

MASTER OF MUSIC IN PERFORMANCE WITH A CONCENTRATION IN
VOCAL PEDAGOGY

DR. PERRY SMITH



About the Program

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. The purpose of the vocal pedagogy concentration program at East Carolina is to provide an alternative for the vocal performer who would like

to have a deeper understanding of classical singing. The program would allow the vocal performer to develop a practical teaching skill that would enhance his or her marketability.

Dr. Perry Smith, operatic tenor and professor, coordinates the master of music in performance with a concentration in vocal pedagogy program.

A diagnostic vocal pedagogy exam will be required for placement into the program. This will be administered on your audition day. Preparation for this exam can be attained by reading the book *Functional Unity of the Singing Voice*, by Barbara Doscher.

Program Objectives

The mission of the master's degree in performance with a concentration in vocal pedagogy at East Carolina is twofold: to disseminate information for the enhancement of voice pedagogy at large and to examine, via scientific analyses, subjective pedagogic concepts. The program doesn't seek new techniques for the teaching of singing; rather, it examines the ways in which conflicting ideas of voice pedagogy relate to efficiency and functional freedom in the production of sung sound.

Through immediate real-time audio/visual feedback, a singer may observe on video monitors such vocal events as onset and release, vowel definition, vowel modification, agility, registration, intensity, nasality, degrees of legato, phrase shaping, and vibrato rates. Most importantly, the singer is alerted to the spectral relationships among overtones and formants that characterize the professional singing voice. Videos of lessons and performances can be readily analyzed. Analyses of videotapes and performance films by great artists provide further powerful study tools.

Degree Requirements

The master of music in performance with a concentration in vocal pedagogy at East Carolina is a 30-semester-hour program that takes two years to complete. During the first three semesters of attendance, each student is required to take one course of the vocal pedagogy sequence. Beginning in the second semester, each student will teach voice lessons to male and female students under the supervision of the program director. A thorough understanding of the human voice is expected, through the study of anatomy and physiology and acoustics.

During each semester, the student will learn a more complete application of the historical approaches of singing and an application of scientific knowledge to the teaching and training of the vocal athlete. A voice

studio approach will be developed based upon functional efficiency and systematic application of scientific principles. In the fourth semester, each student will be required to present a comprehensive written paper with an oral exam and present a graduation recital.

Pedagogy Courses

6617 HISTORICAL VOCAL PEDAGOGY

3 semester hours

The history of western, classical vocalism began with the creation of the first operas in 1600. The first half of the semester concentrates on the four hundred years of vocal history and the history of voice teaching. The historical study of vocal pedagogy from the seventeenth century through the twentieth century is followed by a detailed study of current research and findings about anatomy, physiology, and efficient function of the singing voice.

6618 STUDIO VOCAL TECHNIQUES

2 semester hours

In this course, which is taken in the same semester as 6619, the subject matter is the four schools of singing: English, French, German, and Italian. Along with this analytical study, the student learns to analyze the sung sound of any singer with reference to the four major singing schools. The course explores the physical, acoustical, and psychological factors involved in the teaching of singing.

6619 STUDIO VOCAL INTERNSHIP

1 semester hour

Each student teaches a female and a male student with the guidance of the program director. The student learns to develop a systematic approach to teaching, applying basic scientific principles to the teaching of the singing voice. The basics of anatomy and acoustics are reviewed and applied to studio teaching. The following topics are covered in this course:

- Breath management
- Vowel formation
- Vocal resonance
- Laryngeal position
- Vocal registration
- Voice categorization
- Vowel modification

6620 TEACHING SPECIFIC VOICE TYPES

3 semester hours

In this course, taken during the third semester, the students will learn to teach specific voice types. The study will include more advanced techniques for individual voice categories, as well as specific approaches for differing voice types within the voice categories. This will include technical approaches as well as repertoire study for recitals and a detailed study of the Fach system of operatic role preparation.

Contact Information

For audition and other information, contact
 Dr. Perry Smith
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 252-328-6247
www.ecu.edu/music/bios/Faculty/smith.html
www.ecu.edu/music

ECU VOICE FACULTY / Dr. Perry Smith, tenor / Dr. Louise Toppin, soprano / Sharon Munden, mezzo / John Kramar, baritone



East Carolina University
Tomorrow starts here.

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