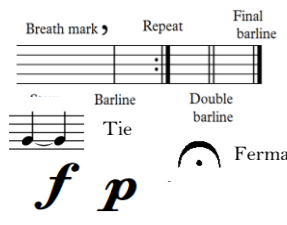
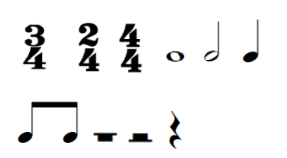

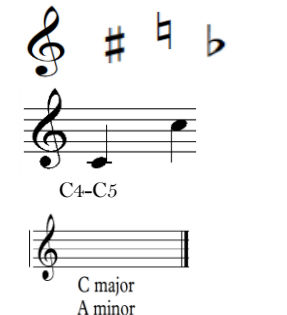
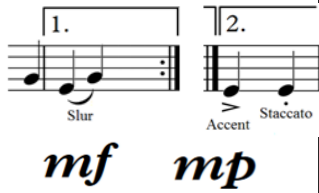


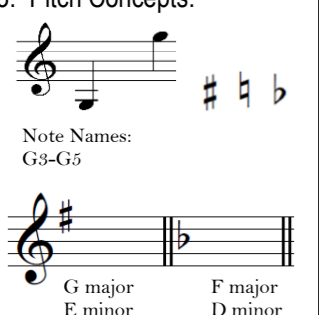


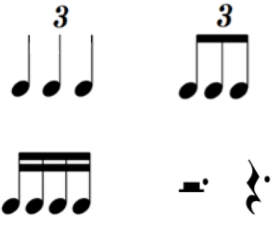

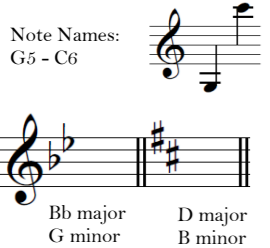
Northern Territory Music School

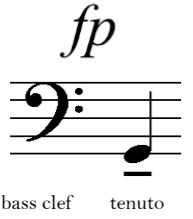
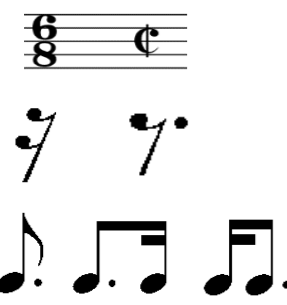
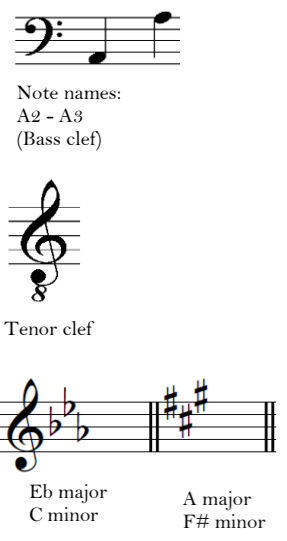
Vocal Syllabus





Conditions		Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
		Students demonstrate an understanding through correctly using content while playing repertoire appropriate to the level. Both English and American terminology to be taught.						Students are given up to 5 minutes to prepare for Sight Reading assessments.			
LEVEL 1 - VOICE	1. Symbols & Terms: <i>D.C. al Fine</i> , Coda, SSA 	1. Identify basic vocal anatomy: lower abdominals, diaphragm, rib cage, larynx, focal folds, resonators.	1. Demonstrate an appropriate singing posture sitting and standing.	1. Sing an even, sustained note for 4 seconds.	1. Observe phrasing and breath marks.	1. Demonstrate a pitch range of one octave.	1. Sing rhythmic patterns (maximum four bars) using minims, crotchets and their rests.	1. Differentiate between 'in tune' & 'out of tune' notes.	1. Improvise minimum 2 bars on open vowels using major or pentatonic scale.	1. Sing in time with accompaniment, establishing accuracy and confidence in performance.	
	2. Rhythmic Concepts: Multi-rests. 	2. Demonstrate an understanding of basic vocal care e.g. warming up the voice, drinking water before singing, not shouting.	2. Demonstrate awareness and basic control of the diaphragm and abdominal muscles for breathing.	2. Make adjustments to improve tone using M1 register.	2. Produce basic dynamic variation.	2. Sing a major scale and triad. Sing a major pentatonic.	2. Sing melodic phrases in the key of C major (maximum 8 bars) using simple rhythms, scale degrees 1-5 and descending minor 2nd, with movement by step.	2. Imitate rhythmic patterns (minimum 1 bar duration) incorporating: 		2. Perform as part of an ensemble with correct pitch and timing.	
	3. Pitch Concepts: Soprano, alto, tenor, bass, solo, melody, harmony, unison, key signature, SSA. 	3. Explain a basic practice routine.	3. Demonstrate open, relaxed mouth position when singing.	3. Understand the difference between and glottal, breathy and simultaneous onset.	3. Communicate basic emotion through facial expression.			3. Imitate melodic phrases (minimum 1 bar duration) where the starting note is given and using notes 1,2,3,4 & 5 of a pitch range.		3. Demonstrate appropriate performance behaviour.	
		4. Reflect on singing practice. Identify areas of strength and improvement.	4. Demonstrate a basic understanding of international vowels. ah [a] eh [ɛ] ee [i] oh [ɔ] oo [u]				4. Recognise and sing the following intervals: M3, m3, P5, P8.		4. Accurately follow conducting patterns of 2, 3, or 4 beats per bar.		
			5. Recognise and demonstrate staccato and legato.				5. Sing a simple canon in two parts maintaining rhythmic and melodic accuracy. 6. Differentiate between a singing and spoken voice.				

