



SLO Assessment Cycle for MUSI 13A

Beginning Singing I

Assessment Initiated by: [Ilan Glasman](#) (x5574) in MUSI

Outcomes:

Outcome 1: Statement

The successful student will demonstrate proper beginning level technique: breathing, support, and placement

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [02/02/2012]

Assessment Strategy Used:

Quarter: Winter 2012

Assessors: Ilan Glasman

Assessment Tools: Performances (Simulated) • In class vocal exercises and literature

Outcome 1: Reflect & Enhance Modified: [02/02/2012]

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:

A typical class session includes mental and physical warm ups, body stretches, breathing exercises, vocal exercises to develop range and power, and work with the "vowel triangle."

Summary:

Students who demonstrate effort in class, and outside practice, are able to meet the outcome requirements. Some students have difficulty with attendance, effort and/or outside preparation. Others struggle with self confidence and the ability to project.

Enhancement (Part I):

Extra time is offered to students who require more individual assistance with completing the tasks and exercises. Special techniques are offered to students who need help with their development and/or confidence.

Enhancement (Part II):

Additional staffing is needed in accompanying and library management. Moving towards a curriculum with private lessons will also benefit the program.

Outcome 2: Statement

The successful student will develop solo singing repertoire (primarily Italian).

Outcome 2: Assessment Planning Modified: [02/02/2012]

Assessment Strategy Used:

Quarter: Winter 2012

Assessors: Ilan Glasman

Assessment Tools: Performances/Demonstrations

Outcome 2: Reflect & Enhance Modified: [02/02/2012]

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:

Twice per quarter, students prepare a performance of an art song or aria, typically in Italian. Students are expected to have good presentation (posture, expression), good tone and good musicianship (correct notes, rhythms, dynamics etc.)

Summary:

Most students are able to complete the performances satisfactorily, many at a very high level. Some students have difficulty learning to sing in a foreign language. Women singers sometimes have difficulty using their head-tone for singing because of the unhealthy singing (belting) performed in most popular music, which they emulate.

Enhancement (Part I):

A better job needs to be done explaining to students the importance of Italian singing to healthy vocal production. A better job could also be done convincing students, who love popular music styles, to change the way they sing in order to maintain a healthy voice.

Enhancement (Part II):

Purchasing CDs and videos of professional performances and workshops would enhance the students' learning and give examples of good singing, which they can emulate.

[Number of Outcomes for MUSI 13A: 2]