



## COURSE OUTLINE

Outline Status: Outline Update (ECD 10971); 2009-2010

### Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE

2. **SUBJECT:** MUSIC

3. **COURSE NUMBER:** 414

4. **COURSE TITLE:** ELEMENTARY VOICE IV

5. **UNITS:** 2

6. **CATALOG COURSE DESCRIPTION:**

A continuation of Elementary Voice III with an emphasis on repertoire, musical notation, diction and music industry.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

\*\*A continuation of Elementary Voice III with an emphasis on repertoire, musical notation, diction and music industry.

8. **INITIAL COLLEGE APPROVAL DATE:** before 2000

9. **COURSE OUTLINE UPDATE APPROVAL DATE:** 3/16/10

10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	<b>1</b>	<b>18</b>	<b>1</b>
Lab/Activity (w / homework):	<b>2</b>	<b>36</b>	<b>1</b>
Lab/Activity (w /o homework):	<b>0</b>	<b>0</b>	<b>0</b>
<b>Totals:</b>	Lecture: <b>1</b>	Lecture: <b>18</b>	Lecture: <b>1</b>
	Lab: <b>2</b>	Lab: <b>36</b>	Lab: <b>1</b>
	Total: <b>3</b>	Total: <b>54</b>	Total: <b>2</b>
<i>Totals In Protocol:</i>	Lecture: <b>1</b>	Lecture: <b>18</b>	
	Lab: <b>2</b>	Lab: <b>36</b>	
	Total: <b>3</b>	Total: <b>54</b>	Total: <b>2</b>

**11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:**

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

**PREREQUISITES: No Yes**

	Subject	Number	Course Title	Units	Validation Approval Date
	MUSIC	413	ELEMENTARY VOICE III	2	3/16/10

**COREQUISITES: No**

	Subject	Number	Course Title	Units	Validation Approval Date
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**ADVISORIES: No**

	Subject	Number	Course Title	Units	Validation Approval Date
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**12. OTHER LIMITATIONS ON ENROLLMENT:** (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None
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## Section II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - <b>Lecture:</b> Outline the topics included in the lecture portion of the course ( <i>Outline reflects course description, all topics covered in class</i> ).	Hours per topic	COURSE OBJECTIVES - <b>Lecture:</b> Upon successful completion of this course, the student will be able to..(Use action verbs - see <u>Bloom's Taxonomy</u> for 'action verbs requiring cognitive outcomes.')
1a. Review of IPA	1	1. Apply the International Phonetic Alphabet to French texts from simple art songs.  2. Construct lead sheets for simple songs.  3. Create promotional package for professional use.  4. Assemble a portfolio of appropriate repertoire for one's voice and style.
1b. Review German, Italian and English diction	2	
1c. French Diction	2	
2a. Review musical terms and symbols	1	
2b. Singing from sight	2	
2c. Intro to transcription	2	
2d. Constructing lead sheets	1	
3a. Intro to self promotion	1	
3b. Assembling a press kit	1	
3c. Intro to careers in music education	1	
4a. French art songs	2	
4b. Arias	2	
Total:	18	
Total Hrs In Protocol:	18	

### 1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - <b>Lab:</b> Outline the topics included in the laboratory portion of the course ( <i>Outline reflects course description, all topics covered in class</i> ).	Hours per topic	COURSE OBJECTIVES - <b>Lab:</b> Upon successful completion of this course, the student will be able to..(Use action verbs - see <u>Bloom's Taxonomy</u> for 'action verbs requiring cognitive outcomes.')
1a. Warm up exercises	9	1. Perform an art song or aria.
1b. Choose repertoire with help of instructor		
1c. Repertoire practice		
1d. Final recital evaluation		
2a. Apply IPA to given repertoire	9	2. Demonstrate proper French diction.
2b. Practice French diction		
3a. Sight singing exercises	9	3. Sing simple melodies at sight from standard notation.
4b. Transcription exercises	9	4. Transcribe simple melodies in standard notation.
Total:	36	
Total Hrs In Protocol:	36	

**1. (cont'd) SLO:**

The student will.. <b>(outcome)</b>	As measured by the following method.. <b>(assessment strategy)</b>	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. <b>(results &amp; evaluation)</b>	Recommendations to improve teaching and learning. <b>(modifications)</b>
The student will perform an assigned solo piece with accompaniment in front of a live audience.  SLO REVIEW, GY: 2/16/10	End of semester performance evaluation	Rubric Attached  Expected outcome is that at least 70% of students in Music 414 achieve at least 90% of total points (18)	Fall 2010 or next semester taught	

**Essential Academic Skills: Reading and Communication****2. REQUIRED TEXTS:**

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Simply Singing with CD, Hedley Nosworthy and Peter Summers, 2005

**3. READING ASSIGNMENTS:**

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Reading the text; evaluating live performances based on standards for critiques.

