

**University of Minnesota Duluth
Department of Music**

**VOCAL AREA STUDENT
PROCEDURES AND POLICIES
2011-2012**



While this document represents the procedures and policies specific to the Vocal Area at UMD, it is the student's responsibility to refer to the Music Department Handbook for departmental policies and the UMD Course Catalogue for university-wide policies.

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Music Department Goals and Objectives

Department Goals:

- To provide students high quality music instruction.
- To assist students to succeed as performers, teachers, scholars, and appreciators of music.
- To provide students a framework for making responsible and artistic musical and professional decisions.
- To undertake departmental endeavors in an environment of high professional ethics, providing students a model of appropriate professional conduct.
- To provide the university and community a variety of musical opportunities as learners, listeners, and producers of music.

Department Objectives:

As a result of completing a degree program within the Music Department, all music majors will:

- Demonstrate an understanding of music of varied genres, historical periods, styles, and cultures.
- Develop and demonstrate performance skills at an advanced level through participation in applied study and music ensembles.
- Acquire and demonstrate knowledge of theoretical, formal, structural, compositional, and improvisational approaches to music learning and music-making.
- Acquire and demonstrate pedagogical skills appropriate to the requirements of their degree program and career goals.
- Acquire and demonstrate basic music competencies in keyboard and aural skills, sight-singing, and music technology.
- Acquire and demonstrate the capacity for critical review of their own intellectual and musical products as well as those of others.
- Use professional judgment and ethics in their interactions with colleagues, other members of the musical community and the community as a whole.

Music Degree Programs: Voice, Major Instrument

Students enrolled in the following degree programs may choose voice as the major applied instrument:

Bachelor of Arts in Music
Bachelor of Music in Music Education, Vocal K-12
Bachelor of Music in Performance
Bachelor of Music in Theory/Composition
Master of Music in Music Education
Master of Music in Performance

Students electing a minor in music or jazz studies may also choose voice as the major instrument.

Music Degree Program Goals and Objectives (Vocal Emphases)

Bachelor of Music in Music Education, Vocal, K-12 : Completion of this degree results in obtaining a Minnesota Teaching License, Classroom Music and Vocal, K-12

Goals:

- Develop and demonstrate performance skills at an advanced level through participation in applied study and music ensembles.
- To prepare students for a career as a professional music educator.
- To inspire students to acquire effective teaching skills and dispositions.
- To assist students to develop a commitment to teaching and to music education.
- To prepare students to be advocates for music in the K-12 setting.

Objectives:

As a result of participation in, and completion of, the requirements of the Music Education, Vocal K-12 degree program, students will be able to:

1. Design, implement, and assess teaching strategies in K-12 vocal music education, including high school, middle school/junior high, and elementary school choral settings and in elementary classroom music.
2. Articulate a philosophy of Music Education.
3. Identify and describe theories and techniques of teaching and learning, including approaches to classroom management.
4. Identify and describe the views and theories of professional leaders in music education.
5. Implement music technology as an instructional tool.
6. Utilize improvisation and composition strategies in the classroom and in ensemble rehearsals.
7. Select and arrange ensemble music appropriate to their teaching setting.
8. Utilize functional keyboard skills in classroom instruction and ensemble rehearsals.
9. Utilize effective rehearsal and conducting skills in ensemble rehearsals and performances.
10. Describe and utilize principles of child growth and development.
11. Demonstrate and model appropriate professional standards of ethical behavior.

Bachelor of Music in Performance: Vocal Emphasis

Goals:

- Develop and demonstrate performance skills at an advanced level through participation in applied study and music ensembles.
- To prepare students for a career as a professional classical singer and for acceptance into a graduate degree program.
- To assist students to acquire high quality performing artistry.
- To provide students with historical, technical, and pedagogical knowledge of the voice and its use as a performing medium.

Objectives:

As a result of participation in and completion of the requirement of the Vocal Performance major, students will be able to:

1. Demonstrate knowledge of styles and diction from English, Italian, German, and French language groups appropriate for the performance of art songs and arias.
2. Demonstrate advanced level ensemble performing skills.
3. Demonstrate knowledge of history, literature, and pedagogy related to the solo voice.
4. Utilize appropriate: stage presence, etiquette and protocol for professional vocal auditions, recitals, oratorio and opera performances.
5. Demonstrate and model appropriate professional standards of ethical behavior.

Bachelor of Arts in Music**Goals:**

- Develop and demonstrate performance skills at an advanced level through participation in applied study and music ensembles.
- To offer students a general course of music study in a liberal arts setting.
- To provide students an overview of music theory, history, and performance practice.
- To help students acquire a broad and general understanding of music as a cultural/social phenomenon.
- To provide students a broad liberal arts education with a primary emphasis on music.

Objectives:

As a result of participation in and completion of the Bachelor of Arts in Music degree program, the students will be able to:

1. Think, speak, write, and defend judgments clearly and effectively.
2. Understand and articulate perspectives and current thought in the sciences, mathematics, culture, and history.
3. Understand and describe relationships between and among varied art forms and disciplines.
4. Utilize aural, interpretive, theoretical musical concepts and skills.
5. Demonstrate an understanding of a wide selection of musical literature, genres, and cultures.
6. Understand and use compositional processes.
7. Demonstrate performance skills in ensemble and solo or small group settings.
8. Demonstrate and model appropriate professional standards of ethical behavior.