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols & Terms: Ritardando, rallentando, D.S. al Segno.</p> 	<p>1. Identify soft and hard palate, false vocal folds, articulators.</p>	<p>1. Sing with improved posture, breath support and mouth position.</p>	<p>1. Sing an even, sustained note for 4-6 seconds with appropriate tone quality.</p>	<p>1. Apply dynamic and articulation markings while singing.</p>	<p>1. Demonstrate a pitch range of over one octave.</p>	<p>1. Sing melodic phrases (maximum 8 bars) using rhythms, notes and intervals from previous level's Sight Reading and:</p> <ul style="list-style-type: none"> - Full octave - Intervals: Ascending P4, M3, m3 and triad. - G major, F major - Quaver pairs - 3 / 4 time - Ties 	<p>1. Understand the concept of sharps and flats.</p>	<p>1. Improvise minimum 4 bars on open vowels using major or pentatonic scale with backing.</p>	<p>1. Sing and perform solo pieces with accompaniment, demonstrating an awareness of meter.</p>
<p>2. Rhythmic Concepts: Moderato, allegro, adagio, andante.</p> 	<p>2. Demonstrate an understanding of constriction and vocal tension.</p>	<p>2. Demonstrate and define messa di voce.</p>	<p>2. Demonstrate use of M2 register.</p>	<p>2. Produce dynamic variation from <i>p</i> to <i>f</i>.</p>	<p>2. Sing 1-8 major scale and arpeggio.</p>		<p>2. Imitate rhythmic patterns (maximum 2 bars duration) incorporating:</p> 		<p>2. Sing & perform as part of an ensemble with an awareness of rhythmic, dynamic and textural balance.</p>
<p>3. Pitch Concepts:</p> 	<p>3. Demonstrate practice strategies for learning a short piece.</p>	<p>3. Demonstrate grace notes such as appoggiatura and acciaccatura.</p>	<p>3. Demonstrate glottal, breathy and simultaneous onset and offset.</p>	<p>3. Begin to engage with the lyric and meaning of repertoire.</p>			<p>3. Imitate melodic phrases (maximum 2 bars duration) where the starting note is given, using major intervals within an octave.</p>		<p>3. Demonstrate appropriate performance behaviour.</p>
	<p>4. Reflect on the melodic and rhythmic accuracy of own performance.</p>	<p>4. Identify and demonstrate classical and international vowels.</p>	<p>4. Demonstrate consistent tone quality across simple dynamic changes.</p>				<p>4. Recognise the following intervals: M2, P4, descending m3 and P4</p>		<p>4. Accurately follow conducting patterns, observing dynamic and tempo changes as conducted.</p>
			<p>5. Demonstrate understanding and use of resonators and articulators.</p>						<p>5. Sing a familiar piece from memory.</p>