**4. WRITING ASSIGNMENTS:**

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Concert Evaluation Essay: Students are required to attend a live concert during the semester and write a one-page essay of their observations. The concert may be any style of music as long as a vocalist is part of the performance. This includes solo recitals, pop, rock, soul, classical and world music concerts or religious services. The essay should include observations on vocal technique, stage presence, repertoire and diction. Students may also include impressions of the concert (likes/dislikes). The paper should be approximately 500 words, one page.

**Essential Academic Skills: Critical Thinking and Other Course Components**

**5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:**

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Sample assignment: Critically evaluate an operatic vocal performance with regards to vocal technique and role characterization.

**6. SELF-REFLECTIVE LEARNING:**

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

**7. COMPUTER COMPETENCY:**

If applicable, explain how computer competency is included in the course.

**8. INFORMATION COMPETENCY:**

If applicable, explain how information competency is included in the course.

## Evaluation and Instruction

**9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):**

Out of class assignments (Homework) may include, but are not limited to the following:

Sample assignment: Critically evaluate an operatic vocal performance with regards to vocal technique and role characterization.

**10. METHODS OF EVALUATION:**

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Written exams and repertoire performance.

**11. METHODS OF INSTRUCTION:**

Please Check All That Apply

- Discussion**
- Activity**
- Field Experience**
- Independent Study**
- Purposeful Collaboration**
- Other (Please Explain)**

**12. SUPPLIES:**

List the supplies the student must provide.

Tape recorder, two mirrors (full size for posture and small mirror for throat)

**13. DIVERSITY:**

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Repertoire is chosen from a variety of cultures.

**14. SCANS COMPETENCIES:**

(required for all courses with vocational TOP Codes; recommended for all courses)

**SCANS** (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

*RESOURCES*

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

## *INTERPERSONAL*

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

## *INFORMATION*

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

## *SYSTEMS*

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

## *TECHNOLOGY*

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
  
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
  
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

### **Section III: RELATIONSHIP TO COLLEGE PROGRAMS**

**1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes**

a. If yes, the course will be a restricted elective portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

Music AA - Program: 100400 State ID: 02874

**2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

**a. Area Requested: None**

**Approval Date:**

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements.  
[http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

**b. Area Requested: None**

**Approval Date:**

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements.  
[http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

## Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

**1. TRANSFER STATUS:**

a. <b>Transferable to the University of California: Yes</b>  b. <b>UC Approval Date:</b>	c. <b>Transferable to the California State University: Yes</b>  d. <b>College Approval Date: before 2000</b>
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**2. GENERAL EDUCATION FOR TRANSFER:**

<p><b><i>IGETC Certification</i></b></p> <p>a. <b>Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><b><i>CSU Certification</i></b></p> <p>a. <b>Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. <b>2nd Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. <b>2nd Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

**3. MAJOR REQUIREMENT FOR TRANSFER:**

**Will this course be articulated to meet lower division major requirements?:**

**List college/university and the majors:**

**CAN NUMBER:**                      **CAN SEQUENCE #:**

CAN Approval -

Date requested:                      Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** Arts and Humanities
2. **DEPT/DIVISION CODE:** 01
3. **SUBJECT CODE:** 646
4. **SUBJECT ABBREVIATION:** MUSIC
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** ELEMENTARY VOICE 4
7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD:** LETTER GRADE
9. **REPETITIONS:** # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).': **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

**14. COOPERATIVE EDUCATION STATUS:**

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

**15. COURSE CLASSIFICATION: Liberal Arts and Sciences**

Note: A course Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

**16. TOP CODE - (6 digits XXXX.XX): **1004.00****

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

**17. SAM CODE (Student Accountability Model): **E****

**18. FUNDING AGENCY CODE:**

**19. STATE COURSE ID:**

## Section VI: APPROVAL STATUS

### 1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>	Board: 1/12/79	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> <b>Addition of Existing District Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> <b>Course Change*</b>	<b>College:</b>		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> <b>Outline Update</b>	<b>College: 3/16/10</b>			Effective Semester:
e.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:

\* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

## Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR: Bremen, Jonathan**

2. **DEPARTMENT: 01**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR:    SECOND YEAR:    THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

**IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? (If yes, briefly explain how)**

5. **METHOD OF SUPPORT**

**-- Indicate how the college plans to support the proposed course:**

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

D. Supplies- List supplies and indicate dollar value:

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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## CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

**We certify that the information and answers above properly represent this course.**

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

**Section VIII: ADDENDA**

(Uploaded Documents)

<b>Prerequisite Document</b>	<b>Prerequisite Document</b>	<b><u>Music414ECDPrereqVal210.doc</u></b>
<b>SLO Rubric</b>	<b>SLO Rubric</b>	<b><u>Music411,SLORubric,310.doc</u></b>

**CONTENT REVIEW FOR PREREQUISITE VALIDATION**  
**Target Course & Number, Title: Music 414, Elementary Voice IV**  
 (Course to which pre/corequisite/advisory applies)

