



MUSI 169 - Men's Chorale Course Outline

Approval Date:

Effective Date: 08/11/2014

SECTION A

Unique ID Number

Discipline(s) Music

Division Arts and Humanities

Subject Area Music

Subject Code MUSI

Course Number 169

Course Title Men's Chorale

TOP Code/SAM Code 1004.00 - Music, General / -

Rationale for adding this course to the curriculum Currently there is no male chorus available to our expanding enrollment of men in the vocal department. This course will address that lack in the curriculum.

Units 1

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 9.00

Lab 27.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 18.00

Total Contact Hours 36

Total Student Hours 54

Open Entry/Open Exit No

Maximum Enrollment 30

Grading Option Letter Grade or P/NP

**Distance Education Mode
of Instruction**

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description A choral group that studies, rehearses, and performs music from the men's choral repertoire dating from medieval through contemporary musical periods and styles. Concerts are performed on campus, as well as on occasional off-campus venues.

Schedule Description

SECTION D

Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended:** *None*

1d. **Limitation on Enrollment**

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SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Sing musically and with authority in a male ensemble setting, exhibiting pitch, rhythmic, intonation and resonance-blending accuracy.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Sing individual melodic line with proper pitch and rhythmic accuracy.
- B. Sing basic harmonies with proper intonation.
- C. Sing with a variety of tonal resonance in the male voice, focusing on balance and blend of harmonies.
- D. Adjust resonance and intonation to balance other men's voices.
- E. Sing and work cooperatively in a variety of group settings.
- F. Demonstrate sight-singing skills in basic repertoire with emphasis on pitch, rhythm, articulation, and language diction.
- G. Sing with technical accuracy in rehearsal and performance utilizing proper musical phrasing, articulation, and expressive markings.
- H. Perform in a standard choral sectional and mixed formation.
- I. Perform with attention to presentation of text through all performing modes: aural, visual and kinesthetic.

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3. Course Content

I. Basic Vocal Technique

- A. Alignment (posture), breath management
- B. Laryngeal position and vocal tract release
- C. Resonance and overtone structure in men's voices
- D. Vowel integrity for accurate intonation and blend in men's voices
- E. Freedom of movable articulatory structures, unified consonant placement

II. Basic Musical Skills

- A. Notation
- B. Pitch accuracy
- C. Rhythmic accuracy
- D. Chordal harmonies
- E. Sight singing
- F. Dynamics, expression, musical phrasing
- G. Tempo
- H. Diction accuracy
 - 1. Variety of languages
 - a. English
 - b. French
 - c. German
 - d. Italian
 - e. Latin
 - f. Spanish

III. Group structure

- A. Interpretation and presentation
- B. Balance--resonance within section and full group
- C. Blend--resonance with section and full group
- D. Unified consonant placement and vowel integrity
- E. Learning to sing in a standard sectional and mixed position
- F. Large male chorus and small male ensemble setting
- G. Accompanied and "a cappella" singing

IV. Repertoire

- A. Men's choral music of various musical periods.
 - 1. Medieval
 - 2. Renaissance
 - 3. Baroque
 - 4. Classical
 - 5. Romantic
 - 6. Impressionistic
 - 7. 21st century
- B. Harmonic texture
 - 1. Monophonic
 - 2. Homophonic
 - 3. Polyphonic
- C. Awareness of historical style and presentation
- D. Languages appropriate for repertoire
 - 1. English
 - 2. French
 - 3. Italian
 - 4. Latin
 - 5. German
 - 6. Spanish

4. Methods of Instruction:

Critique: Individual, sectional, group

Lab: Sectional rehearsal

Lecture: Audio & online-enhanced

Observation and Demonstration: Instructor, student and audio demonstrations

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Sing individually and in sections for aural evaluation

Oral Presentation -- Individual, sectional and full group singing and diction evaluation

Group Projects -- Work collaborately in sections

Class Work -- Score preparation and evaluated sectional, full group rehearsal

Home Work -- Prepare notation and language and practice

Class Performance -- Singing individually, sections, full group

Final Public Performance -- Main Theater in PAC

Additional assessment information:

1) Students are evaluated at each class meeting on their individual skills development, commitment and contributions to the chorale.

2) Accurate musical and text performance is a major component of this course in which students prepare and perform aurally evaluated repertoire in on- and off-campus performances.

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Reading of selected sheet music plus handouts and articles on diction and musical background information.

For example:

1. Read notation from the a capella (TTBB) piece "It Takes a Village" by Joan Szymko.

2. Read translation for the American Indian set of four songs, "Solstice" by Tim Sarsany.

B. Writing Assignments

Focusing on the clarity of pronunciation of the singing languages, the understanding of the subtext within the text, and the development of musical skills.

For example:

1. Transcribe in IPA (International Phonetic Alphabet) the Latin text from "Exsultate justi in Domino" by Brant Adams.

2. Write a translation for the German text of the Franz Schubert song, "Du bist die Ruh".

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Tharaldson, Timothy Jon

Title: Red River Valley

Publisher: Santa Barbara Music Publishing, Inc

Date of Publication: 2009

Edition:

Book #2:

Author: Snyder, Timothy
Title: Shine
Publisher: Santa Barbara Music Publishing, Inc
Date of Publication: 2012
Edition:

B. Other required materials/supplies.

- Selected sheet music, folder and performance attire.