

# MUSI-266: WOMEN'S ENSEMBLE

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## Justification for this inactivation request

Course not offered in 3 years.

## Effective Term

Fall 2025

## CC Approval

11/01/2024

## AS Approval

11/14/2024

## BOT Approval

11/21/2024

## COCI Approval

03/13/2025

## SECTION A - Course Data Elements

### CB04 Credit Status

Credit - Degree Applicable

### Discipline

| Minimum Qualifications  | And/Or |
|-------------------------|--------|
| Music (Master's Degree) |        |

### Subject Code

MUSI - Music

### Course Number

266

### Department

Music

### Division

Arts and Humanities (ARAH)

### Full Course Title

Women's Ensemble

### Short Title

Women's Ensemble

### CB03 TOP Code

1004.00 - Music

### CB08 Basic Skills Status

NBS - Not Basic Skills

### CB09 SAM Code

E - Non-Occupational

## SECTION B - Course Description

### Catalog Course Description

A small vocal women's ensemble that rehearses and performs musical works from the serious choral literature dating from medieval through contemporary periods, including contemporary popular arrangements, focusing on "a cappella" performance. Concerts are performed regularly throughout the area as well as on occasional outside trips.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade or Pass/No Pass

### Allow Audit

Yes

## Requisites

### Advisory Prerequisite(s)

Completion of MUSI-166 with a minimum grade of C.

## SECTION D - Course Standards

### Is this course variable unit?

No

### Units

1.00

### Activity Hours

36.00

### Outside of Class Hours

18

### Total Contact Hours

36

### Total Student Hours

54

## Distance Education Approval

### Is this course offered through Distance Education?

Yes

### Online Delivery Methods

| DE Modalities               | Permanent or Emergency Only? |
|-----------------------------|------------------------------|
| Entirely Online             | Permanent                    |
| Hybrid                      | Permanent                    |
| Online with Proctored Exams | Permanent                    |

## SECTION E - Course Content

### Student Learning Outcomes

| Upon satisfactory completion of the course, students will be able to: |                                                                                                                                          |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                    | Sing musically and with authority in a women's ensemble setting, exhibiting pitch, intonation, resonance-blending and rhythmic accuracy. |
| 2.                                                                    | Evaluate and critique individual and group choral performance and receive personal performance criticism from others.                    |

## Course Objectives

| Upon satisfactory completion of the course, students will be able to: |                                                                                                                                  |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                    | Sing an individual melodic line with proper intonation.                                                                          |
| 2.                                                                    | Sing an individual melodic line with proper rhythmic accuracy.                                                                   |
| 3.                                                                    | Sing chordal complex harmonies with proper intonation and blend.                                                                 |
| 4.                                                                    | Sing text with language pronunciation accuracy.                                                                                  |
| 5.                                                                    | Sing cooperatively in a small ensemble situation, and also be able to sing solo, duets and trios, when needed.                   |
| 6.                                                                    | Perform musically with attention to communicating text to audience.                                                              |
| 7.                                                                    | Sight sing complex notation with emphasis on pitch, rhythm and text.                                                             |
| 8.                                                                    | Adjust resonance and intonation to blend with other voices in complex harmonic chordal structures, in variety of musical styles. |
| 9.                                                                    | Perform with technical musical accuracy in rehearsal and performance.                                                            |
| 10.                                                                   | Sing in a flexibly staggered choral position, "a cappella" and accompanied repertoire.                                           |

