

COURSE SLO ASSESSMENT REPORT, SCC

Department: Performing Arts / Music Course: MUS121 - Beginning Voice

Year: 2012 Semester: Fall

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>1- Students with no previous class voice experience will acquire/perform the following: Sing a major scale ascending and descending and the following intervals from a given pitch: M3-Asc; P4-Asc; P5-Asc; M6-Asc; and Oct-Asc; a cappella</p> <p>2- Sing 3 solo songs in English</p>	<p>A pretest was done at the second weeks of class. This pre-test has two sections: Theory (SLO1) and Performance (SLO2).</p> <p>The score of the Pretest will be compared with the Final-test to measure Student's growth. The structure of the Final-test is similar to the Pre-test. It has two sections: Theory and Performance. The Theory section included question in SLO1. The Performance section is graded following the Evaluation-Criteria listed in the syllabus. Please see syllabus attached</p>	<p><u>Pre-test</u> 32 students took the pre-test. The average score was 0%</p> <p><u>Post-Test</u> 16 students took the post-test. The average score was 86%</p> <p>*Students are encouraged to bring in solo songs which they would like to receive vocal coaching in vocal and performance technique. Several students who learned their songs quickly and performed them well were awarded the opportunity having their songs included in a television studio recording and a live performance showcase.</p>	<p><u>SLO1:</u> Most students would learn to sing the major scale ascending and descending with intervals specified in SLO 1 with ease by the end of the semester.</p> <p><u>SLO2:</u> *Students had to learn a total of five songs. They also acquired two performance experiences. One is a Television studio recording and the other is a live showcase at SCC.</p> <p><u>Addition (Bonus) Learning Outcome Opportunity:</u> * The Television studio recording proved to be a valuable learning opportunity rarely available for College students. The performing</p>	<p>*Continue to teach SLO#1</p> <p>*Continue to assign solo songs</p> <p>*Continue to assign chorus style songs to enable students to benefit from corporate performance. The beginning singers can lean on and experience rapid growth while singing next to more advanced singer.</p> <p>*Continue to secure one television studio recording in each semester in addition to one life showcase performance on campus</p>

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		<p>*In addition to solo repertoire, students were also assigned songs from the chorus repertoire where students will experience rapid growth while singing next to more advanced singers</p> <p>*MUS121 is part of the combo class, in which MUS121, MUS 122, MUS 123 and MUS124 are taught in the same period.</p>	<p>techniques required for a television recording sessions are completely different than that of a live performance. Students were introduced to all TV studio recording practices: from rehearsal at the studio, recording schedule, stage makeup and performing with professional TV cameras and equipments.</p> <p>*There are two conductors who lead the student choir in performances. The two different styles, yet of a similar and high musical caliber, exposed students to the very core nature of the performing arts.</p> <p>*Students also had an opportunity to sing one song with the Ngan Khoi Community Chorus. This enabled the students to experience the “psychological and musical powers of the mass” when they sang in a choir with 60</p>	
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			singers.	
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Santiago Canyon College Fall, 2012 Music 121- 63189, Beginning Voice	Division: Arts, Humanities & Social Sciences Mon. 5:00pm – 7:05pm
Office: D 203-2. (SCC),	
OFFICE HOURS: T 3:00pm-5:00pm W 1:00pm-4:00pm - Conferences are by appointment only	

Vocal Technique – 121

CATALOG ENTRY/DESCRIPTION

- Music 121, Beginning Voice. Units 1.
- Class hours: 1 lecture, 1 laboratory.
- Prerequisite: None.
- Advisory prerequisite: Level 2. Group instruction designed to develop beginning principles of solo and choral vocal production, diction, breath control and posture.
- Vocal analysis of each student emphasized. Practice outside of class required.
- Song literature matched to student level. Designed for both music majors and non-music majors.

REQUIRED TEXT

Stanton, Royal. Steps to Singing for Class Voice. 3rd edition. Belmont, CA: Wadsworth Publishing Co., 1983.

OTHER MATERIALS

Handouts from instructor. CD of vocal exercises and song accompaniments available

PURPOSE

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- To provide beginning vocal class instruction for students beyond entry level proficiency.
- To provide a review and further presentation of vocal techniques necessary for more mature vocal development.
- To provide students the opportunity to sing vocal literature.
- To provide for music majors and non-majors the type of vocal instruction, which will implement and support other courses in music.

COURSE CONTENT

- Lecture and demonstration of principles presented in the text.
- Rehearsal of students in tonal production, through the use of vocal exercises, which build the vocal instrument.
- Singing, as a group, songs chosen to develop techniques presented in class.
- Individual performances in front of the class, with critique from instructor.
- Limited individual instruction.
- Class analysis of peer performances and group discussion.
- Critical listening to a live solo vocal or choral concert outside of class and writing a critique of the concert.
- Video tapes on the voice, shown when available.

EVALUATION

- Each student must attend one choral or vocal concert/recital, participate in Performing Arts Department (PAD) Showcase and complete the requirements listed below.
- Performing Arts Department (PAD) Showcase
 - Date Saturday December 8th, 2012
 - Call Time 10:00am
 - Concert time 1:00pm
- **Final Grade calculation**

Concert report	5 points
PAD Showcase performance	30 points
Class discussion/attendance	15 points

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**Final sung exam	50 points
(any 121 songs memorized)	<hr/>
—	100 points

** Based on:	
Vowel enunciation	10 points
Consonant articulation	10 points
Vocal production	10 points
Pitch	10 points
Memorization of song literature	<u>10 points</u>
	50 points

GRADING SCALE

90 - 100 points = A
80 - 89 points = B
70 - 79 points = C
60 - 69 points = D
0 - 59 points = F

PARTICIPATION AND ABSENCE POLICY

SCC Policy, Catalog p.98, “It is the student’s responsibility to withdraw officially from a course. However, because of enrollment demand a student may be dropped by the instructor for non-attendance.”

***** After three absences, each additional occurrence will lower student one letter grade. ****

ACCOMMODATIONS FOR DISABILITIES

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Students with verifiable disabilities who want to request academic accommodation are responsible for notifying their instructor and Disabled Students Programs and Services as early as possible in the semester. To arrange for accommodations, contact DSPS 714-628-4862, 714-639-9742 deaf students or the DSPS Center E-105.

STUDENT CODE OF CONDUCT STANDARD - BP5201

SCC Policy, Catalog pp. 25 and 26, “In compliance with the California Education Code (Section see listed) Administrative Code, Title V. Students enrolling in district educational programs assume an obligation to obey and recognize the need for a clear standard of behavior on campus and at district activities.” A professor has the authority to remove a student from class ..., and shall report all such action to the academic dean of the appropriate division and to the Dean of Student Affairs or designee.

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SCC Vocal Technique Class

Vocal Technique observation Chart

Words	
Rhythm	
Melody	
Phrasal – Breathing	
Phrasal – Diction (Vowels & Consonance)	
Phrasal – Shape of musical phrases	

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	Rhetorical – Structural Formation of the Hymns	
	Expression – Articulation	
	Expression – Body Language *Breath *Posture *Non-verbal Communication	
	Delivery – Message	
	Delivery – Focus / Conviction	
	Interferences	