Master of Music in Education**Goals:**

- Develop and demonstrate performance skills at an advanced level through participation in applied study and music ensembles.
- To prepare students for a career as a professional music educator.
- To inspire students to acquire effective teaching skills and dispositions.
- To assist students to develop a commitment to teaching and to music education.
- To prepare students to be advocates for music in the K-12 setting.

Objectives:

As a result of participation in, and completion of, the requirements of the Music Education, Vocal K-12 degree program, students will be able to:

1. Design, implement, and assess teaching strategies in K-12 vocal music education, including high school, middle school/junior high, and elementary school choral settings and in elementary classroom music.
2. Articulate a philosophy of Music Education.
3. Identify and describe theories and techniques of teaching and learning, including approaches to classroom management.
4. Identify and describe the views and theories of professional leaders in music education.
5. Implement music technology as an instructional tool.
6. Utilize improvisation and composition strategies in the classroom and in ensemble rehearsals.
7. Select and arrange ensemble music appropriate to their teaching setting.
8. Utilize functional keyboard skills in classroom instruction and ensemble rehearsals.
9. Utilize effective rehearsal and conducting skills in ensemble rehearsals and performances.
10. Describe and utilize principles of child growth and development.
11. Demonstrate and model appropriate professional standards of ethical behavior.
12. Demonstrate an advanced ability to write and research subjects pertaining to music education

Master of Music in Performance**Goals:**

- Develop and demonstrate performance skills at an advanced level through participation in applied study and music ensembles.
- To prepare students for a career as a professional classical singer and for acceptance into a post-graduate work.
- To assist students to acquire high quality performing artistry.
- To provide students with historical, technical, and pedagogical knowledge of the voice and its use as a performing medium.

Objectives:

As a result of participation in and completion of the requirement of the Vocal Performance major, students will be able to:

1. Demonstrate knowledge of styles and diction from English, Italian, German, and French language groups appropriate for the performance of art songs and arias.
2. Demonstrate advanced level ensemble performing skills.
3. Demonstrate an in depth knowledge of history, literature, and pedagogy related to the solo voice.
4. Utilize appropriate: stage presence, etiquette and protocol for professional vocal auditions, recitals, oratorio and opera performances.
5. Demonstrate and model appropriate professional standards of ethical behavior.

Voice Faculty (2011-12)

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Associate Professor, voice, diction, opera/song lit.; A.D., Cleveland Institute of Music
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Instructor of Voice, voice, vocal techniques; A.D., Academy of Vocal Arts
- Stanley Wold** swold@d.umn.edu 726-7504
Professor, Voice Area Chair, conducting, voice, vocal music education; D.M.A., University
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- Regina Zona** rzona@d.umn.edu 726-7135
Assistant Professor, Director of Opera Programs, voice/opera; D.M.A., Manhattan School of
Music

Applied Voice Lessons

All music majors with voice as their primary instrument will receive an hour voice lesson each week. Your grade is determined by a variety of factors listed in the syllabus (see pp. 11-17), but also includes your performance in an end of the semester jury (see pp. 27-29) and your attendance and participation in voice Masterclass (see p.25). Vocal Music Education majors for whom voice is not the principal instrument receive a half-hour lesson each week. Non-music majors (including B.F.A. Musical Theatre students) receive a half-hour lesson each week.

Beginning of the academic year procedures

As soon as the fall semester begins, ALL SINGERS should obtain a “Request to Study Applied Voice” form online (www.d.umn.edu/~rzona/forms.htm) and fill it out. On this form you will write your name, your degree program, your teacher preference (if any) and your weekly schedule. When you have completely filled out the form, print it out and place it in Rachel Inselman’s mailbox in the music office. By the end of the first week of the semester, a list of voice teacher assignments will be posted on the Voice Area Bulletin Board (in the Humanities Hall opposite 246H). It is then your responsibility to find your voice teacher and schedule your weekly lessons.

Choosing a voice teacher

You may choose to study with any one of our qualified voice teachers. If you are not familiar with the teachers on our faculty, you may read their bios online at <http://www.d.umn.edu/~rzona/faculty.htm>. You request a voice teacher at the beginning of the year on the “Request to Study Applied Voice” form detailed above. Every effort will be made to fill your request although sometimes the voice teacher you request may not have room in their studio. If that is the case you will be assigned another voice teacher. If you do not have a teacher preference, you will be assigned to a voice teacher who has room in their studio and who will be the right fit for you.

Changing voice teachers

It takes some time for a student to truly understand and implement the technique a voice teacher is trying to impart on them. It is for this reason that we highly discourage students from changing voice teachers every semester. If you find that you are not getting what you want or feel you need from your voice lessons, it is your responsibility to communicate that to your voice teacher. If you have tried to work it out with your voice teacher and you both agree that maybe you need a different experience, you may approach another teacher to see if they have room in their studio. Again, you MUST communicate with your current teacher that you want to change studios. Due to space constraints, it may not always be possible to study with the teacher you choose. If you and your current teacher agree that you should find another teacher and the new teacher has room in their studio, let Rachel Inselman know of your new teacher so she can adjust the studio assignments.

APPLIED VOICE SYLLABUS
Music 1311/4311
Majors

Course Goal:

To provide instruction for the student to enhance his/her level of singing appropriate to their music degree program through technical exercises, repertoire study, and performances before faculty and peers.

Course Objectives:

As a result of applied voice study, the student will be able to a) perform memorized a minimum number of songs and b) demonstrate appropriate and improving competencies listed below.

