

Standards for Minimum Achievement and Competency in Applied Voice Lessons

Intended as a guide for teachers, students, and juries.

Applied instructors must have their own syllabi that reflect these standards.

| VOICE | | | |
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| Entry Level | Program of Study | | General expectations of skills before enrolling at 100 level |
| | Secondary performance medium or non-major BA Music pre-BFA Theatre pre-BM Music Education | N/A | Completion of MUA 160 with a 3.0 or higher. Capacity for reading music. |
| | pre-BM Performance (major instrument) | N/A | Completion of MUA 160 with a 3.0 or higher. Capacity for reading music. Evidence of ability to succeed in program. |
| 100 Level | Program of Study | Minimum Repertoire studied each semester | Before entering 200 level, student must: |
| | Secondary performance medium or non-major | 2 songs, 2 languages. | Achieve goals agreed upon between instructor and student (depending on purpose of study). |
| | BA Music pre-BFA Theatre pre-BM Music Education pre-BM Performance | 3 songs, 2 languages. | Demonstrate knowledge of good breath support, alignment, and placement. Demonstrate a functional knowledge of basic singing technique and a basic grasp of interpretation. At this level, some technique issues may still be present. Sing in English with good pronunciation and begin to be proficient in a second language. Students planning to seek admission to the <u>Performance</u> program should show a level of initiative, musicianship, and musicality that indicates potential to achieve the standards of that program. |
| 200 Level | Program of Study | Minimum Repertoire studied each semester | Before entering 300 level, student must pass major standing and: |
| | Secondary performance medium | 3 Art Songs (or equivalent) in a variety of languages and styles. | Achieve goals agreed upon between instructor and student (depending on purpose of study). |
| | BA Music pre-BFA Theatre pre-BM Music Education pre-BM Performance | 4 Art Songs (or equivalent, as appropriate to major) in a variety of languages (as appropriate) and styles. | Demonstrate development toward good breath support and technique. Vocal issues should be minor and tone pleasing. Demonstrate capacity to sing with notable stylistic and technical growth. Demonstrate a thorough knowledge of the musical text and a thoughtful presentation. Begin to demonstrate understanding of style and interpretation. Begin to use musical knowledge and understanding to make interpretive decisions. Students seeking admission to the <u>Performance</u> program should show a level of initiative, musicianship, and musicality that indicates potential to achieve the standards of that program. |

| 300 Level | Program of Study | Minimum Repertoire studied each semester | Before entering 400 level, student must: |
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| | Secondary performance medium | 4 Art Songs (or equivalent) in contrasting styles and in a variety of languages. | Achieve goals agreed upon between instructor and student (depending on purpose of study). |
| | BA Music BFA Theatre BM Music Ed BM Performance | 6 Art Songs (or equivalent, as appropriate to major) in contrasting styles and in a variety of languages (as appropriate), 4 from memory. <u>Performance:</u> Half recital recommended. | Demonstrate continued development toward good breath support and technique with absence of major problems. Vocal issues may stem from repertoire but should not stem from lack of knowledge of basic technique. Sing in tune with a pleasing tone; legato should be evident. Demonstrate a greater connection with the poetry and an ability to address increasingly complex sentiments and dramatic situations. Progress in capacity to use musical knowledge and understanding to make interpretive decisions. <u>Performance:</u> Show progress toward ability to perform with musical depth, dramatic intent, and vocal beauty such that they should be able to meet 400-level standards with one more year's study. |
| 400 Level | Program of Study | Minimum Repertoire studied each semester | To graduate, student must: |
| | BM Music Ed | 6 Art Songs (or equivalent, as appropriate to major) in contrasting styles and in a variety of languages (as appropriate), 4 from memory. | Demonstrate a thorough grasp of all basic elements of voice production. Perform with musical and dramatic depth. Able to sing in all major Western languages and styles with knowledge of both the vocalism and the musical gestures. Demonstrate capacity to make stylistically appropriate interpretive decisions and carry them out effectively. Use their understanding of relationships among historical perspective, theoretical analysis, and performance practices to perform in a variety of settings informing their ability to be musical decision-makers and collaborative creators of music. <u>Performance:</u> Demonstrate vocal beauty and dramatic intent appropriate for a student who wishes to continue study or begin a professional career. |
| | BM Performance | Sufficient repertoire to present a full recital of songs of contrasting styles and in a variety of languages, including at least one standard repertoire operatic aria. | |
| 500 Level | Program of Study | Minimum Repertoire studied each semester | Competencies Expected |
| | MM Pedagogy MM Performance | 6 Art Songs or operatic arias or equivalent in contrasting styles and in a variety of languages, all from memory. <u>MM Performance:</u> Full recital required as terminal project for degree program. | Thorough grasp of the elements of voice production. <u>Pedagogy:</u> Perform with sufficient musical and dramatic depth to demonstrate understanding of how to and teach others to make interpretive decisions. Performance should reflect the high level of musical and technical skills expected of a teacher prepared to enter a professional teaching career or more advanced musical study <u>Performance:</u> Perform with musical and dramatic depth. Performance should reflect the high level of musical and technical skills expected of a performer prepared to enter a professional performing career or more advanced musical study. |