

COMMERCIAL VOCAL STYLES

Chamber Music/Accompanying - MUSA 3296 001

CRN: 12570

FALL 2024

Alexander Kariotis

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Office Hours by appointment

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COURSE DESCRIPTION:

The vocal styles class will be a personal exploration of various vocal styles and genres of yesterday and today. Through the study of great singers and personal experimentation, the student will fully understand what is expected of them in each vocal music style.

COURSE CONTENT:

We will be looking at and studying the following vocal styles:

Pop – Rock – Classical – Blues - Great American Songbook – Broadway – Adult Contemporary

We will be starting in the 1920's and continue studying each decade through to the current musical times. Each student will have a clear understanding of what each genre/time period calls for vocally. The study of "feel" and "groove" will play a noticeably big part in our learning.

COURSE GOALS AND OBJECTIVES:

Our goal as multi style vocal performers is to be chameleons. The more styles we can master, the better off we are getting professional work as singers. We will try our best to master every appropriate style for each voice type.

We will gain a clear understanding of groove and feel, and how it is vastly different in each style of music.

We will study the great master singers and composers of different time periods to analyze what it is he/she is doing in making their unique vocal choices.

- Be able to discuss in depth the historical significance of the style we are singing.
- Be able to discuss and identify the key structure and transposition, if any, within your vocal repertoire
- Give character analysis for each piece you are studying.

LESSON MATERIAL REQUIRED:

- Cell Phone with ample space to record performances.
- Water bottle
- A warmed-up voice – come to class prepared to sing

WEEKLY HOMEWORK

For each week the student is required to write a one-page summary of a composer and singer for the specific period we are studying to be turned into Professor Kariotis at the start of class. The singer will get up in front of class and present a short summary of both the composer and the singer they have been researching. This will be followed by the students singing the song of their selection. Professor Kariotis will coach the singer after they have performed. Students will be given a weekly historical handout of the time period with the names of composers and singers to read about. This handout is merely a brief overview, it is the student's homework to dig deeper and explore other composers and singers of this period, this is after all the crux of the class, and exploration of different vocal styles through time.

DAILY CLASS SCHEDULE:

Each class will start with a short lecture by Professor Kariotis talking about the specific period we are

studying. After this lecture, the scheduled students for the day will each give a short lecture on the composer and singer they have studied for the week, following which they will sing the song they prepared. Once the song is finished Professor Kariotis will coach them on their song discussing the different styles of that period. This will be followed by the next students scheduled for that day's lesson.

Week 1	Kariotis Lecture on vocal Styles and expectations of class – choose 1920
Week 2	1920 song presentation
Week 3	1930 song presentation
Week 4	1940 song presentation
Week 5	1950 song presentation I
Week 6	1950 song presentation II
Week 7	1960 song presentation I
Week 8	1960 song presentation II Midterm
Week 9	1970 song presentation I
Week 10	1970 song presentation II
Week 11	1980 song presentation I
Week 12	1980 song presentation II
Week 13	1990 song presentation
Week 14	History of Broadway presentation
Week 15	Final presentation

FINAL PROJECT:

The final project for the class will be to select a composer and song from any period studied during the semester. This final is a chance to take a deep dive into the composer and singer you have selected. An in-depth two-page report on each will be delivered on the final date. In the final class each student will get up to sing, from memory, their final selection. Unlike our weekly class where we will be doing rehearsal ready performances, the final is expected to be a performance ready presentation. Dress as if you are in recital and have expression and performance vocal ability for this selection.

GRADING:

Grading scale is as follows:

90-100% - A

80-89% - B

70-79% - C

60-69% - D

Below 60% - F

50% - Attendance:

- One free absence, no make-ups
- On time and prepared to work
- Weekly lesson preparation
- Willingness to give it you are all in class

35% - Assignments both papers and performances in class

10% - Final Performance/Project

EXCUSED ABSENCES AND/OR COURSE DROP POLICY:

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24-hour advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

INCOMPLETE GRADE POLICY:

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY:

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be provided unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the

UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

COURSE RESOURCES:

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

EXTRACURRICULAR ACTIVITIES:

As per the UTEP vocal handbook, all voice students are expected to discuss all extracurricular ensemble participation, rehearsals, and performances with their applied teacher. It is understood in the case of a conflict, university responsibilities will take precedence.

DISCLAIMER:

The instructor reserves the right to make modifications to this information throughout the semester.

ACKNOWLEDGMENT:

By signing this document, you acknowledge that you have received and read the syllabus for **Chamber Music/Accompanying - MUSA 1165** taught by Professor Alexander Kariotis and understand all course expectations.

Student's signature and Date:

Student's printed name and ID number:
