

Voice, Direction and Song

Code: 106075
ECTS Credits: 6

| Degree | Type | Year | Semester |
|-----------------------------------|------|------|----------|
| 2500797 Early Childhood Education | OT | 4 | A |
| 2500798 Primary Education | OT | 4 | A |

Contact

Name: Cecilia Gassull Bustamante

Email: cecilia.gassull@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.
Please note that this information is provisional until 30 November 2023.

Teachers

Joaquim Maria Vallvé Cordermí

Núria Molins Macau

Prerequisites

Certificate of elementary music or passing a proficiency test

Objectives and Contextualisation

TRANSLATION PENDING REVIEW

Get resources to acquire a good body attitude required in singing and musical direction .

Learn the fundamentals to sing with a natural voice that is both a good model for students .

Understand and interpret musical approach a wide repertoire of songs , traditional copyright.

To analyze and classify the songs from the musical point of view and structure.

Achieving technical bases choral conducting .

Competences

Early Childhood Education

- Consider classroom practical work to innovate and improve teaching.
- Know and use songs to promote hearing, rhythmic and vocal education.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Primary Education

- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Acquire knowledge and skills and abilities in the expressive and perceptive dimension of voice, song, choral singing and conducting.
2. Be able to sing and get groups to sing, listening to others and respecting each other.
3. Be able to work in a team.
4. Being able to sing and sing in groups, listening to others and respecting each other.
5. Being able to work together.
6. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
7. Propose viable projects and actions to boost social, economic and environmental benefits.
8. Recognising the value of musical activities related to singing, song and conducting in educating the individual, and the fundamental role that it plays in school activities.
9. They have acquired knowledge and skills and abilities in expressive and perceptive dimension of voice, song, choral singing and musical direction.

Content

TRANSLATION PENDING REVIEW

1. Sing

1.1. The natural voice

1.2. Body attitude. Gesture and sound

1.3. respiratory control

1.4. Vocal control: production, amplification and projection

1.5. Timbre, expressiveness and musical sensibility

2. The song

2.1. Repertoire of traditional Catalan songs, copyright and other countries

2.2. Songs for one voice, canons and songs two and three voices

2.3. Formal elements and structure of the song

2.4. Composition and accompaniment of songs

2.5. Criteria for the selection of repertoire and interpretation

3. The musical direction

3.1. body attitude

3.2. Gesture direction

3.3. Interpretation criteria

Methodology

The proposed teaching methodology and assessment may undergo some modification depending on the attendance restrictions imposed by the health authorities.

This is a fundamentally practical subject, with the support of the necessary theory, and the protagonist in the teaching and learning process is the student. Under this premise, the methodology of the subject has been planned, which complements the individual and collective practice around voice, song and gesture.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|--|-------|------|-------------------|
| Type: Directed | | | |
| Musical activities (singing and direction), in small groups and individuals. Simulation classes for the students to bring practical aspects of voice, song and address | 43 | 1.72 | 2, 3, 4, 1, 8 |
| Type: Supervised | | | |
| Supervised tracking to guide the development of vocal learning songs and the art direction. | 30 | 1.2 | 1, 8 |
| Type: Autonomous | | | |
| Analyzing songs, develop a songbook, direct songs and do a personal job on the voice and the body itself | 72 | 2.88 | 5, 1, 9, 7, 8 |

Assessment

to approve, the following must be taken into account:

- According to UAB regulations, plagiarism or copying of any work will be penalized with a 0 as a grade for it.
- If during the performance of an individual work in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorized by the teacher, the same will be graded with a 0, without recovery option.

In the event that the health authorities do not allow attendance, the evaluation activities will be online.

EVALUATION ACTIVITIES AND DATES OF EVALUATION AND EVALUATION OF THE SUBJECT

- Individual evaluation of the voice and the direction based on the final test of the mention: june 17
- Final written test: at the end of 1Q
analysis sheet
- Practical group work: during the month of May
song book
- Individual practical work
Voice warm-up routine: month of December
individual exercises carried out throughout the course
- Reassessment: july 1

Cross-cutting attitudes such as: participation, active listening, respect, cooperation and punctuality will also be taken into account.

UNIQUE ASSESSMENT

The single assessment will consist of the following tests on june 17:

- Individual evaluation of the voice and the direction based on the final test of the mention
- final written test : analysis sheet
- a self-made songbook
- voice warm-up work

The weight perceptions of each part of the single assessment test have the same weight as that of the continuous assessment

The review of the final qualification follows the same procedure as for the continuous assessment

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---------------------------------------|-----------|-------|------|---------------------|
| Final exam practice | 15% | 2 | 0.08 | 1, 9 |
| Joint evaluation of the music mention | 30% | 1 | 0.04 | 2, 4, 1, 9, 6, 7, 8 |
| Practical group | 10% | 1 | 0.04 | 3, 4, 5, 1, 9, 7, 8 |
| Practical individual | 45% | 1 | 0.04 | 4 |

Bibliography

Amades, J. *Folklore de Catalunya. Cançoners*. Barcelona: Selecta.

Calais, B. (2006). *La respiración. Anatomía para el movimiento. Tomo IV*. Barcelona: La liebre de Marzo.

Capmany, A. *Cançoners populars*. Barcelona: Ketres.

BONAL, M. D., MARTORELL, M. (1967). *L'esquix 1. 41 cançons per a infants*. Barcelona: DINSIC.

Bonal, M. D., Martorell, M. (2000). *L'esquix 2: 39 cançons per a infants*. Barcelona: DINSIC.

Bonal, M. D., Giménez, M. T. (2001). *L'esquix 3: 39 cançons per a infants*. Barcelona: DINSIC.

De Vic, C. C. (1991). *Les cançons del Cabirol*.

Gassull, C, Godall, P, i Martorell, M. (2005). *La veu. Orientacions pràctiques*. Abadia de Montserrat.
Barcelona

Lips, H. (1989). *Iniciació a la tècnica vocal*. Lleida: Orfeó Lleidatà.

Maideu, J. (1998). *Assaig: cançons i exercicis*. Eumo.

Martorell, O. (selecció de l'antologia): *Cànons d'ahir i d'avui, volum 1*. Ed. MF. Barcelona. 1973 .

Martorell, O. (selecció de l'antologia): *Cànons d'ahir i d'avui, volum 2*. Ed. MF. Barcelona. 1979.

Sataloff, R. T. (1993). La voz humana. *Investigación y Ciencia*. 197:50-57.

Scotto di Carlo, N. (1991). La voz en el canto. *Mundo Científico*. 118:1074-1083.

Soler, J., Oltra, M. (1975). *Cançons per al poble. No 1 i 2*, D'infants. Barcelona:Claret.

Wagner, C., Crétinon, L., Raventós, M. (1966). *Aprenquem a fer cantar: per a una pedagogia de la direcció*. Hogar del Libro.⁴

the bibliography takes into account the gender perspective

Software

- moodle of the UAB
- video and sound editor