Hartt Community Division Vocal Achievement Days 2016

Our HCD Vocal Achievement Day requirements are designed to meet the needs and learning preferences of each individual voice student. Our voice teachers plan lessons and assign exercises and repertoire to help each student develop their technical, musical, and performance skills. Reading musical notation and sight-reading are critical musical skills for every musician and have been included in our Achievement Day requirements.

Our voice faculty recognizes that many vocal students have interests outside music in the classical style. However, we would like to emphasize the importance of developing a basic vocal technique and traditional repertoire as a foundation for singing in any vocal musical style. Vocal Achievement Day requirements are designed to be as flexible and student-centered as possible. The repertoire recommendations listed below serve as a guide to help teachers and students as they choose songs to sing for Achievement Days. Teachers will help their students find the selections listed below or similar repertoire.

Musical Skills - Level 1 Evaluation

**Scale:** Students may sing a major scale of their choice (starting on any comfortable pitch) ascending and descending at their own tempo a cappella and by memory. Singers may use solfege or a neutral syllable.

**Sight-reading:** Students will be given 4 measures of SR in C major in treble clef: diatonic pitches will move stepwise in 2/4, 3/4, 4/4 meters with using whole, half, dotted half, quarter notes, and corresponding rests.

Song Evaluation - Level 1

Students should prepare an age-appropriate song with a comfortable range with stepwise movement and smaller intervals (m2nd – P5th). The rhythms in the songs may be more complex than the sight-reading requirement for Level 1. The song should be performed by memory, if possible. Students should be familiar with the accompaniment. A piano accompanist will be at the adjudication. Music for the accompanist should be presented in the correct key in a book or hole-punched in a binder in a form that is easy to read. Loose music sheets are not acceptable. If student is singing a song in a foreign language, the teacher should provide the student with a word-for-word translation to share with the jury (panel of voice teachers).

Musical Skills - Level 2 Evaluation

**Scale:** C major scale and triplet arpeggio a cappella and by memory as found in supporting materials and in the CT Middle School and High School Regional audition packets. If scale is too high or too low for the student, they may ask for a more comfortable starting pitch. Singers may use solfege or a neutral syllable. Singers will be given the tempo: 76 = beating unit.

**Sight-reading:** Students will be given 8 measures of SR in C major. Students may ask for treble or bass clef: diatonic pitches will move stepwise, and have intervals of a third as in the tonic chord do-mi-sol. SR will be in 2/4, 3/4, or 4/4 meter using whole, half, dotted half, quarter notes, and corresponding rests. Students will be given “Do” and must find their starting note from “Do” = C.

Song Evaluation - Level 2

Students should prepare an age-appropriate song in comfortable range with stepwise movement and a variety of intervals. Performance should show evidence of their developing posture, breath support, range, and flexibility. Songs should be sung with expression from memory, if possible. A piano accompanist will be at the adjudication. Students should be familiar with the accompaniment. Music for the accompanist should be presented in a book or hole-punched in a binder in a form that is easy for the accompanist to read. If student is singing a song in a foreign language, the teacher should provide the student with a word-for-word translation to share with the jury (panel of voice teachers).
Musical Skills - Level 3  Evaluation

Scale:  \textit{F major scale (one flat) and triplet arpeggio} \textit{a cappella} and by memory. If the \textit{F major scale} is too high or too low for the student, they may ask for a comfortable starting pitch. Singers may use solfege or a neutral syllable. Singers will be given the tempo: 76 = beating unit.

\textbf{Sight-reading:} 8 measures of \textit{SR in F major}. Students may ask for treble or bass clef: diatonic pitches will move stepwise and may have intervals of a third or a fourth as in the tonic chord \textit{do-mi-sol} and a fourth as in \textit{sol – do}. \textit{SR} will be in 2/4, 3/4, or 4/4 meter using whole, half, dotted half, quarter notes, dotted quarter notes, eighth notes, and corresponding rests. Students will be given “Do” and must find their starting note from “Do” = \textit{F}.

Song Evaluation - Level 3

Students should prepare a song that demonstrates their ability to sing a legato line with appropriate phrasing and dynamics. Performance should show evidence of their developing resonance and the ability to sing in two registers freely without tension. Songs should be sung with expression from memory, if possible. A piano accompanist will be at the adjudication. Students should be familiar with the accompaniment. Music for the accompanist should be presented in a book or hole-punched in a binder. If student is singing a song in a foreign language, the teacher should provide the student with a word-for-word translation to share with the jury.