Cognitive/Psychomotor (Musical Learning & Skills)

- Sings on pitch with correct rhythms
- Observes dynamics and musical symbols in the score
- Employs good breath management with loose yet energetic breathing
- Demonstrates good diction including crisp consonants and clear vowels
- Performs the assigned literature from memory (when appropriate)

Affective (Attitude/Cooperation)

- Prepares adequately for performance
- Displays confidence and relative ease in performing
- Presents a professional attitude toward performing including promptness and appropriate dress

Aesthetic

- Exhibits enthusiasm about learning the music and participating in the musical experience
- Shows attention to musical phrasing
- Uses body and facial expression to demonstrate involvement with the musical message
- Demonstrates attention to the accompaniment and ability to sing in relation to it
- Displays general knowledge of the overall structure and meaning of text and music

Course Procedures:

Students who study voice as principal instrument may apply that study to one of three degree programs: Bachelor of Music (Vocal Music Education and Vocal Performance) and the Bachelor of Arts in Music. All voice majors receive an hour lesson each week. Additionally, all voice majors will have one large group experience per week in either Small Voice Class (one teacher with only his/her students) or Masterclass (all voice faculty with all students present). The Masterclass performance requirement is as follows:

Vocal Education Majors: 2 performances each semester

Vocal Performance Majors: 2 performances each semester and 1 must be during Recital Hour

Bachelor of Arts in Music: 1 performance each semester

All voice majors are required to perform a jury at the end of each semester. Repertoire requirements for juries are listed in the Vocal Area Student Policies and Procedures on pp. 21-24. Please note that these are *minimums*; your instructor may assign more than the minimum if s/he determines it is appropriate to your ability and major.

After arranging a voice lesson time with your assigned teacher as soon as possible in the semester, you will be assigned repertoire according to the guidelines agreed upon by the voice faculty. To allow sufficient time for

preparation for **required juries each semester**, you will receive your repertoire assignments no later than the third week of the semester.

Principal Resource Materials:

Classic solo literature from most periods of music history will be selected by your instructor. Folk songs and music from the stage (opera, music theatre) are included at the instructor’s discretion. **Music performed in Masterclasses and repertoire submitted for jury performance must be memorized.**

Evaluation:

Attendance: Attendance at 80% of scheduled private lessons is required in order to receive a passing grade. If you must cancel a lesson, you must provide reasonable notice – this means you must call or e-mail your instructor at least 24 hours prior to your lesson time (extenuating circumstances may exist). Your instructor is obligated to make-up only one student-initiated excused absence per semester. Additional make-ups are by the instructor’s discretion. If your instructor must cancel your lesson, however, the lesson will be made up. If extenuating circumstances exist that force several student absences throughout a semester (legitimate illness, etc.), the instructor will make every attempt to make them up.

Grading: Your weekly voice lessons count as 70% of your Applied Voice grade as a Vocal Performance Major, 75% as a Vocal Music Ed Major and 80% as a B.A. Specific factors taken into consideration while determining that grade include attendance, preparation, engagement, application of technical and performance concepts and overall improvement from week-to-week. Details of these factors are listed in the Applied Voice Rubric on p. 19 in the Voice Area Student Policies and Procedures.

The jury counts as 30% of the Applied Voice grade as a Vocal Performance Major, 25% as a Vocal Music Ed Major and 20% as a B.A. Specific factors taken into consideration while determining that grade include vocal technique, intonation, musical accuracy, commitment to performance (text/character), and memorization. Details of these factors are listed in the Vocal Jury Rubric on p. 28 in the Voice Area Student Policies and Procedures.

Points	Grade
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59-below	F

Students with disabilities:

It is the policy and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements – such as time limited exams, inaccessible web content, or the use of non-captioned videos – please notify the instructor as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Please call 218-726-6130 or visit the DR website at www.d.umn.edu/access for more information.

APPLIED VOICE SYLLABUS

Music 1312/4312

Non-music majors and Music majors, voice, non-principal

Course Goal:

To provide instruction for the student to enhance his/her level of singing through technical exercises, repertoire study, and for some students, performances before faculty and peers.

Course Objectives:

As a result of applied voice study, the student will be able to a) perform memorized a minimum number of songs and b) demonstrate appropriate and improving competencies listed below.

Cognitive/Psychomotor (Musical Learning & Skills)

- Sings on pitch with correct rhythms
- Observes dynamics and musical symbols in the score
- Employs good breath management with loose yet energetic breathing
- Demonstrates good diction including crisp consonants and clear vowels
- Performs the assigned literature from memory (when appropriate)

Affective (Attitude/Cooperation)

- Prepares adequately for performance
- Displays confidence and relative ease in performing
- Presents a professional attitude toward performing including promptness and appropriate dress

Aesthetic

- Exhibits enthusiasm about learning the music and participating in the musical experience
- Shows attention to musical phrasing
- Uses body and facial expression to demonstrate involvement with the musical message
- Demonstrates attention to the accompaniment and ability to sing in relation to it
- Displays general knowledge of the overall structure and meaning of text and music

Course Procedures:

After arranging a voice lesson time with your assigned teacher as soon as possible in the semester, you will receive one half-hour lesson per week for the duration of the semester. You are expected to practice regularly outside of the studio in preparation for each lesson. Students will receive their assigned pieces no later than the third week of each semester. Depending on how your applied voice credits are applied to your major, you may be required to perform a jury at the end of every second semester of voice. Jury requirements are specified below.

