Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

College: Arts and Humanities
Department: Theatre and Dance
Program: CIP #
Type of Change: COURSE PROPOSALS
Proposed: New Course
Title Current: Singing for Actors
Title Proposed: Singing for Actors
24-Char. Abbrev: THEA 212

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
Study and exercises to prepare actors to sing for the musical theatre with the focus on competence and musicianship.

Rationale or Justification for change:
See Attached

***For General Education or Cultural Diversity Courses Only***

General Education Course:

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<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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1 For Writing Intensive Courses, attach a description of the kind and quantity of writing.
2 For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

Cultural Diversity Course:

(Please check one.)

- Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States society.)
- Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

***For New Courses***

(Check all that apply.)

Instructional Type: Lecture Lab
Grading Format: Grade P/N

Course will be offered:
Fall Semester
Spring Semester
Summer Session

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.

Revised September 2002
<table>
<thead>
<tr>
<th>Committee</th>
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<tr>
<td><strong>Department</strong></td>
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<td><strong>College Curriculum Committee</strong></td>
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<tr>
<td><strong>College Dean</strong></td>
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<td><strong>General Education Subcommittee</strong></td>
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<td><strong>Undergraduate Curriculum and Academic Policy Committee</strong></td>
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<td><strong>Faculty Association Graduate Committee</strong></td>
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<td><strong>Graduate Dean</strong></td>
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<td><strong>Academic Affairs Council</strong></td>
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<td><strong>Senior Vice President and Vice President for Academic Affairs</strong></td>
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**Comments:**

**Revised September 2002**
DEPARTMENT OF THEATRE AND DANCE
New Course Proposal

THEA 212 Singing for Actors

Rationale: Our department specializes in producing musical theatre. While we currently teach a class in this (THEA 411), we have found that most students are lacking the fundamental singing skills to make an advanced class worthwhile. This proposed class, which may become a prerequisite to THEA 411 will give the student skills necessary for both performance and further study.

a. Syllabus: see attached

b. Learning Outcomes: see syllabus

c. Resources: A room with a piano—just like all classrooms in the Performing Arts Center.

d. Staffing: We will hire an adjunct to teach this course.

e. Staffing: The teaching of this course will not necessitate an increase in staffing.
Title: Singing for Actors
Room: PAC 110
Office: PA 232
E-Mail: Stephen.Bomgardner@mnsu.edu

Course Objectives
- To develop knowledge of vocal production, as well as the general fundamentals of music as they relate to performance
- To develop an understanding of physical health as it relates to maintaining a healthy voice
- To develop knowledge of the physical aspects of performance such as:
  - breath support
  - tone production
  - posture
  - projection
  - diction
- To demonstrate the above knowledge in multiple classroom performances
- To develop and demonstrate musicianship and musical understanding
- To develop knowledge of the standard repertoire of the voice from the past and present, focusing primarily on musical theater
- To acquire knowledge of the major performers of the voice from the past and present

Institutional Materials
* The Singers Musical Theatre Anthology, (soprano; mezzo/belter; tenor; baritone/bass; duets)
* Musical Theater Classics, (soprano; mezzo/belter; tenor; baritone/bass)
* Recordings from the MSU Music Library
* “Guidelines for Vocal Hygiene” (Massachusetts General Hospital)
* Vocal Health and Pedagogy, Robert Sataloff
* “Belting 101”, series of articles from the Journal of Singing
INSTRUCTIONAL STRATEGIES
To achieve instructional objectives faculty employ a combination of instructional methods. This may include, but are not limited to, the following:
- group singing
- individual class performance
- private tutoring and coaching
- attendance at voice related concerts
- listening assignments

ATTENDANCE
Please inform Dr. Bomgardner of an absence on the day of the absence. Any absences not reported on the day of the absence will be considered unexcused. You may leave a message for me on my office answering machine or you may send me e-mail.

PRACTICE
Although the grade is primarily based on competence and achievement, regularly scheduled practice time is essential for significant musical advancement. It is recommended that students practice at least three times a week for a minimum of one hour.

ASSIGMENTS
Each class meeting will begin with a warm-up. Songs will be learned together as a class, and then each individual will perform alone for their grade. For the final exam, students will choose two songs from a group of songs and both songs will be performed from memory.

GRADING
Grading is competency based and includes the following factors:
- Active participation in singing during class
- Demonstrated knowledge of vocal development and production through improved performance
- Memorization of final songs
- Concert project
- Listening project
- Attendance in class

CONCERT PROJECT
You are required to attend two MSU vocal concerts over the course of the semester and write a brief review (2-3 pages). Any Music department vocal concert or Theater department musical production will count. If you would like to use an outside event (Minnesota Opera or a touring Broadway musical), you need to get advanced permission from the instructor.

In the review you will discuss the vocal production of the performers and their musical interpretation based upon your work in class. Issues to address: breathing, tone placement, tone quality, diction, musicianship, commitment to the performance.
LISTENING PROJECT
You are required to listen to a selection of musical theater recordings (list to be determined from the available selections in the MSU Music Library). With each selection you will notate the range and tessitura of each song, the voice type that sings this song, and what vocal issues might be faced by the singer when learning and performing this song.

SCHEDULE (subject to change)
Week 1  Introduction_Listening to singers
Week 2  Broad overview of vocal technique/Maintaining vocal health/Learning a song
Week 3  Private coachings w/Dr. Bomgardner to assess vocal potential and individual concerns
Week 4  Breathing/Song 1
Week 5  Posture and Physical stance/Song 2
Week 6  Tone Placement/Song 3
Week 7  Diction and Projection/Song 4
Week 8  Private coachings w/Dr. Bomgardner on memorized songs for final exam
Week 9  Continue private coachings
Week 10 Continue private coachings
Week 11 Continue private coachings
Week 12 Performance of memorized songs
Week 13 Performance of memorized songs/Thanksgiving
Week 14 Theatrics of Singing/Issues to be faced when singing on-stage
Week 15 Concert reviews and listening projects due
24 March 2004

To whom it may concern:

I have read the proposal from Theatre and Dance for a new course, Singing for Actors. I have spoken with Dr. Hustoles, the Theatre Chair, about the course, and with our music faculty. We all agree that the course is an appropriate offering for theatre. The course content is geared specifically toward that department’s needs, and does not duplicate any of our offerings. The instructors for the course will be paid by the Theatre Department, and so the course will not put any demands on this department’s budget.

I support this proposal from the Department of Theatre and Dance.

John E. Lindberg

Chair, Department of Music