Musical Skills - Level 4  Evaluation

Scale:  \textit{G major scale (one sharp) and triplet arpeggio} \textit{a cappella} and by memory. If this scale is too high or too low for the student, they may ask for a comfortable starting pitch. Singers may use solfege or a neutral syllable. Singers will be given the tempo: 76 = beating unit.

\textbf{Sight-reading:} 8 measures of \textit{SR in G major}. Students may ask for treble or bass clef: diatonic pitches will move stepwise and may have intervals of thirds, fourths, and fifths in 2/4, 3/4, or 4/4 meter using whole, half, dotted half, quarter notes, dotted quarter notes, eighth notes, and corresponding rests. Students will be given “Do” and must find their starting note from “Do” = \textit{G}.

Song Evaluation - Level 4

Students should prepare a song that explores major and minor keys and/or includes accidentals. Students should demonstrate the ability to sing freely with appropriate articulation, phrasing, and dynamics. Songs should be sung with expression from memory, if possible. Students should develop a subtext for each song they study and perform. A piano accompanist will be at the adjudication. Students should be familiar with the accompaniment. Music for the accompanist should be presented in a book or hole-punched in a binder. Those singing songs in foreign languages should bring a word-for-word translation for the members of the jury.

Musical Skills - Level 5  Evaluation

Scale:  \textit{B\textsuperscript{b} major scale (two flats) and triplet arpeggio} \textit{a cappella} and by memory. If scale is too high or too low for the student, they may ask for a comfortable starting pitch. Singers may use solfege or a neutral syllable. Singers will be given the tempo: 76 = beating unit.

\textbf{Sight-reading:} 8 measures of \textit{SR in B\textsuperscript{b} major}. Students may ask for treble or bass clef: diatonic pitches will move stepwise and may have intervals of a third, fourth and fifth in 2/4, 3/4, or 4/4 meter using whole, half, dotted half, quarter notes, dotted quarter notes, eighth notes, and corresponding rests. Students will be given “Do” and must find their starting note from “Do” = \textit{B\textsuperscript{b}}.

Song Evaluation – Level 5

Students should perform a song that demonstrates their developing resonance, extended range and flexibility when changing registers (singing in the \textit{passaggio}, voice transition, or bridge). “Legit”, “belt”, and “mixed” production may be explored if the student is ready. Songs should be sung with expression from memory, if possible. Students should be able to discuss their subtext for the song. Music should be presented to the accompanist in a book or hole-punched in a binder. Those singing songs in foreign languages should bring a word-for-word translation for the members of the jury.
Musical Skills - Level 6 Evaluation

**Scale:** D major scale (2 sharps) and triplet arpeggio a cappella and by memory. If scale is too high or too low for the student, they may ask for a comfortable starting pitch. Singers may use solfege or a neutral syllable. Singers will be given the tempo: 76 = beating unit.

**Sight-reading:** 8 measures of SR in D major. Students may ask for treble or bass clef: diatonic pitches will move stepwise and have intervals of a third such as do-mi-sol in 2/4, 3/4, 4/4, or 6/8 meter using whole, half, dotted half, quarter notes, dotted quarter notes, eighth notes, and corresponding rests. Students will be given “Do” and must find their starting note from “Do”.

Song / Aria Evaluation – Level 6

Students should explore vocal repertoire in variety of genres, styles, and languages. A song or aria should be chosen that shows the singer’s ability to perform with the support needed for longer phrases in an extended range with flexibility and agility. Attention should be given to expression, diction, and depth of meaning. Songs should be sung with expression from memory, if possible. Students should be able to discuss their subtext for the song. Music should be presented to the accompanist in a book or hole-punched in a binder. Those singing songs in foreign languages should bring a word-for-word translation for the members of the jury.

Musical Skills - Level 7 Evaluation

**Scale:** E♭ major scale (3 flats) and triplet arpeggio a cappella and by memory. If scale is too high or too low for the student, they may ask for a comfortable starting pitch. Singers may use solfege or a neutral syllable. Singers will be given the tempo: 76 = beating unit.

**Sight-reading:** 8 measures of SR in E♭ major. Students may ask for treble or bass clef: diatonic pitches will move stepwise and have intervals of a third such as do-mi-sol in 2/4, 3/4, 4/4, or 6/8 meter using whole, half, dotted half, quarter notes, dotted quarter notes, eighth notes, dotted eighth notes, eighth note triplets, and corresponding rests. Students will be given “Do” and must find their starting note from “Do”.

Song / Aria Evaluation – Level 7

Students should sing challenging vocal repertoire demonstrating their ability to perform compound and mixed meters and rhythms in a variety of keys. There will be attention given to diction, phrasing, dynamics, and interpretation. Student should perform music with appropriate stylistic interpretations. Music should be presented to the accompanist in a book or hole-punched in a binder. Those singing songs in foreign languages should bring a word-for-word translation for the members of the jury.