Bachelor of Music Vocal Education studying voice as a degree requirement (for licensure) but not as the principal instrument: Jury every semester until successfully completing Advanced Standing

Music Minors: Jury every second semester of applied voice

All other non-music majors: No Jury is required however the instructor may require another evaluative final performance

Principal Resource Materials:

Classic solo literature from most periods of music history will be selected by your instructor. Folk songs and music from the stage (opera, music theatre) are included at the instructor's discretion or if your degree requires such repertoire. **Repertoire submitted for jury performance must be memorized.**

Repertoire requirements for each semester’s study and juries are listed in the Vocal Area Student Policies and Procedures on pp. 21-24. Please note that these are *minimums*; your instructor may assign more than the minimum if s/he determines it is appropriate to your ability and major.

Evaluation:

Attendance: Attendance at 80% of scheduled private lessons is required in order to receive a passing grade. If you must cancel a lesson, you must provide reasonable notice – this means you must call or e-mail your instructor at least 24 hours prior to your lesson time (extenuating circumstances may exist). Your instructor is obligated to make-up only one student-initiated excused absence per semester. Additional make-ups are by the instructor’s discretion. If your instructor must cancel your lesson, however, the lesson will be made up. If extenuating circumstances exist that force several student absences throughout a semester (legitimate illness, etc.), the instructor will make every attempt to make them up.

Grading: Your weekly voice lessons count as 80% of your applied voice grade if you are performing a jury. If you are not performing a jury, your weekly voice lessons count as 100% of your grade. Specific factors taken into consideration while determining that grade include attendance, preparation, engagement, application of technical and performance concepts and overall improvement from week-to-week. Details of these factors are listed in the Applied Voice Rubric on p. 19 in the Voice Area Student Policies and Procedures.

Points	Grade
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59-below	F

The jury counts as 20% of the applied voice grade if you are a non-major or music minor. Specific factors taken into consideration while determining that grade include vocal technique, intonation, musical accuracy, commitment to performance (text/character), and memorization. Details of these factors are listed in the Vocal Jury Rubric on p. 28 in the Voice Area Student Policies and Procedures.

If you do not perform a jury in any given semester, 100% of your grade is determined by your work in your voice lessons. Refer to the Applied Voice Rubric on p. 19 in the Voice Area Student Policies and Procedures for factors which determine your applied voice grade.

Students with disabilities:

It is the policy and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements – such as time limited exams, inaccessible web content, or the use of non-captioned videos – please notify the instructor as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Please call 218-726-6130 or visit the DR website at www.d.umn.edu/access for more information.

APPLIED VOICE SYLLABUS
MU 8301
Graduate Majors

Catalog Information:

(2.0 cr; Prereq-Advanced proficiency, grad student, #; A-F or Aud....)
Studio lesson on major instrument or voice; one-half hour per week per credit.

Course Goal:

To provide instruction for the student to enhance his/her level of singing appropriate to the MM in Performance through technical exercises, repertoire study, and performances before faculty and peers. Implicit in the selection of this course by the student is his/her intent to enhance the ability to use the singing voice as a critical tool in a career as a performer and educator.

Course Objectives:

As a result of applied voice study, the student will be able to a) perform memorized a minimum number of songs and b) demonstrate appropriate and improving competencies listed below.

Cognitive/Psychomotor (Musical Learning & Skills)

- Sings on pitch with correct rhythms
- Observes dynamics and musical symbols in the score
- Employs good breath management with loose yet energetic breathing
- Demonstrates good diction including crisp consonants and clear vowels
- Performs the assigned literature from memory (when appropriate)

Affective (Attitude/Cooperation)

- Prepares adequately for performance
- Displays confidence and relative ease in performing
- Presents a professional attitude toward performing including promptness and appropriate dress

Aesthetic

- Exhibits enthusiasm about learning the music and participating in the musical experience
- Interprets score markings with appropriate awareness of style and historical practice
- Uses body and facial expression to demonstrate involvement with the musical message
- Demonstrates attention to the accompaniment and ability to sing in relation to it
- Displays general knowledge of the overall structure and meaning of text and music

Course Procedures:

After arranging a voice lesson time with your assigned teacher as soon as possible in the semester, you will be assigned repertoire according to the guidelines agreed upon by the voice faculty. To allow sufficient time for preparation for required juries each semester, you will receive your repertoire assignments no later than the third week of the semester.

Weekly: Students enrolled in this course will receive an hour lesson each week plus one large group experience per week in either Small Voice Class (one teacher with only his/her students) or Masterclass (all voice faculty with all students present). Your Masterclass performance requirement is 3 performances per

semester and one must be during Recital Hour for Performance Majors and 2 performances in Masterclass for Music Ed Majors.

Jury: You are required to perform a jury at the end of each semester. Your instructor will assign repertoire relating your past experience to undergraduate repertoire requirements for juries as listed in the Vocal Area Student Policies and Procedures on pp. 21-24. **Music performed in Masterclass and repertoire submitted for jury performance must be memorized.**

Principal Resource Materials:

Classic solo literature from most periods of music history; folk songs and music from the stage (opera, musical theatre) included at the instructor’s discretion.

Evaluation:

Attendance: Attendance at 80% of scheduled private lessons is required in order to receive a passing grade. If you must cancel a lesson, you must provide reasonable notice – this means you must call or e-mail your instructor at least 24 hours prior to your lesson time (extenuating circumstances may exist). Your instructor is obligated to make-up only one student-initiated excused absence per semester. Additional make-ups are by the instructor’s discretion. If your instructor must cancel your lesson, however, the lesson will be made up. If extenuating circumstances exist that force several student absences throughout a semester (legitimate illness, etc.), the instructor will make every attempt to make them up.

