



Level Two Assessment (Voice)

To complete this level, students must demonstrate fluency in the following areas:

Technique

Must demonstrate good foundational technique in the following:

- Technique taught at previous levels
- Ability to brighten and darken vowels
- Ability to sing legato on long vowels by combine consonants
- Ability to sing clean staccatos with good technique

Must be able to sing a variety of voice exercises:

- 3 5-note scales on sustained vowels: ee, eh and ah
- Solfege Patterns: Diatonic Triads in Major
- Octave Major Arpeggios legato on Ma or staccato on ee or ah.
- Vaccai Lesson 2 on a single consonant vowel combination such as “Loo”, “La” or “No”, or the student may sing the English or Italian lyrics written in the music if they prefer.

Sight Singing

Rhythmic Reading: The student must be able to sight read two easy 8-bar rhythmic examples. One will be in

4/4 and the other will be in 3/4. Student should strive to maintain a steady beat throughout. The tempo will be indicated in the music. The student will have 30 seconds to mentally practice before performing. Note values may include anything introduced at any previous level. Examples will likely include dynamics.

Melodic Reading: The student must perform two contrasting 4-bar melodic examples (student chooses tempo). The student will have 30 seconds to mentally practice before performing. Examples will follow the following parameters:

- On treble clef staff or bass clef (if student prefers) using a one octave range.
- All examples could be in any of the following Major keys: C, G and D
- Examples may include stepwise motion, repeated notes and skips to any note in the triad of the home key and unexpected changes in direction.
- They may include quarter notes, quarter rests, half notes, half rests, whole notes and whole rests.

Ear Training

The Student must be able to identify the following by ear:

- If a musical excerpt is staccato or legato
- A melodic example from a choice of 3

- A rhythmic examples from a choice of 3
- Intervals of a minor 2nd, Major 2nd and Octave
- If a 5-note pattern is major or minor

Students will have the opportunity to hear each example 2 times.

Performance

The student must perform 2 short contrasting songs. Memorization is required for both. One piece must be a simple classical song, folk song or musical theater piece that encourages mastery of basic techniques. Each song must include the following:

- 2 or more sections (verse and chorus or verse chorus, bridge chorus)
- Songs must each be at least 2 minutes
- Songs must span a range of at least one octave

Improvisation: Student must improvise using a one-octave scale in a Major key of their choice.

Music Theory

- * Suggested Text: Basics of Keyboard Theory **Level 1** by Julie McIntosh Johnson

The student must be able to identify and define the following:

- Note Identification: Must be able to recite the following notes in under 60 seconds:
 - Treble clef: A below Middle C (B4) up to the A above the staff (A6)
 - Bass clef: Middle C (C4) down to the 1st space on the bass clef staff (G2)
- Time signatures: All from previous level plus 6/8, 9/8 and 12/8
- Intervals: The student must be able to identify unisons, octaves and non-specific 2nds, 3rds 4ths, 5ths, 6th and 7th written melodically and harmonically.
- The student must be able to identify all of the above in a 4-8 measure musical excerpt plus any terms or items introduced at a previous level or in Basics of Keyboard Theory books Prep-1.

Signs, Symbols and Terms

- Accidentals: sharps, flats and naturals
- Key Signatures: Identify C, G or D
- Articulations: accent, tenuto, staccato, slur
- Navigation: ending numbers, fine, D.C., D.S, and Coda
- Dynamics: crescendo, diminuendo, pp-ff
- Tempo alterations: ritardando, a tempo
- Tempos: largo, lento, andante, moderato, andante, allegro, vivace, presto