

**IGNACY JAN PADEREWSKI ACADEMY OF MUSIC IN POZNAŃ**

<b>Course name</b>	Vocal Ensembles	<b>ECTS CREDITS</b>	18
<b>Course coordinator</b>	mgr Barbara Włodarska-Fabisiak	<b>Credit hours total</b>	180
<b>Faculty of</b>	Instrumental Studies, Historically Informed Performance, Jazz and Pop Music	<b>Course type</b>	applied course
<b>Institute of</b>	Jazz and Pop Music	<b>Mode of study</b>	full-time programme
<b>Major</b>	Jazz and Pop Music	<b>Profile of study</b>	general academic
<b>Specialisation</b>	Jazz Vocal Studies	<b>Language of instruction</b>	Polish/English
<b>Cycle</b>	First-Cycle Studies	<b>Course group</b>	core

Course placement in the study plan			
<b>Semester 1</b>	30 hours, exam, 3 ECTS	<b>Semester 2</b>	30 hours, exam, 3 ECTS
<b>Semester 3</b>	30 hours, exam, 3 ECTS	<b>Semester 4</b>	30 hours, exam, 3 ECTS
<b>Semester 5</b>	30 hours, exam, 3 ECTS	<b>Semester 6</b>	30 hours, exam, 3 ECTS

<b>Teacher</b>	mgr Barbara Włodarska-Fabisiak
<b>Learning Aims and Objectives</b>	<p>The course aims to:</p> <ul style="list-style-type: none"> <li>• Prepare students for multi-part vocal performance of popular and jazz music, both with accompaniment and a cappella</li> <li>• Develop skills for effective collaboration within an ensemble</li> <li>• Enhance the ability to learn repertoire efficiently and with stylistic awareness, including understanding the traditions associated with various musical styles</li> <li>• Foster creativity in improvisation and in generating original ideas applicable to ensemble singing</li> <li>• Broaden knowledge of the repertoire in the field of multi-part vocal music within jazz and popular genres</li> </ul>
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>• No health-related contraindications that would prevent continued vocal study and voice training</li> <li>• Ability to read and vocalize music notation, and to sing multi-part vocal music</li> <li>• General understanding of music theory</li> <li>• Successful result in the entry audition exam</li> <li>• Successful result in the entry audition exam</li> </ul>

**COURSE CONTENT**

<b>Semester 1</b>
<p>The course covers:</p> <ul style="list-style-type: none"> <li>• Vocal ranges and classifications for female and male voices, and their roles within a vocal ensemble</li> <li>• Addressing vocal production issues in multi-part works</li> <li>• Sight-reading of vocal parts in individual voices and combining them</li> <li>• Dynamics, phrasing, and expression in gospel music – analysis of audio and video recordings</li> </ul>
<b>Semester 2</b>
<ul style="list-style-type: none"> <li>• Three-part arrangements in the styles of Negro spirituals, gospel, and soul</li> <li>• Carols arranged for soprano, alto, and tenor</li> <li>• Unifying tone quality and intonation in three- and four-part singing</li> <li>• Singing with piano accompaniment versus a cappella performance in jazz and popular music – key differences</li> </ul>
<b>Semester 3</b>
<ul style="list-style-type: none"> <li>• Multi-part arrangements in pop, rock, and R&amp;B styles</li> <li>• Addressing rhythmic and articulation challenges in prepared works</li> <li>• Sight-reading of vocal parts in individual voices and combining them</li> <li>• Resolving vocal production issues in multi-part works</li> </ul>
<b>Semester 4</b>
<ul style="list-style-type: none"> <li>• Achieving unified tone and intonation in three- and four-part singing</li> <li>• Singing with piano accompaniment</li> <li>• Swing in multi-part singing – analysis of recordings by leading American vocal ensembles</li> <li>• Jazz standards in multi-part vocal arrangements</li> </ul>
<b>Semester 5</b>
<ul style="list-style-type: none"> <li>• Jazz-inspired arrangements of carols for soprano, alto, and tenor</li> <li>• Resolving vocal production issues in multi-part works</li> <li>• Independent harmonization of selected pieces – e.g., creating backing vocals for songs performed by soloists</li> </ul>
<b>Semester 6</b>
<ul style="list-style-type: none"> <li>• Improvisation in a vocal ensemble – creating “circle songs”</li> <li>• Working with piano accompaniment and rhythm section</li> <li>• Vocal ensemble performance – stagecraft and ensemble presentation</li> </ul>