Grading: Your weekly voice lessons count as 70% of your Applied Voice grade. Specific factors taken into consideration while determining that grade include attendance, preparation, engagement, application of technical and performance concepts and overall improvement from week-to-week. Details of these factors are listed in the Applied Voice Rubric on p. 19 in the Voice Area Student Policies and Procedures.

The jury counts as 30% of the Applied Voice grade. Specific factors taken into consideration while determining that grade include vocal technique, intonation, musical accuracy, commitment to performance (text/character), and memorization. Details of these factors are listed in the Vocal Jury Rubric on p. 28 in the Voice Area Student Policies and Procedures.

Students with disabilities:

It is the policy and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements – such as time limited exams, inaccessible web content, or the use of non-captioned videos – please notify the instructor as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Please call 218-726-6130 or visit the DR website at www.d.umn.edu/access for more information.

Points	Grade
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59-below	F

APPLIED VOICE SYLLABUS
MU 8302
Graduate Majors, Voice Secondary Instrument

Catalog Information:

(1.0 cr; Prereq-Intermediate proficiency, grad student, #; may be repeated; A-F or Aud,...)
Half-hour weekly studio lesson; instrument or voice.

Course Goal:

To provide instruction for the student to enhance his/her level of singing appropriate to the MM in Music Education (or MM in Performance, with voice as non-principal) through technical exercises, repertoire study, and performances before faculty and peers. Implicit in the selection of this course by the Music Education student is his/her intent to enhance the ability to use the singing voice as a critical tool in their career as a music educator.

Course Objectives:

As a result of applied voice study, the student will be able to a) perform memorized a minimum number of songs and b) demonstrate appropriate and improving competencies listed below.

Cognitive/Psychomotor (Musical Learning & Skills)

- Sings on pitch with correct rhythms
- Observes dynamics and musical symbols in the score
- Employs good breath management with loose yet energetic breathing
- Demonstrates good diction including crisp consonants and clear vowels
- Performs the assigned literature from memory (when appropriate)

Affective (Attitude/Cooperation)

- Prepares adequately for performance
- Displays confidence and relative ease in performing
- Presents a professional attitude toward performing including promptness and appropriate dress

Aesthetic

- Exhibits enthusiasm about learning the music and participating in the musical experience
- Interprets score markings with appropriate awareness of style and historical practice
- Uses body and facial expression to demonstrate involvement with the musical message
- Demonstrates attention to the accompaniment and ability to sing in relation to it
- Displays general knowledge of the overall structure and meaning of text and music

Course Procedures:

After arranging a voice lesson time with your assigned teacher as soon as possible in the semester, you will be assigned repertoire according to the guidelines agreed upon by the voice faculty. To allow sufficient time for preparation for required juries each semester, you will receive your repertoire assignments no later than the third week of the semester.

Weekly: Students enrolled in this course will receive an hour lesson each week plus one large group experience per week in either Studio Voice Class (one teacher with only his/her students) or Masterclass (all voice faculty with all students present). There is no requirement to perform in Masterclass but the student may perform in Studio Class.

Jury: It is suggested that you perform a jury at the end of every second semester of taking voice lessons. Your instructor will assign repertoire relating your past experience to undergraduate repertoire requirements for juries as listed in the Vocal Area Student Policies and Procedures on pp. 21-24. **Music performed in Masterclass and repertoire submitted for jury performance must be memorized.**

Principal Resource Materials:

Classic solo literature from most periods of music history; folk songs and music from the stage (opera, musical theatre) included at the instructor’s discretion.

Evaluation:

Attendance: Attendance at 80% of scheduled private lessons is required in order to receive a passing grade. If you must cancel a lesson, you must provide reasonable notice – this means you must call or e-mail your instructor at least 24 hours prior to your lesson time (extenuating circumstances may exist). Your instructor is obligated to make-up only one student-initiated excused absence per semester. Additional make-ups are by the instructor’s discretion. If your instructor must cancel your lesson, however, the lesson will be made up. If extenuating circumstances exist that force several student absences throughout a semester (legitimate illness, etc.), the instructor will make every attempt to make them up.

Grading: Your weekly voice lessons count as 70% of your Applied Voice grade. Specific factors taken into consideration while determining that grade include attendance, preparation, engagement, application of technical and performance concepts and overall improvement from week-to-week. Details of these factors are listed in the Applied Voice Rubric on p. 19 in the Voice Area Student Policies and Procedures.

The jury counts as 30% of the Applied Voice grade. Specific factors taken into consideration while determining that grade include vocal technique, intonation, musical accuracy, commitment to performance (text/character), and memorization. Details of these factors are listed in the Vocal Jury Rubric on p. 28 in the Voice Area Student Policies and Procedures.

Students with disabilities:

It is the policy and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements – such as time limited exams, inaccessible web content, or the use of non-captioned videos – please notify the instructor as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Please call 218-726-6130 or visit the DR website at www.d.umn.edu/access for more information.

