparation and completion of supplementary assignments such as concert attendance, listening and reading.

At the 2000 level the grade is assigned as follows:

- 55% Studio teacher
- 20% Ensemble
- 25% Performance exam
- at each lesson a grade will be assigned based on your continuing technical work and repertoire assigned (50% of the weekly grade)
- also factored into each weeks grade will be the assignment for the week, i.e., listening/reading/studio recital, etc. (50% of the weekly grade)

The ensemble grade is given by the ensemble director/coach directly to the DPS and studio teacher, regardless if the student is or is not registered for that ensemble. That grade is an assessment of the students' level of performance and leadership in the ensemble as it relates to the rigor of performance study at the intermediate level.

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