## Course Content

1. Vocal technique
  - a. Posture, breathing, muscle relaxation
  - b. Relaxed laryngeal position
  - c. Awareness of resonance and aural overtone structure in vocal quality
  - d. Vowel placement - aural and kinesthetic - for accurate intonation and blend, and ease and longevity of vocal production
  - e. Freedom of articulatory structures
2. Musical skills
  - a. Notation
  - b. Key and rhythm signatures
  - c. Pitch accuracy
  - d. Rhythm and accuracy of language text pronunciation
    - i. International Phonetic Alphabet (IPA)
  - e. Chordal harmonies - medieval through 20th century
  - f. Sight singing
  - g. Phrasing, dynamics, tempo and expressive markings
  - h. "A cappella" and accompanied singing.
3. Rehearsal and performance structure
  - a. Blend - resonance of small section and whole group
  - b. Unified consonant placement
  - c. Interpretation within choral style of presentation
  - d. Formal and scattered ensemble position.
  - e. Flexible "a cappella" arrangements
4. Presentational skills
  - a. Variety of tonal quality (aural mode)
  - b. Facial expression (visual mode)
  - c. Body alignment, movement and gesture (kinesthetic mode)
  - d. Communicating emotional sub-text
5. Choral repertoire
  - a. Historical periods
    - i. Medieval
    - ii. Renaissance
    - iii. Baroque
    - iv. Classical
    - v. Romantic
    - vi. Contemporary/Modern
  - b. Harmonies
    - i. Homophonic
    - ii. Polyphonic
  - c. Languages
    - i. Latin
    - ii. Italian

- iii. Spanish
- iv. German
- v. French
- vi. English
- d. Musical genres
  - i. Contemporary arrangements of classic and popular tunes.
  - ii. Historical
  - iii. Individual composer
  - iv. Musical theater

## Methods of Instruction

### Methods of Instruction

| Types                         | Examples of learning activities                      |
|-------------------------------|------------------------------------------------------|
| Critique                      | Individual, sectional and full group                 |
| Lab                           | Sectional rehearsal                                  |
| Lecture                       | Audio and online enhanced lectures                   |
| Observation and Demonstration | Instructor and student demonstration and observation |

### Online Adaptation

| Types                      | Examples of learning activities |
|----------------------------|---------------------------------|
| Activity                   |                                 |
| Directed Study             |                                 |
| Discussion                 |                                 |
| Group Work                 |                                 |
| Individualized Instruction |                                 |
| Journal                    |                                 |
| Lecture                    |                                 |

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Chat Rooms  
 Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

| Types               | Examples of classroom assessments                                                                                |
|---------------------|------------------------------------------------------------------------------------------------------------------|
| Exams/Tests         | Singing individually and in sections                                                                             |
| Oral Presentations  | Singing: melodic and harmonic                                                                                    |
| Projects            | Group Projects - Work collaboratively in sectional rehearsals                                                    |
| Class Participation | Singing and written                                                                                              |
| Homework            | Prepare notation and language                                                                                    |
| Performances        | Class Performance - Singing individually, sections and full group<br>Final Public Performance - Main Theater PAC |

## Assignments

### Reading Assignments

Reading of selected sheet music plus handouts and articles on diction and musical background information.

For example:

- 1) Read background, Japanese diction and performance notes for "Three Japanese Folksongs" by Misuzu McCann.
- 2) Read the article "Creative Concerts: A Dialogue" by Sandra Bernhard and Stephen Coker, published by Chorus America, Volume 29, #3.

### Writing Assignments

Focusing on the clarity of pronunciation of the singing languages and the development of musical skills.

- 1) Students must transcribe languages in phonemes, with attention to vowel integrity, e.g., Japanese text, "Hotari Koi" arranged by Ro Ogura.
- 2) Students must transcribe and translate text of "Las Amarillas" by Stephen Hatfield prepare music for rehearsal and performance by identifying sections and voice parts, e.g., marking the appropriate vocal section and numbering the measures in the score.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Boquiren, Sidney Marquez

### Title

Tatlo sa Buhay (Three Philippine Songs on Life)

### Publisher

Boosey & Hawkes

### Year

2008

### Material Type

Textbook

### Author

Waller, Fats. arr. Hayes, Mark

### Title

Ain't Misbehavin'

### Publisher

Shawnee Press, Inc.

### Year

2013

### Material Type

Textbook

### Author

Thomas, Karen P

### Title

The Prayer of Black Elk

### Publisher

Santa Barbara Music Publishing

**Year**

2013

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**Material Type**

Other required materials/supplies

**Description**

Selected sheet music, folder and performance attire.

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**SECTION G - Diversity, Equity and Inclusivity**

**Course Codes (Admin Only)**

**CB00 State ID**

CCC000511791

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No