Points	Grade
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59-below	F

APPLIED VOICE LESSON RUBRIC

Name _____ Phone _____

Semester/Year _____ Degree _____

	Date	Notes
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		

Masterclass Performances: _____

Recital Hour Performance (if applicable): _____

Notes:

Points	Criteria	Notes
	Preparation (25 possible points) <ul style="list-style-type: none"> ○ Shows up on time ○ Has all materials (music, pencil, etc.) ○ Is dressed appropriately ○ Turns in song sheets on time ○ Writes translations and IPA in music ○ Provides music for accompanist on time ○ Comes to each lesson with assignments completed (learning the music and/or text) 	
	Engagement (25 possible points) <ul style="list-style-type: none"> ○ Consistently attends lessons (remains healthy) with proper notice if he/she must cancel ○ Consistently attends masterclass and vocal-centered recitals ○ Is willing to try everything he/she is asked to do ○ Interacts positively with the teacher and the learning process 	
	Technique/Performance (25 possible points) <ul style="list-style-type: none"> ○ Tone quality ○ Intonation ○ Vocal/Musical Accuracy ○ Diction/Articulation ○ Musicianship (use of phrasing, dynamics, musical style) ○ Stage presence ○ Commitment to text and character 	
	Improvement (25 possible points) <ul style="list-style-type: none"> ○ Consistent display of practice ○ Consistent weekly vocal and musical growth ○ Consistent application of technical aspects ○ Overall improvement (vocal, musical, performance, etc.) 	

Total Applied Lesson Points: _____ X **.7/.75/.8** = _____

Total Jury Points: _____ X **.3/.25/.2** = _____
 4 jury grades (100 points possible) 70/30 = .7/.3 75/25 = .75/.25 80/20 = .8/.2

Final Point Total and Grade: _____

Applied Voice Lesson Repertoire Requirements

Bachelor of Music – Music Education

Semester 1 (4 songs minimum)

2 Classical English
1 Italian
1 additional Classical

Semester 3 (6 songs minimum)

2 Classical English
1 Italian
1 German
2 additional Classical

Semester 2 (5 songs minimum)

1 Classical English
1 Italian
3 additional Classical (*at least one must be in a foreign language*)

Semester 4 (6 songs+1 recit.) – Adv. Standing

1 Contemporary Classical English
1 Italian
1 German
2 additional Classical
1 recitative from an Oratorio
1 Oratorio aria

After Advanced Standing: 6 songs per semester of varying languages and styles

Masterclass: 2 performances each semester

Recital: A 25-minute half-recital is required either in the 6th or 7th semester

The French language should be added in the third or fourth year, if not earlier

Following the successful Advanced Standing audition, a maximum of one musical theatre or popular song per semester may be included in the repertoire

Bachelor of Music – Vocal Performance

Semester 1 (5 songs minimum)

2 Classical English
1 Italian
2 additional Classical Songs (*at least one in a foreign language*)

Semester 3 (7 songs minimum)

2 Classical English
2 Italian
1 German
2 additional Classical Songs

Semester 2 (6 songs minimum)

2 Classical English
1 Italian
3 additional Classical Songs (*at least two in a foreign language*)

Semester 4 (7 songs) – Adv. Standing

1 Contemporary Classical English
1 Old English or Italian Song
1 German
1 French
1 Classical Song
1 Opera Aria
1 Oratorio Aria (*at least one aria must include a recit.*)

After Advanced Standing: 7 songs per semester of varying styles and languages*

Masterclass: 2 performances each semester and 1 must be during Recital hour

Recitals: A 25-minute junior and a 50-minute senior recital are required

*A significant operatic role or featured solo in a choral performance can count as 1 required song

Bachelor of Arts in Music

Semester 1 (*4 songs minimum*)

1 Classical English
1 Italian
2 additional Classical

Semester 3 (*5 songs minimum*)

1 Classical English
1 Italian
1 German
2 additional Classical

Semester 2 (*4 songs minimum*)

1 Classical English
1 Italian
2 additional Classical (*at least one must be in a foreign language*)

Semester 4 (*5 songs*) – Adv. Standing

1 Contemporary Classical English
1 Italian
1 German
2 additional Classical (*at least one in a foreign language*)

After Advanced Standing: 6 songs per semester of varying languages and styles

Masterclass: 1 performance each semester

If the French language has not been added in the first four semesters, it will be introduced in the third or fourth year.

Following the successful Advanced Standing audition, a maximum of one musical theatre or popular song per semester may be included in the repertoire

Bachelor of Music, Theory/Composition – Voice as the Principal Instrument

Semester 1 (*4 songs minimum*)

1 Classical English
1 Italian
1 Original Composition
1 additional song

Semester 3 (*6 songs minimum*)

1 Classical English
1 Italian
1 Classical in a foreign language
2 Original songs
1 transcribed song or 1 Classical song

Semester 2 (*5 songs minimum*)

1 Classical English
1 Italian
1 Original Composition
1 Classical song – foreign language
1 transcribed song or 1 Classical song

Semester 4 (*6 songs*) – Adv. Standing

1 Classical English
1 Italian
1 Classical song – foreign language
2 Original songs
1 transcribed song or 1 Classical song

After Advanced Standing: 6 songs per semester in varying styles with at least 3 Classical and 2 original songs

Masterclass: 1 performance each semester

It is suggested that the German language is introduced in the second year and the French language is introduced in the third or fourth year

Bachelor of Arts in Music/B.F.A. in Musical Theatre

Semester 1 (4 songs minimum)

1 Classical English
1 Italian
2 contrasting Musical Theatre
(1 must be pre-1965)

Semester 2 (5 Songs minimum)

1 Classical English
1 Italian
2 contrasting Musical Theatre
(1 must be pre-1965)
1 additional song (either Classical or legit
Musical Theatre)

Semester 3 (6 songs minimum)

1 Classical English
1 Italian
1 German
3 contrasting Musical Theatre
(1 must be pre 1965)

Semester 4 (6 songs minimum)

1 Classical English
1 Italian
1 German
3 contrasting Musical Theatre
(1 must be pre 1965)

After Advanced Standing: 6 songs per semester of varying languages and styles with 3 Classical and 3 musical theatre songs.

