COMMON COURSE OUTLINE: Course discipline/number/title: MUSC 1421: Beginning Class Voice

A. CATALOG DESCRIPTION
   1. Credits: 3
   2. Hours/Week: 3
   3. Prerequisites (Course discipline/number): None
   4. Co-requisites (Course discipline/number): None

   Group instruction in the fundamentals of correct vocal production, breathing, breath management, posture, vocal health and stage presence. This class should be special interest to students who are interested in experience in creating music with the art of singing at any level as it will give them the opportunity for greater understanding and development of their voices.

B. DATE LAST REVISED (Month, year): December, 2014

C. OUTLINE OF MAJOR CONTENT AREAS:
   1. Anatomy of the voice
   2. Breathing and breath support
   3. Tone and Resonance
   4. Vowel and Consonant formation
   5. Sight Singing
   6. Music performance and repertoire development

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
   1. Listen to feedback from both the instructor and from peer performers.
   2. Learn the aspects of critiquing and will communicate information to their peers in a way that encourages.
   3. Learn to evaluate and accept comments about their vocal technique, and apply them to improve their performance.
   4. Read material regarding vocal anatomy and technique, expression, and repertoire selection.
   5. Use critical thinking to apply concepts of music expression to apply to experiences in situations outside the class such as choral and solo singing.
   6. Hear and respond in a respectful manner to their peers’ and other artists’ creative interpretations.
   7. Use quantitative reasoning to analyze music that they will sing in terms of phrasing of music and other music skills as it applies to breath control and support.
   8. Practice and prepare music repertoire for performance and peer critiquing.

E. LEARNING OUTCOMES (MNTC):
   Goal 2/Critical Thinking: The student will be able to:
   1. Gather factual information and apply it to a given problem in a manner that is relevant, clear comprehensive, and conscious of possible bias in the information selected.
   2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
   3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
   4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

   Goal 6/The Humanities—the Arts, Literature, and Philosophy: The student will be able to:
   1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
   2. Understand those works as expressions of individual and human values within a historical and social context.
   3. Respond critically to works in the arts and humanities.
   4. Engage in the creative process or interpretive performance.
   5. Articulate an informed personal reaction to works in the arts and humanities.
F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Projects
2. Presentations
3. Portfolio

G. RCTC CORE OUTCOME(S) ADDRESSED:
   - Communication
   - Critical Thinking
   - Global Awareness/Diversity
   - Civic Responsibility
   - Personal/Professional Accountability
   - Aesthetic Response

H. SPECIAL INFORMATION (if any): None