	Learning outcome reference code	LEARNING OUTCOMES	Descriptors	
			PQF STAGE 2	PQF STAGE 1
kno		<b>The Student:</b>		
	JiME1_W02	Knows and comprehends representative repertoire of their chosen field of study	P6S_WG	P6U_W

	JiME1_W07	Knows and understands music styles and their corresponding performance traditions	P6S_WG	P6U_W
<b>Skills</b>		<b>The Student is able to:</b>		
	JiME1_U07	Reach, analyse and interpret desired information (books, recordings, notation sheets, the Internet),	P6S_UW	P6U_U
	JiME1_U09	Read musical notation/texts appropriately, memorise scores, conveys musical text completely and fluently, including its form and inherent ideas	P6S_UW	P6U_U
	JiME1_U10	Shape and create music as well as to improvise in a way that deviates from the written notation in a certain style,	P6S_UW	P6U_U
	JiME1_U13	Identify music material aurally, memorise it and employ it, as well as to sight-play	P6S_UW	P6U_U
<b>Competence</b>		<b>The Student is able to:</b>		
	JiME1_K03	Organise own work as well as to lead joint tasks or projects	P6S_KK	P6U_K
	JiME1_K04	Performs self-evaluation and forms constructive criticism as regards music and artistic activities or activities related to the area of broadly understood cultural activities	P6S_KK	P6U_K
	JiME1_K06	Communicate within own environment and community effectively,	P6S_KO	P6U_K
	JiME1_K13	Control own emotions and behaviour consciously	P6S_KR	P6U_K

#### TEACHING METHODS

Lecture  
 Reading comprehension and discussion  
 Case studies analysis  
 Addressing artistic challenges  
 Ensemble work  
 Collaborative studio: working with piano accompaniment  
 Analysing past CD /DVD recordings  
 Online training/learning

#### LEARNING OUTCOME VERIFICATION METHODS

Final requirements – successfully completed year, grading criteria	Learning outcome reference code
practical exam (an observed performance)	JiME1_W02, JiME1_W07, JiME1_U07, JiME1_U09, JiME1_U13, JiME1_K06, JiME1_K13
performance audition	JiME1_W02, JiME1_W07, JiME1_U07, JiME1_U09, JiME1_U13, JiME1_K06, JiME1_K13
Completion of assigned tasks	JiME1_U10, JiME1_U13

#### ASSESSMENT METHODS AND CRITERIA

<b>Course Completion Requirements</b>	To successfully complete the course, students must: <ul style="list-style-type: none"> <li>Attend classes regularly (attendance is monitored)</li> <li>Master the course repertoire</li> <li>Achieve all intended learning outcomes defined for the course</li> </ul>
<b>Exam Requirements</b>	To be eligible for the final examination, students must obtain a course credit (pass). The exam consists of: <ul style="list-style-type: none"> <li>Performing, independently, the excerpts of jointly prepared works as indicated by the instructor</li> <li>Delivering prepared multi-part works together with the vocal ensemble at an appropriate artistic level</li> </ul>

STUDENT WORKLOAD	Credit hours total	ECTS CREDITS
Contact hours with the instructor	180	18
Hours of independent student work	180	

#### Recommended reading

- Audio and video recordings of artists working within the discussed musical styles.
- Baskin-Watson, Pamela, arr. *Spirituals and Gospels – Jazz Choir*. Advance Music
- Chilcott, Bob. *Jazz Folk Songs for Choirs: 9 Songs from Around the World*. Oxford University Press, 2008.
- Sykulski, Jacek, and Marcin Wawruk, arr. *Cantat Superstars: Popular Hits in Vocal Arrangements*. Fryderyk Chopin University of Music.
- Sing Out! 5 Pop Songs for Today's Choirs*, Book 5. London: Novello.
- Sharon, Deke, arr. *A Cappella Jazz Standards* (Collection). Hal Leonard Corporation.

#### Supplementary reading

- Sharon, Deke, and J. D. Frizzell. *A Cappella Warm-Ups for Pop and Jazz Choirs*. Hal Leonard Corporation.
- The Real Book series*. Hal Leonard Corporation.
- The New Real Book series*. Sher Music Co.

#### On-line resources (optional)

- [jazzbooks.com](http://jazzbooks.com)
- [youtube.com](http://youtube.com)
- [allaboutjazz.com](http://allaboutjazz.com)
- [musicnotes.com](http://musicnotes.com)