



LEVEL ONE

Skills & Goals:

- Sing with clear tone and with minimal laryngeal tension
- Employ basic good posture and breathing habits
- Recognize note names in two clefs, and read simple, diatonic stepwise melodies
- We encourage participation in two Workshops and two Student Recitals within the first year of study

Sample Repertoire:

- Three Contrasting songs to be chosen at the discretion of the teacher.
- Song number one suggestion: an English Folksong (“Early One Morning,” “Down by the Salley Gardens,” or other Folksong)
- Song suggestion for second song : An Italian Art Song (from the 24 Italian Songbook or similar book)
- Third song could be another folksong or a song from the Musical Theater repertoire

End of Year Evaluation:

- One song from memory for evaluations

Additional Requirements for Young Artist Diploma Candidates Only:

- Average Score of “high pass” for evaluation
- Two performances per year
- Two year-long electives in total, suggestions include: theory class, youth orchestra



LEVEL TWO

Skills & Goals:

- Mastery of the Skills and Goals of Level One
- Begin artistic goals of word emphasis and appropriate phrase shaping emphasizing legato singing of short melismatic phrases metering breath to sustain medium length phrases
- Students should recognize note names in two clefs, and read diatonic and chromatic stepwise melodies in simple and compound meters
- We encourage participation in three Vocal Workshops and three Student Recitals within the year

Sample Repertoire:

- Four contrasting songs memorized to be chosen by the teacher bearing in mind the interests and capabilities of the student
- Song number one suggestion: an English Folksong of moderate difficulty (Britten arrangement of “Polly Oliver” or Niles’s “The Black Dress” or other Folksong)
- Songs number two and three suggestion: two Italian songs with short melismatic passages (from the 24 Italian Songbook or similar songbook) German, Spanish, or French songs of moderate complexity may be substituted or a combination of two language songs.
- Song number four suggestion: a Contemporary American or British Folksong or Musical Theater song. (“When I Marry Mr. Snow,” or Rorem’s “Early in the Morning” or similar song)

End of Year Evaluation:

- One song performed from memory

Additional Requirements for Young Artist Diploma Candidates Only:

- Average score of “high pass” for evaluation
- Three performances per year
- Three year-long electives in total, suggestions include: Theory Class, Chamber Music, Youth Orchestra



LEVEL THREE

Skills & Goals:

- Mastery of the Skills and Goals of Levels One and Two
- Artistic expectations are to sing with expression. To expand dynamic range to more closely adhere to composer's or editor's dynamic markings. Also to increase phrase length, pitch range, and melismatic complexity.
- Student should recognize names of notes in both clefs, dynamic marking names, and musical terms. Student should be enrolled in an appropriate theory class.
- Students should participate in three Vocal Workshops and three Student Recitals

Sample Repertoire:

- Five contrasting songs memorized to be chosen by the teacher bearing in mind the interests and capabilities of the student
- Song suggestions for two of the five songs: Folksongs of moderate to difficult complexity (Britten's arrangement of "The Ash Grove" or Niles's "Black is the Color of My True Love's Hair" or similar song.)
- Two foreign language songs of moderate complexity, range and phrase length. Suggestions: Italian songs (from the 24 Italian songbook or similar songbook) German (Schubert, Brahms, or other Romantic era composer,) French (Faure's "Ici bas" for instance) or Spanish (Granados's TONADILLAS, or similar songs)
- A Contemporary Artsong or Musical Theater song such as Rorem's "Do Not Love Too Long," or Sondheim's "I Remember"

End of Year Evaluation:

- Two selections of contrasting character (one from memory)

Additional Requirements for Young Artist Diploma Candidates Only:

- Average score of "high pass" for evaluation
- Three performances per year
- Three year-long electives in total, suggestions include: Theory Class, Chamber Music, Youth Orchestra



LEVEL FOUR

Skills & Goals:

- Mastery of the Skills and Goals of Levels One through Three
- Expressive singing displaying maturity of expression and unique interpretation, mastery of legato singing, and balanced dynamics throughout the entire vocal range.
- Student should recognize names of notes in both clefs, dynamic marking names, and musical terms. Student should be enrolled in an appropriate theory class.
- Student should participate in four vocal workshops and four student recitals.

Sample Repertoire:

- Six contrasting songs memorized to be chosen by the teacher bearing in mind the interests and capabilities of the student.
- Song suggestions for two of the six songs: Folksongs of moderate to difficult complexity (Britten's arrangement of "The Trees They Grow so High" or Niles's "Black is the Color of My True Love's Hair" or similar song.)
- Two foreign language songs of moderate complexity, range and phrase length. Suggestions: Italian songs (from the 24 Italian songbook or similar songbook) German (Schubert, Brahms, or other Romantic era composer,) French (Faure's "Ici bas" for instance) or Spanish (Granados's TONADILLAS, or similar songs)
- Two songs of special interest to the singer. Example genres are: Musical Theater songs, Renaissance songs, simple Operatic arias.

End of Year Evaluation:

- Two selections performed from memory, one chosen by the student, one chosen by the examiners from the six songs prepared throughout the semester.

Additional Requirements for Young Artist Diploma Candidates Only:

- Average score of "high pass" for evaluation
- Three performances per year
- Three year-long electives in total, suggestions include: Theory Class, Chamber Music, Youth Orchestra