Musical Skills - Level 8 Evaluation

**Scale:** A major scale (3 sharps) and triplet arpeggio a cappella and by memory. If scale is too high or too low for the student, they may ask for a comfortable starting pitch. Singers may use solfege or a neutral syllable. Singers will be given the tempo: 76 = beating unit.

**Sight-reading:** 8 measures of SR in A major. Students may ask for treble or bass clef: diatonic pitches will move stepwise and have intervals of a third such as do-mi-sol in 2/4, 3/4, 4/4, or 6/8 meter using whole, half, dotted half, quarter notes, dotted quarter notes, eighth notes, dotted eighth notes, quarter note & eighth note triplets and corresponding rests. Students will be given “Do” and must find their starting note from “Do”.

Song / Aria Evaluation – Level 8

Level 8 songs and arias demonstrate the ability to sing chromatic passages and / or large ascending and descending intervals. Students should have a well-developed subtext and bold or subtle expression as needed. Meaningful dynamic contrasts should be explored. Students should be aware of the form or structure of their selection. The I.P.A. or similar pronunciation guidelines should be explored when singing in Italian, Latin, French, German, or Spanish. Music should be presented to the accompanist in a book or hole-punched in a binder. Students singing songs in foreign languages should bring a word-for-word translation for the members of the jury.
Musical Skills - Level 9 Evaluation

**Scale:** C chromatic scale with solfege syllables – *a cappella* and by memory. Student will be given starting pitch but may sing at any tempo in even quarter notes: do-di-re-ri-mi-la-li-liv-do di-te-la-le-sol-se-fi-mi-me-re-ra-do

**Sight-reading with chromatic pitches:** 8 measures in the Key of C with accidentals in 2/4, 3/4 or 4/4, or 6/8 meter with durations: whole, half and quarter notes, eighth notes, sixteenth notes, dotted half notes and dotted quarter notes, quarter note triplets, eighth note triplets, sixteenth notes, doted sixteenth notes, and corresponding rests.

Song / Aria Evaluation – Level 9

A song or aria should be performed that demonstrates the singer’s technical abilities. The singer should perform with an increased comfort level and appropriate performance demeanor. The performance should demonstrate acting ability and awareness of the “beats” or subtext of the song or aria. Music should be presented to the accompanist in a book or hole-punched in a binder. Students singing songs in foreign languages should bring a word-for-word translation for the members of the jury.

Musical Skills - Level 10 Evaluation

**Scale:** “A” natural or pure minor scale and a harmonic minor scale with “A” as “La” *a cappella* and by memory. Student may choose the tempo.

**Sight-reading:** 8 measures in the A minor in 2/4, 3/4 or 4/4, or 6/8 meter with durations: whole, half and quarter notes, eighth notes, sixteenth notes, dotted half notes and dotted quarter notes, quarter note triplets, eighth note triplets, sixteenth notes, doted sixteenth notes, and corresponding rests. Students will be given the pitch for “La”.

Song / Aria Evaluation – Level 10

Student will perform more technically advanced vocal repertoire demonstrating advanced knowledge of vocal production. Attention should be given to phrasing, interpretation and dynamics. Repertoire may be in any style or language. The singer should demonstrate an understanding of the style and performance practice appropriate to their selection. Music should be presented to the accompanist in a book or hole-punched in a binder. Students singing songs in foreign languages should bring a word-for-word translation for the members of the jury.

Musical Skills - Level 11 Evaluation

**Scale:** “A” melodic minor scale and a melodic minor scale with “A” as “La” *a cappella* and by memory. Student may choose the tempo.

**Sight-reading:** 8 measures in the A minor in 2/4, 3/4 or 4/4, or 6/8 meter with durations: whole, half and quarter notes, eighth notes, sixteenth notes, dotted half notes and dotted quarter notes, quarter note triplets, eighth note triplets, sixteenth notes, doted sixteenth notes, and corresponding rests. Students will be given the pitch for “La”.

Song / Aria Evaluation – Level 11

The song or aria chosen should demonstrate a high degree of technical proficiency. Students are encouraged to sing arias, art songs, chanson, lieder, etc. appropriate to a more advanced level. Music should be presented to the accompanist in a book or hole-punched in a binder. Students singing songs in foreign languages should bring a word-for-word translation for the members of the jury.

Level 12 Sight reading optional.

Song / Aria Evaluation – Level 12

Song or Aria performance should demonstrate a high degree of musical and technical proficiency. Performers should show ability to communicate musical and textual ideas freely with the audience.

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