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols & Terms: Reprise, SSAA format.</p> <p><i>ff pp sfz</i></p>	<p>1. Identify parts of the complex respiratory system, basic larynx and pharynx.</p>	<p>1. Sustain appropriate posture, breath support and mouth position, including facial anchoring.</p>	<p>1. Sing an even, sustained note for 6- 8 seconds.</p>	<p>1. Consistently apply dynamic and articulation markings while singing.</p>	<p>1. Demonstrate a pitch range of over one octave.</p>	<p>1. Sing melodic phrases (maximum 8 bars) using rhythms, notes and intervals from all previous level's Sight Reading and:</p> <ul style="list-style-type: none"> - Intervals: Ascending P5 - D major, Bb major, A minor - Dotted crotchets, single quavers, quaver rests, ties between bars. - Accidentals. 	<p>1. Demonstrate the ability to hear intonation problems in own singing.</p>	<p>1. Improvise minimum 8 bars on open vowels or scat using major, minor or pentatonic scale with backing.</p>	<p>1. Accurately sing and perform solo pieces with accompaniment, maintaining intonation and timing.</p>
<p>2. Rhythmic Concepts: Rubato, Largo.</p> 	<p>2. Demonstrate awareness of and strategies to overcome constriction and vocal tension.</p>	<p>2. Demonstrate awareness of laryngeal positions.</p>	<p>2. Demonstrate the ability to control change between the M1 and M2 registers</p>	<p>2. Demonstrate appropriate phrasing.</p>	<p>2. Sing major and natural minor scales and arpeggios.</p>		<p>2. Imitate rhythmic patterns (minimum 2 bars duration) incorporating:</p> 		<p>2. Sing as part of an ensemble, adapting to rhythmic, dynamic, and textural variation.</p>
<p>3. Pitch Concepts: Modulation.</p> <p>Note Names: G5 - C6</p>  <p>Bb major D major G minor B minor</p>	<p>3. Establish a regular balanced practice routine.</p>	<p>3. Demonstrate use of embellishments such as melisma, mordent, slur and slide and other approaches.</p>	<p>3. Demonstrate appropriate use of glottal, breathy and simultaneous onset and offset.</p>	<p>3. Convey the meaning of lyrics through appropriate use of expression.</p>			<p>3. Imitate melodic phrases where the starting note is given and movement increasingly uses larger intervals up to a perfect 5th.</p>		<p>3. Maintain appropriate performance behaviour.</p>
	<p>4. Assess the melodic, rhythmic and expressive accuracy of one's own singing and that of others.</p>	<p>4. Demonstrate improved use of articulators and resonators.</p>	<p>4. Demonstrate consistent tone quality across the pitch range.</p>				<p>4. Recognise and sing the following intervals: Unison, m2, M6, M7, descending P5.</p>		<p>4. Respond to increasingly complex conducting cues in ensemble playing.</p>
							<p>5. Demonstrate modulation with accompaniment</p>		
							<p>6. Recognise familiar time signatures in music.</p>		

