EASTERN ARIZONA COLLEGE
Private Voice III
Course Design
2018-2019

Course Information
Division: Fine Arts
Course Number: MUS 162
Title: Private Voice III
Credits: 1
Developed by: Bruce Bishop
Lecture/Lab Ratio: 0 Lecture/2 Lab

<table>
<thead>
<tr>
<th>Transfer Status</th>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
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<td>MUP 121 (1) MUP 111 &amp; Elective Credit</td>
<td>MUP 111</td>
<td>MUS Dept Elective</td>
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Activity Course: Yes
CIP Code: 50.0900
Assessment Mode: Portfolio
Semester Taught: Upon Request
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No
Diversity and Inclusion Course: No

Prerequisites
None

Educational Value
A. To General Education
   1. Development of talent, appreciation of music and fine art in general, and enriches knowledge of general history and fine arts.
B. To Major/Program
   1. To provide lower division private lessons for transfer voice majors and students with a minor in music.
C. Other
   1. To give students insight into technical problems involved in producing a high quality singing voice.
   2. Knowledge of vocal literature enriches the study of history and other fine arts.

Description
Continuation of MUS 161. A private lesson course fee is required.
Supplies
Three-ring binder

Competencies and Performance Standards

1. Sing by sight reading method.

   Learning objectives
   What you will learn as you master the competency:
   a. Memorize names of all notes—treble and bass clef.
   b. Identify each musical interval by associating with one song title.
   c. Classify all musical intervals within an octave by listening method.
   d. List all musical intervals within an octave by written method.
   e. Identify verbally each musical interval as you sight read a single line, slow speed.
   f. Sight read a single line by using Solfege, 1-3-5 method, or on "la."
   g. Memorize and recite all major triads.

   Performance Standards
   Competence will be demonstrated:
   o in written and oral examinations

   Performance will be satisfactory when:
   o learner demonstrates by visual and written examination correct knowledge of all notes—treble and bass clef
   o learner identifies all musical intervals
   o learner classifies all musical intervals
   o learner correctly identifies each interval in a single line
   o learner demonstrates proficiency in sight singing a single line on "la," 1-3-5 or Solfege methods
   o learner successfully lists on written and timed exams all major triads

2. Sing in tune.

   Learning objectives
   What you will learn as you master the competency:
   a. Sing back on "la" exact single pitch, as played on a piano, within an octave, slow speed.
   b. Sing back on "la" the exact single pitch, as played on a piano, within an octave, increasing speed.
   c. Sing back on "la" the exact single pitch, as played on a piano, expanding range high and low, slowly.
   d. Sing back on "la" the exact single pitch, as played on a piano, expanding range high and low, increasing speed (student is to sing back pitch as fast as he/she hears it).
   e. Expand by using tonal memory pitch recall exercises, and singing back groups of two, three, and four pitches, expanding finally to seven note groups, precisely in tune.

   Performance Standards
   Competence will be demonstrated:
   o in class exercises
   o in performance
Performance will be satisfactory when:

- learner sings back on "la" the exact single pitch
- learner expands by using tonal memory

Types of Instruction
Individualized/Independent Study

Grading Information
Grading Rationale
25% Recital
25% Jury
50% Studio Attendance/Performance

Grading Scale
A   100-90%
B   89-80%
C   79-70%
D   69-60%
F   59% and below