Masterclass: 1 performance per semester

If the French language has not been added in the first four semesters, it will be introduced in the third or fourth year.

Master of Music – Music Education

Repertoire: 6 songs minimum each semester in a variety of languages and classical styles

Masterclass: 1 performance per semester

Recital: There is no recital requirement for this degree

Master of Music – Vocal Performance

Repertoire: 7 songs minimum each semester in a variety of languages and classical styles*

Masterclass: 3 performances per semester and 1 must be during Recital Hour

Recitals: A 50-minute recital is required

*A significant operatic role or featured solo in a choral performance can count as 1 required song

Bachelor of Music, Vocal Education– Voice, non-principal instrument

Semester 1 (*4 songs minimum*)

1 Classical English
1 Italian
2 additional Classical

Semester 3 (*5 songs minimum*)

1 Classical English
1 Italian
1 German
2 additional Classical

Semester 2 (*4 songs minimum*)

1 Classical English
1 Italian
2 additional Classical

Semester 4 (*5 songs min.+1 recit.*) – Adv. Standing

1 Classical English
1 Italian
1 German
2 additional Classical
1 recit. usually from an Oratorio

After Advanced Standing: 6 songs per semester of varying languages and styles

Masterclass: 1 performance each semester

The French language should be added in the third or fourth year if not earlier

Following the successful Advanced Standing audition, a maximum of one musical theatre or popular song per semester may be included in the repertoire

Bachelor of Fine Arts – Musical Theatre

First Year (*4 songs minimum each semester*)

2 Classical songs each semester - at least 1 in Italian
2 contrasting Musical Theatre songs in each semester

Second Year (*5 songs minimum each semester*)

2 Classical songs each semester - at least 1 in Italian and optional addition of German or French
3 contrasting Musical Theatre songs in each semester at least one must be pre-1965

Third and Fourth Years (*6 songs minimum each semester*)

2 Classical songs each semester – an operetta aria may be used for 1 song
4 contrasting Musical Theatre songs in each semester - at least one must be pre-1965

Music Minors

Follow the repertoire requirements above for Bachelor of Arts in Music although there is no Masterclass or Advanced Standing audition requirement.

All other Non-Music Majors

First and Second Years (*4 songs minimum each semester*)

At least 2 Classical songs each semester – at least 1 in Italian

Third and Fourth Years (*5 songs minimum each semester*)

At least 2 Classical songs each semester – at least 1 in Italian/optional addition of German or French

Masterclass

Masterclass meets once per week as a required supplement to your applied voice lessons. Every Thursday from 1:00 until 2:00, all voice majors meet either with their voice teacher as a studio (Studio Voice Class) or the entire vocal area to perform for each other (Masterclass). All voice majors are required to sing in Masterclass a certain number of times each semester according to their degree program (see below). This is not only a formal performance opportunity but also a chance to be critiqued by the voice faculty who write constructive comments about your performance that you and your voice teacher can discuss.

Performance Requirements

Only the voice students whose degree programs are listed below are required to sing in Masterclass each semester.

Bachelor of Arts in Music – once a semester

Bachelor of Music, Music Education – twice a semester

Bachelor of Music, Vocal Performance – twice a semester and one of those performances must be during Recital Hour

Bachelors of Music, Theory/Composition and Vocal Music Education, Voice non-principal instrument – once a semester

Master of Music, Music Education – once a semester

Master of Music, Vocal Performance – three times a semester and once must be during Recital Hour

Procedures

In order to sing in Masterclass, you must complete a **Voice Class Performance Request Form** which will be in the Music Office (231H) or online (www.d.umn.edu/~rzona/forms.htm). This form will be used to create the printed program for Voice Class. When you and your teacher have determined the date that you will sing in Masterclass, you have until 12:00 p.m. on the Tuesday before that class to sign up to sing. For example, if you plan on singing on Thursday, October 15th in Masterclass, you must sign up to sing in the music office by 12:00 p.m. on Tuesday, October 13th. If you do not meet the deadline, you will not be allowed to sing on that Thursday and that may affect your Applied Voice grade.

Appropriate Dress

When you perform in Voice Class and Juries, you are required to dress appropriately. That means **NO** jeans, shorts, cutoffs, t-shirts, polos, tank tops, flip-flops/sandals, sneakers/tennis shoes, slippers, or sleepwear. Make yourself presentable by combing your hair. Ladies, if you wear makeup, please do so tastefully.

Ladies: A dress or nice pants/skirt and blouse with dress shoes (no sandals, please) – Also, when you perform in a jury or recital you **MUST** wear pantyhose under your skirt or dress

Men: A dress shirt with tie, dress pants and dress shoes – a jacket is optional but encouraged

Voice Class Performance Request Form

This form is due no later than 12:00 p.m. Tuesday before the class in which you intend to perform

PLEASE TYPE ON YOUR COMPUTER AND PRINT OUT

Name _____ **Date of Voice Class** _____

Date Submitted _____

Accompanist Name _____

Voice Part (*soprano, tenor, etc.*) _____

Additional Performers _____

Voice/Instrument of Additional Performers _____

Song/Aria _____

Larger Work (*opera, song cycle, oratorio, etc.*) _____

Composer _____

Composer's Dates _____

Signature of Applied Teacher _____

Signature of Accompanist _____

Special Accommodations:

Juries

The jury is considered the final exam of your Applied Voice Lessons. You present the required numbers of songs (listed in the Repertoire Requirements on pp. 21-24) to the Voice Faculty in an audition setting and you receive a grade and constructive comments on your performance. The jury counts as 30% of your Applied Voice Grade as a Vocal Performance Major, 25% as a Vocal Music Ed Major and 20% as a B.A. in the semester that a jury is performed.