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
<p>1. Symbols & Terms: As contained in repertoire.</p>  <p>bass clef tenuto</p>	<p>1. Identify parts of the respiratory system including larynx complex, pharynx and bones.</p>	<p>1. Demonstrate appropriate posture for various styles.</p>	<p>1. Sing even sustained notes for 8-10 seconds.</p>	<p>1. Interpret and apply all symbols and terms encountered in repertoire.</p>	<p>1. Sing one octave major, natural minor, harmonic minor and arpeggios, and blues scale.</p>	<p>1. Sing melodic phrases (maximum 8 bars) using rhythms, notes and intervals from all previous level's Sight Reading and:</p> <ul style="list-style-type: none"> - Intervals: Ascending m6, descending P5, m6 - E minor - Semiquavers - SATB format 	<p>1. Demonstrate the ability to hear and correct intonation problems in own singing.</p>	<p>1. Improvise a minimum of an 8 bar instrumental break using scat or words sourced from material (using major, minor, pentatonic or blues scales).</p>	<p>1. Sing with and without accompaniment, maintaining intonation and timing.</p>
<p>2. Rhythmic Concepts</p> 	<p>2 Demonstrate care for the respiratory system, larynx complex, pharynx and bones and identify progenitors of vocal harm.</p>	<p>2. Demonstrate an increasing ability to hear and correct intonation problems.</p>	<p>2. Demonstrate the ability to change fluently between the M1 and M2 registers.</p>	<p>2. Produce dynamic variation pp-ff.</p>			<p>2. Imitate melodic phrases of increasing complexity.</p>		<p>2. Sing as part of an ensemble, adapting to increasingly complex dynamic, textural and rhythmic variation.</p>
<p>3. Pitch concepts</p>  <p>Note names: A2 - A3 (Bass clef)</p> <p>Tenor clef</p> <p>Eb major A major C minor F# minor</p>	<p>3. Demonstrate effective and appropriate practice strategies to solve technical problems.</p>	<p>3. Maintain extended articulation techniques.</p>	<p>3. Make appropriate choices in the use of offsets and onsets.</p>	<p>3. Perform with a live accompanist and guide the expression.</p>			<p>3. Recognise and sing the following intervals: m6, m7, descending M3, M6, m6.</p>		<p>3. Demonstrate appropriate performance behaviour, adapting to varying contexts.</p>
	<p>4. Critically evaluate the musicality of one's own singing and that of others.</p>	<p>4. Demonstrate use of slur, melisma and portamento.</p>	<p>4. Develop an awareness of changes in tone quality that can be produced for different styles of music (e.g. twang, sob, vibrato).</p>				<p>4. Recognise simple harmonic modulation (i.e. major to minor).</p>		<p>4. Lead the accompanist when performing</p>
		<p>5. Demonstrate improved use of facial and body anchoring.</p>	<p>5. Demonstrate and awareness and use of the following registers: Male M0-M2, Female M0-M3.</p>						

LEVEL 5 - VOICE

Theory	Practice	Technique	Tone	Expression	Pitch Range	Sight Reading	Aural	Improvisation	Performance
1. Symbols & Terms contained in repertoire appropriate to this level.	1. Identify & demonstrate a thorough understanding of and care for the respiratory system, larynx complex, pharynx and bones, and use this knowledge to alter tonal quality.	1. Demonstrate appropriate posture for all styles of music.	1. Maintain tone quality throughout the range of the voice and over all dynamic levels.	1. Apply own interpretation (e.g. dynamics, articulation, phrasing) to repertoire.	1. Sing one octave chromatic, major, natural minor, harmonic minor and melodic minor scales and arpeggios.	1. Sing melodic phrases (maximum 8 bars) using rhythms, notes and intervals from all previous level's Sight Reading and: - Intervals: M6, m2 - A major, Eb major, B minor, G minor - 6 / 8 time - Dotted quavers	1. Apply aural skills to maintain intonation.	1. Improvise over an instrumental break with accompaniment using stylistically appropriate techniques.	1. Sing at least three pieces of contrasting repertoire (e.g. different language, style and time period).
2. Rhythmic concepts contained in repertoire appropriate to this level.	2. Recognise and diagnose causes of vocal harm and/or distress and implement methods to overcome them.	2. Accurately demonstrate articulation patterns found in repertoire.	2. Move between M1 and M2 registers with no discernible change.	2. Apply appropriate stylistic expression to pieces encountered in repertoire.			2. Listen to a passage of music and identify the time signature	2. Apply appropriate scales to improvisations.	2. Sing as part of an ensemble, adapting fluently to dynamic, textural and rhythmic variation.
3. Pitch and harmony concepts contained in repertoire appropriate to level.  Note names: E2 - E4 (Bass clef)	3. Show self motivation with practice routines by seeking additional resources to improve singing.	3. Utilise messa di voce, melisma, appoggiatura, acciaccatura, mordent, belting, slur, slide, staccato, legato, vibrato, runs and portamento in order to improve performance quality.	3. Manipulate and control specific tonal qualities to demonstrate stylistic interpretation.	3. Lead an accompanist demonstrating an emotive understanding of the text.			3. Imitate melodic phrases of increasing complexity (e.g. chromatic and blues notes.).		3. Maintain appropriate performance behaviour, adapting to varying contexts.
 Ab major E major F minor C# minor	4. Critically evaluate the musicality of one's own singing and that of others.	4. Demonstrate an understanding of microphone technique.	4. Modify vocal tone, volume and style to suit ensemble structure and repertoire.				4. Recognise and sing all major and minor intervals ascending and descending.		4. Lead the accompanist when performing increasingly complex repertoire.
							5. Sing a modulation without accompaniment		