



## **Preparatory Level Assessment (Voice)**

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

### **Technique**

Must demonstrate good foundational technique.

Students must show us:

- Ideal singing posture and explain its importance
- Healthy inhalation technique
- Healthy sustain and phonation

Must be able to sing a variety of voice exercises:

- 5-note slides up and down
- Octave slides up and down
- 5-note exercises on numbers or solfege and on a sustained vowel
- Octave Major Arpeggios on “Neh” “Mum” or “La”

### **Sight Singing**

Rhythmic Reading: The student must be able to sight read one easy 4-bar rhythmic example in 4/4 time while maintaining a steady beat (student chooses tempo). The student will have 30 seconds to mentally practice before performing. Note values may include:

- Quarter notes and/or quarter rests
- Half notes and/or half rests

- Whole notes and/or whole rests
- Eighth notes

Melodic Reading: The student must perform one easy 4-bar melodic example in 4/4 time while maintaining a steady beat (student chooses tempo). The student will have 30 seconds to mentally practice before performing. Examples will follow the following parameters:

- On treble clef staff only
- All examples will be in C Major
- They may include stepwise motion, repeated notes and skips to the root note (Middle C).
- 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 piano and forte
- Crescendo or decrescendo
- If an excerpt is high (above middle C) or low (below middle C)
- If a musical passage is ascending or descending in pitch
- If a 5-note pattern is major or minor

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

## **Performance**

The student must perform 2 short contrasting songs. Memorization is required for one selection. 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

## **Music Theory**

\* Suggested Text: Basics of Keyboard Theory

**Preparatory Level** by Julie McIntosh Johnson  
(Lessons 1-8 only)

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

- Note Identification: Must be able to recite the following notes on each staff independently in under 30 seconds:
  - Treble clef: Middle C (C4) up to C5
- Time signatures: The student must be able to explain what the top and bottom numbers do, and are expected to know 4/4, 3/4 and 2/4
- Intervals: The student must be able to identify 2nd and 3rds written melodically and harmonically. The must also understand the

difference between stepping, skipping and repeating.

- The student must be able to identify all of the above in a 4-8 measure musical excerpt plus:
  - C Major 5-note scale
  - C Major Triad
  - Passages that use repetition
  - Treble and bass clef signs
  - Regular, double and final barlines
  - Measure or bar (must know both names)

## **Signs, Symbols and Terms**

- Measure/Bar
- Barline
- Double Barline
- Repeat Sign
- Treble Clef
- Bass Clef
- Time Signature
- Solfege
- Note Degrees
- Tempo
- Dynamics: p and f