Fall 9-1-2005

**MUS 342.01: Vocal Repertoire I**

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Text: SONG: A guide to style and literature…….Carol Kimball

Course Objectives: This is part one of a survey course of classical song literature. It is intended to acquaint you with some of the major composers of German and British art song, as well as some of their important works. You should also begin to develop an understanding of style. Discussion of programming song recitals.

Course Activities: Reading about and listening to various composers and styles. Performance of two songs for each individual. There will be a paper, a mid-term, a group project and a final exam.

Grading: 

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Song Assignments</td>
<td>15%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Homework</td>
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<td>Group Project</td>
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<tr>
<td>Paper</td>
<td>20%</td>
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<td>Final</td>
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Song Assignments: You will choose one song by a British composer, and one by a German. You will perform these for the class for a grade. Grade will be based on correctness, musicality and expressiveness, and on verbal presentation of information about the song – about the composer, the translation, context of the piece (is it part of a cycle or group? Circumstances in which it was written)

Final Exam: 3:20 -5:20 p.m. Tuesday, December 13

Paper: Due Tues. Nov 15

Make a recital program for yourself. For at least one group, use German song. Plan on 45-50 minutes worth of music, and include timings for each piece or group. (Check recordings). You may include one operatic aria. The writing needs to be formal: correct grammar and spelling, complete sentences, and avoid slang. 

1 - Discuss this in terms of program planning:
What is there to give structure? (groups or cycles by one composer, groups related by subject or story line; even one that you are inventing)
What is there to give variety? [difference in mood and in sonority, period and style – key, tempo, rhythm, harmonic structure, texture of accompaniment (thick chord structure or transparent? One instrument or several?) ]

2 - Discuss this program in terms of its vocal demands:
First, describe your voice – what does it do well? What kinds of phrases and ranges does it ‘like’? What is more of a challenge for you? How does your program fit this? Where did you put your easiest and most difficult pieces in the program? Why?

3 - The third element of this paper should be written program notes: translations, information about the composer and the pieces being performed.
MUSIC 343 VOCAL REPERTOIRE II T-R 12:10-1:00

Professor: Anne Basinski  Music Rm. 10  243-5192

Texts:  SONG: A guide to style and literature…….Carol Kimball
       The Interpretation of French Song……….Pierre Bernac

Course Objectives: This part two of the survey course of classical song literature. It is intended to acquaint you with some of the major composers of American and French art song, as well as some of their important works. You will continue to develop your understanding of style.

Course Activities: Reading about and listening to various composers and styles. Performance of two songs for each individual. There will be a paper, a mid-term, a group presentation, and a final exam.

Grading:                    Song Assignments  15%
                             Midterm          15%
                             Homework (points docked if late) 15%
                             Group project  15%
                             Paper         20%
                             Final        20%

Song Assignments: You will choose one song by an American composer, and one by a French composer. You will perform these for the class for a grade. Grade will be based on correctness, musicality and expressiveness, and on verbal presentation of information about the song – about the composer, the translation, context of the piece (is it part of a cycle or group? Circumstances in which it was written)

Final Exam: 8a.m.-10  Friday, May 14