

VOCAL PEDAGOGY
MVV 4640/6651
Spring 2026

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Student Hours

The instructor is always happy to arrange a meeting if the official office hours posted on MUB 302 are inconvenient. Feel free to contact the instructor by email or cellphone.

Course Description, Objectives and Outcomes

The course is an interactive workshop for the study and practice of voice teaching. At the conclusion of the course, students understand the functional unity of the singing voice as a musical instrument. Students are conversant with the history and terms used to discuss the teaching of voice. Students develop a philosophy of voice teaching that will prevent vocal injury and instill the basic singing skills of relaxation, posture, breath and resonance.

Textbooks/Materials

There is no textbook for the course. All readings are on the reserve shelf in the AFA Library or available from the instructor.

Attendance and Class Participation

Vocal pedagogy prepares students to understand issues related to the teaching of singing. Prompt class attendance is expected. Lateness is at times unavoidable. Please text to report your anticipated arrival. Excused absences are those officially sanctioned by the University of Florida. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Grading

Weekly responses to study questions related to reading assignments, a short research paper, a final project and a practicum journal constitute the written elements of course grade. Supervised teaching involves weekly sessions with student singers and regular in-class evaluations. Please feel free to consult with the instructor at any time regarding course standing. Find below the criteria for the course grade, using the plus/minus scale.

Weekly Participation	20%
Short Research Paper/Presentation	20%
Final Project	20%
Practicum/Journal	40%
=====	
Total	100%

***Attendance is an essential element for success in this course. As stated above, there are no discretionary, unexcused absences. Should extenuating circumstances arise that prevent your prompt attendance, please notify the instructor. Given prior notice, accommodations can be made.**

***Participation is evaluated through in-class activities that include quizzes, reflection posts, and daily discussion. Because the course activity is interactive, please set all cell phones and other comparable devices on “off.” In case of an emergency, please inform the instructor prior to class and adjust your equipment to “vibrate.”**

Voice Teachers must learn to think on their feet, to respond with knowledge and care. Readings, Class Discussion, and Quizzes help you prepare for the practicum portion of our course. Class Participation will be evaluated using the following rubric:

Participation	Excellent Responses	Average Responses	Below Average Responses
Discussion	Indicate Close Reading of Material	Indicate Adequate Reading of Material	Indicate Inadequate Reading of Material
Written	Indicate Mastery of Material	Indicate Basic Understanding of Material	Indicate Inadequate Understanding of Material

Grading Scale & GPA equivalent:

Percent	Grade	Grade Points
93.4-100	A	4.00
90.0-93.3	A-	3.67
86.7-89.9	B+	3.33
83.4-86.6	B	3.00
80.0-83.3	B-	2.67
76.7-79.9	C+	2.33
73.4-76.6	C	2.00
70.0-73.3	C-	1.67
66.7-69.9	D+	1.33
63.4-66.6	D	1.00
60.0-63.3	D-	0.67
0-59.9	E	0.00

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Proposed Course Outline/Weekly Schedule
Please note that this plan is subject to change.

Week I
1/12

What is A Systematic Approach to Voice?
What are the Expectations for a 21st-century voice teacher?
Readings: Ragan, Chapter 1, “A Systematic Approach” (1-7)
Chapter 2 “The Twenty-First Century Voice Teacher” (p. 9-17)
History and Philosophy of Vocal Pedagogy (Miller in Smith/Sataloff)

Week II
1/19

How does the Voice work?
Monday/ January 19, 2026 No Class (MLK Holiday)
Reading: Smith/Sataloff, Chapter 3 “Anatomy and Physiology”
(p. 15-28) to be compared with *Your Voice: An Inside View* 2nd
edition, McCoy, Inside View Press

Week III
1/ 26

What is a Systematic Approach to Respiration?
Relaxation, Posture, Breath and Resonance

Week IV
2/2

What is a Systematic Approach to Phonation?
Relating Flow Phonation to Vocal Pedagogy
Vowels and Tuning (Sundberg)

Week V
2/9

What is a Systematic Approach to Registration?
Determining Range and Registration Voice Classifications and
“Fach” (Reid) Uniting Registers and Repertoire (Miller)

Week VI
2/16

What is a Systematic Approach to Diction/Articulation?
Conquering Performance Anxiety (Emmons/Thomas)
Teaching Practice Skills (Green; Emmons)

Week VII
2/23

What is a Systematic Approach to Resonance?
Audiation and Tone Production (Dorscher)
Teaching the Young Beginner (Boytim)

Week VIII
3/2

What is a Systematic Approach to Repertoire?
Age and Size appropriate Repertoire (Smith/Burrichter)
Vocal Literature by level of difficulty (Arneson)

Week IX
3/9

Voice Disorder Presentations

MARCH 16-21 SPRING BREAK -- ENJOY!

Weeks X – XV
3/23-4/22

Practicum and Journal
Weekly supervised lessons with written accountability

Week XVI

Final Project Due on Monday, April 27, 2026, by 5 pm
Content of Project TBD

Policies and Resources can be found at: <https://go.ufl.edu/syllabuspolices>

2026 Music Library Reserve List
Vocal Pedagogy MVV 4640/6651

MT 820	Thurman/Welch	<i>Body, Mind and Voice</i>
MT 820	Bunch Dayme	<i>Performer's Voice</i>
MT 820	Chapman	<i>Singing and Teaching Singing</i>
MT 820	Coffin	<i>Historical Vocal Pedagogy Classics</i>
MT 820	McKinney	<i>Diagnosis and Corrections of Vocal Faults</i>
MT 820	Reid	<i>Voice: Psyche and Soma</i>
MT 820	Ware	<i>Basics of Vocal Pedagogy (General)</i>
MT 821	Callaghan	<i>Singing and Voice Science</i>
MT 821	Coffin	<i>Coffin's Sounds of Singing (Vowel Chart)</i>
MT 821	Sundberg	<i>Science of the Singing Voice (Physics)</i>
MT 823	Miller	<i>English/French/German and Italian Styles</i>
MT 823	Miller	<i>Techniques of Singing: National Schools</i>
MT 825	Miller	<i>The Structure of Singing</i>
MT 820.K83	Kosarin	<i>The Singing Actor</i>
MT 820.H28	Harrison	<i>The Human Nature of the Singing Voice</i>
MT 898.E75	Erman	<i>Vocal Pedagogy for the Young Child</i>
MT 820.H655	Hines	<i>The Four Voices of Man</i>
MT 820. M6	Miller	<i>Training Soprano Voices</i>
MT 892.E55	Emmons/Thomas	<i>Power Performance for Singers</i>
MT 892	Caldwell	<i>The Performer Prepares</i>
ML 3820. T46x	1987	Grindea (editor) <i>Tensions in the Performance of Music</i>
ML 3830. P9	1999	Deutsch (editor) <i>The Psychology of Music</i>
ML 3830. L38	2006.	Levitin <i>Your Brain on Music</i>
MT 875. S63	2013	Smith/Sataloff <i>Choral Pedagogy, 3rd ed.</i>
MT 820. S696	2022	Smith/Burrichter, <i>Class Voice: Fundamental Skills for Lifelong Singing</i>
MT 821. S62	2018	Smith, <i>So You Want to Sing for a Lifetime</i>
QP306. S64	2012	Smith/Sataloff <i>Choral Pedagogy and the Older Singer</i>