Check  Applicable  Box
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- Prerequisite: **Course & Number, Title: Music 413  
Elementary Voice III**
- Corequisite:
- Advisory:

**A. Target Course Entry Skills: Course & Number, Title: Music 414, Elementary Voice IV**

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Demonstrate proper vocal technique with a microphone.
2. Identify and interpret the symbols and terms found in musical notation.
3. Perform a German or Italian art song.
4. Apply the International Phonetic Alphabet to Italian and German texts

**B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:  
Course & Number, Title: Music 413, Elementary Voice III**

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Assemble a portfolio of appropriate repertoire for one's voice type and style.
2. Apply the International Phonetic Alphabet (IPA) to Italian and German texts from simple art songs.
3. Identify and interpret the symbols and terms found in musical notation.
4. Describe the fundamentals of professional performance.
5. Perform German and Italian art songs.
6. Demonstrate proper German and Italian diction.
7. Clap rhythms written in standard notation.
8. Sing simple melodies from sight
9. Demonstrate acceptable vocal technique with a microphone.

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION\***

**COURSE & NUMBER: Music 414**

**Course Title: Elementary Voice IV**

**Entering Skills of Target Course**

**COURSE & NUMBER: MUSIC 413**  
**Course Title: Elementary Voice III**  
**Exit Skills of Prerequisite Course**

	1	2	3	4	5	6	7	8	9
1									
2				X					
3		X							
4	X								
5			X						
6									
7									
8									
9	X								

Was validation achieved?  X  YES or   NO

**Comments:**

(Include justification for assessments, health and safety, or non-course prerequisites)

**PARTICIPANTS IN CONTENT REVIEW:**

(Signatories should include instructors for both exit and entering skills courses.)

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

**CERTIFIED BY:**

\_\_\_\_\_  
Initiator Date

\_\_\_\_\_  
Department Chairperson Date

\_\_\_\_\_  
Curriculum Chairperson Date

## MUSIC 411, 412, 413, 414

## SLO RUBRIC

	<b>EXCELLENT (5 Points)</b>	<b>GOOD (4 Points)</b>	<b>FAIR (3 Points)</b>	<b>POOR (2 Points)</b>	<b>UNACCEPT- ABLE (1 Point)</b>
<b>INTONATION</b>	A perfect center of pitch is maintained ALL of the time. No tendency towards sharpening or flattening notes.	A perfect center of pitch is maintained MOST of the time. Student tends to sharp or flat in extreme registers or vocal "breaks."	A perfect center of pitch is maintained SOME of the time. Student tends to sharp or flat throughout their vocal range at times.	A perfect center of pitch is maintained OCCASIONALLY. Student sharps or flats consistently with some moments of perfect pitch.	A perfect center of pitch does NOT occur. Student has little sense of intonation.
<b>ACCURACY</b>	ALL notes and rhythms are sung correctly at the given tempo.	MOST of the notes and rhythms are sung correctly with very few errors at the given tempo.	SOME of the notes and rhythms are sung correctly with several errors. The tempo is inconsistent	OCCASIONALLY the notes and rhythms are sung correctly. The student does not sing the given tempo or it is constantly inconsistent.	Student does NOT sing correct notes or rhythms in the given tempo.
<b>TECHNIQUE</b>	Student demonstrates excellent vocal technique at ALL times. There is absolute freedom in the tone without stress or vocal "press," with a strong core to the sound.	Student demonstrates excellent Vocal technique MOST of the time. There is freedom in the voice but stress occurs in extreme registers or at vocal breaks.	Student demonstrates excellent vocal technique SOME of the time. There is some freedom in the voice but stress occurs throughout their vocal range at time	Student demonstrates good vocal technique OCCASIONALLY. There is consistent vocal stress in the voice with some moments of freedom. Excess air escapes from the instrument producing an "airy" tone with no core.	Student does NOT demonstrate good vocal technique. There is a great deal of vocal stress and excess air produced in the tone with no core.
<b>DICTION</b>	Vowels are stable and consistent; consonants are clean, crisp and appropriate to the language being sung enhancing the overall performance. Professional level diction.	Vowels are rarely inaccurate, consonants are rarely unclear without detracting from the overall performance.	Vowels are occasionally inaccurate, consonants are occasionally unclear, detracting from the performance.	Vowels are frequently inaccurate, consonants are frequently unclear, detracting from the performance.	Vowels are consistently inaccurate, consonants are consistently unclear, significantly detracting from the overall performance.
<b>PERFORMANCE</b>	Performer sings from memory, communicating the emotional sense of the piece at all times.	Performer sings from memory, usually communicating the emotional sense of the piece without detracting from the overall performance.	Performer sings from memory, occasionally communicating the emotional sense of the piece, detracting from the overall performance.	Performer occasionally sings from memory and occasionally communicates the emotion of the piece detracting from the overall performance.	Performer does not sing from memory and does not communicate the emotion of the piece significantly detracting from the overall performance