



RANGER COLLEGE

Ranger, TX

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COURSE SYLLABUS

**Individual Instruction in Applied Music**

**MUAP 1183**

**1 credit hour**

**INSTRUCTOR:**

**Jody N. Blake, Ed.S.**

INSTRUCTOR: Jody N. Blake, Ed.S.  
EMAIL: jblake@rangercollege.edu  
OFFICE: Fine Arts Building, Ranger Campus  
PHONE: 254-267-7003  
HOURS: By appointment

### I. Texas Core Curriculum Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

### II. Course Description

Individual instruction in voice, instrument, composition, or conducting. 1 Credit hour.

### III. Required Background or Prerequisite

Intended for music majors or minors. Permission of instructor required to enroll.

### IV. Required Textbook and Course Materials

**\*\*Do not purchase materials until consulting the instructor\*\***

All students will need a three-ring binder.

For first-year **VOICE** students only:

1. *Concone: The School of Sight-Singing*, Schirmer Publications
2. *Twenty-Four Italian Songs and Arias*, Hal Leonard Publications
3. *A Workbook in the Fundamentals of Singing* by Frederic Fay Swift, Alfred Publications
4. ONE of the following (to be decided with instructor):
  - a. *The First Book of Soprano Solos* by Joan Frey Boytim
  - b. *The First Book of Mezzo-Soprano/Alto Solos* by Joan Frey Boytim
  - c. *The First Book of Tenor Solos* by Joan Frey Boytim
  - d. *The First Book of Baritone/Bass Solos* by Joan Frey Boytim

For first-year **PIANO** students only:

1. *Czerny and Hanon for Intermediate Grades*, Bastien Publications
2. *First Lessons in Bach - Book 1*, Schirmer Publications
3. *The Complete Book of Scales, Chords, Arpeggios & Cadences: Includes All the Major, Minor (Natural, Harmonic, Melodic) & Chromatic Scales -- Plus Additional Instructions on Music Fundamentals* by Willard A. Palmer, Alfred Publications

## V. Course Purpose

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

## VI. Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate proper musical performance technique specific to their instrument (voice or piano) at a proficient level.
2. Read, analyze, and interpret written musical notation for performance.
3. Critically listen and evaluate musical performances (both self-evaluation and peer-evaluation).
4. Perform musical repertoire on their primary instrument (voice or piano) spanning all styles of standard repertoire including classical and musical theater.

## VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

## VIII. Methods of Instruction

The instructor will utilize the following instructional methods:

- Individual instruction (one-on-one teaching)
- Small group instruction
- Written repertoire research assignments
- Technology (multi-media recordings)

## **IX. Methods of Assessment**

### **Lesson and Repertoire Preparation (40%)**

Students are expected to prepare for each lesson with **daily** individual practice. Being prepared for lesson includes the following:

1. Practicing assigned repertoire
2. Practicing assigned techniques and exercises
3. Arriving to lesson on time and warmed-up
4. Preparing the musical score with appropriate markings
5. Researching repertoire and composer background information
6. Completing a practice journal

Remember – practice does not make perfect – it makes constant. So, the key is to practice correctly, efficiently, and frequently (daily).

Minimum repertoire requirements for first-year **VOICE** students:

1. English art song – memorized
2. Italian art song – memorized
3. English/Italian art song or musical theater piece – memorized
4. English/Italian/German art song – not-memorized (for study)

Minimum repertoire requirements for first-year **PIANO** students:

1. J.S. Bach piano work – memorized
2. Small-scale solo keyboard work – memorized
3. Small-scale solo keyboard work – memorized
4. Large-scale solo keyboard work – not-memorized (for study)

### **Music Literature Research (20%)**

As part of applied lessons, students are required to know basic facts about their assigned repertoire and composers. Students will complete a repertoire study sheet for each assigned piece of music. This includes historical and musical information about the assigned repertoire. For voice students, this includes both word-by-word and poetic translations of foreign texts.

### **Studio Class Attendance/Participation (10%)**

All applied music students (voice and piano) are required to attend and participate in scheduled studio classes. Studio class is an important part of applied studies, as this is an opportunity for students to discuss and showcase their repertoire. This also allows students to provide constructive peer feedback. Studio class attendance is not optional. Each absence from studio class will constitute a 5% reduction in the student's grade.

### **Recital Performance (10%)**

All applied music students (voice and piano) are required to perform at recital at the end of each semester of study. Recital provides a live performance opportunity for students to showcase their repertoire for the college community and general public.

**Final Jury (20%)**

All applied music students (voice and piano) are required to perform a final jury for a music faculty panel. Students will perform repertoire selected by the faculty panel. Students will be graded on a jury rubric with special attention given to technique, artistry, and interpretation.

**Final Grade Calculation:**

Lesson & Repertoire Preparation	= 40%
Music Literature Research	= 20%
Studio Class Attendance/Participation	= 10%
Recital Performance	= 10%
Final Jury	= 20%
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TOTAL	= 100%

Grading scale: A = 90-100%    B = 80-89    C = 70-79    D = 60-69    F = Below 60

**X. Course/Classroom Policies**

**Student Conduct:**

- Students are expected to be respectful at all times. Disrespectful behaviors include, but are not limited to:
  - Talking while the instructor is teaching
  - Using technology at unapproved times (e.g. texting)
  - Sleeping
  - Distracting others / interrupting the learning process
- Disrespectful behavior **will not** be tolerated. Students who choose to behave in this manner will be warned one time. After one warning, the student(s) will be asked to leave the classroom for that class meeting – this will constitute an absence for that meeting and a “zero” for any assignments that day.

**Attendance and Make-Up Work**

- Students should come to class prepared and ready to learn. The instructor will take attendance as soon as class begins. Students entering after attendance has been taken will be marked tardy.
- Students later than five minutes will be counted absent. The classroom door will be locked after five minutes and students will not be allowed to enter.
- Students missing three applied lessons will be in danger of failing the course.
- Students missing class due to a school function will be excused; however, the instructor should be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the instructor of school functions in which they participate.
- The only absences that are officially considered “excused” are school functions and religious observations.

- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the instructor. The instructor will consider these circumstances on a case-by-case basis.
- **On the second unexcused absence, the student’s final grade will be lowered by 20%.**

**Late Work:**

- Assignments, excluding tests/exams, will be accepted up to one day after the initial due date with a 20% grade reduction.
- Assignments may be accepted later at the instructor’s discretion. In any case, communication is key.

**Technology-Use:**

- Due to the nature of this course, students may be allowed to use electronic devices for academic purposes at the discretion of the instructor.
- The instructor will announce when students may use electronic devices – otherwise cell phones, laptops, etc. should be out of sight and silenced during class.

**Academic Dishonesty:**

- Academic dishonesty is defined as any form of cheating on academic assignments, including plagiarism.
- This will not be tolerated. Any student caught doing this will receive a grade of “zero” on the assignment. Repeat offenders will be reported to the college administration.

**XI. Course Outline/Schedule**

Lesson 1 – Discuss syllabus, goals, and assign repertoire
Lesson 2-4 – Work on assigned repertoire
Lesson 5 – Memory check for Piece 1
Lesson 6-7 – Work on assigned repertoire
Lesson 8 – Memory check for Piece 2 (mid-term)
Lesson 9-11 – Work on assigned repertoire
Lesson 12 – Memory check for Piece 3
Lesson 13-14 – Recital and jury preparation
Lesson 15 – Recital preparation
Lesson 16 – Final Jury

**XII. Non-Discrimination Statement**

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

**XIII. ADA Statement**

MUAP 1183 – Mr. Blake

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.