- All Bachelor of Arts in Music and Bachelor of Music Voice Majors (Education and Performance) are required to perform a jury each semester.
- All Bachelor of Music Vocal Education, voice, non-principal instrument are required to perform a jury every semester until successfully completing Advanced Standing
- All Music Minors are required to perform a jury every other semester
- Voice majors who have performed a required degree recital will not be required to sing a jury in the semester the recital was presented. EXCEPTION: If the recital was given within the first four weeks of the semester, a jury *is* required, but the assigned number of pieces may be adjusted according to instructor's recommendations

Procedures/Forms

The number of songs you sing in your jury is determined by your degree program. Generally, most voice students (other than Vocal Performance majors) will perform 2 songs in their jury that will be chosen by the voice faculty. Non-music majors will perform 2 songs, the first chosen by the singer and the second chosen by the voice faculty. Vocal Performance majors are usually required to sing up to four songs at each jury.

You are required to complete a jury form to give to each voice teachers at your jury. This form (see p. 29) lists all of the required repertoire you prepared in that semester and has room for comments. This form is available online at www.d.umn.edu/~rzona/forms.htm and **must be typed**. Fill this form out on your computer and **print 5 copies** to bring to your jury. Each voice teacher will give you a numeric score out of 100 points. The rubric for the jury is included in this document (see p. 28)

VOCAL JURY RUBRIC

	Superior	Excellent	Good	Average	Poor
Tone Quality (20 points possible)	Even tone quality throughout the vocal range, well-supported, resonant, focused, vibrant, projecting	Some inconsistency in the vocal range, mostly supported, mostly consistent breath support, beginning to be resonant	Much inconsistency between the vocal registers, but beginning to be focused and clear, more breath support needed	Breathy, unsupported tone in some sections, Lacks focus	Weak, poor tone production
Intonation/Pitch Accuracy (20 points possible)	Always on pitch with correct notes	Always on pitch with a few incorrect notes	Somewhat on pitch with a few incorrect notes	Recognizable but rarely on pitch with many incorrect notes	Never on pitch
Diction/Articulation (20 points possible)	Articulates clearly and the text of the music is always understandable, shows excellent command of all languages	Articulates words somewhat clearly and text can be understood most of the time, has a few pronunciation issues in foreign languages	Sometimes articulates the words but the text is often not discernable, several problems with pronunciation in foreign languages	Rarely articulates the words and the text is not discernable, very little command of foreign language	Never clear with no command of foreign languages
Musicianship (phrasing, dynamics, rhythmic accuracy musical style) (20 points possible)	Dynamic levels are obvious, consistent, and phrasing is always consistent and sensitive to the style of music being sung. Performs with a creative nuance and style in response to the score and limited coaching.	Dynamic levels and phrasing is usually consistent and sensitive to the style of music being sung. Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.	Dynamic levels fluctuate but can be discerned. Phrasing is usually consistent and occasionally sensitive to the style of music being sung. Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.	Attention to dynamic levels is not obvious. Phrasing is rarely consistent and/or rarely sensitive to musical style. Rarely demonstrates expression and style. Just sings the notes.	No sense of dynamics or phrasing and a low degree of independent musicianship, severe technical flaws overshadow expression
Performance (stage presence, commitment to text/character, memorization) (20 points possible)	Shows an excellent command of the stage in all styles and literature, completely committed to text/character	Shows great detail on stage with an occasional lapse in commitment to text/character, there's room for improvement	Has potential on stage but lacks consistency in commitment to text/character in some styles, could use more work on interpretation and stage deportment	Shows a lack of comfort on stage, rarely demonstrates an understanding of text/character	No connection to text/character and no stage presence to speak of

Advanced Standing and Performance Degree Auditions

The music major at UMD is expected to progress to the level of advanced performance in applied music by the end of the sophomore year and successfully complete the advanced standing juries at this time. Since four semesters of advanced level applied music (Mu 43xx) (three semesters for music education majors and two semesters for B.A. majors) are required for graduation, any music major who fails to qualify for advanced standing by the designated time, will take longer to graduate. Before a music major is allowed to register for 43xx applied study, s/he must pass the advanced standing performance exam. The B. Mus. student typically takes the exam (jury) at the end of the 4th semester of applied study, while the B.A. student may take the exam as late as the 6th semester of applied study. Regardless of degree, however, a music major may attempt the advanced standing exam *three times only*. If the third attempt is not successful, the student is not allowed to continue in his/her present degree program. Students should check with their voice teacher at the beginning of the semester of the advanced standing exam to ensure requirements of the applied study area will be sufficiently addressed during lessons that semester.

Upon official approval of the teacher concerned, any student may apply for permission to take the advanced standing examination in applied music at any time. Although the examination is usually taken at the end of the student's sophomore year, it may be taken at the end of any semester of the student's enrollment with the teacher's consent. The repertoire requirements for the Advanced Standing Exam is listed in this document (see pp. 21-24).

While a freshman or transfer student may enter the music department as a Vocal Performance Major, they are not officially accepted into that degree program until they have successfully passed a Performance Degree audition. This is usually done as part of the jury at the end of the first semester of study. The audition can be performed later in a student's study but this may mean that it will take longer to finish the degree program. You may only attempt the performance degree audition *three times*.

The student must receive affirmative votes from the majority of the total number of the respective voice faculty in order to pass the examination regardless of the total number of the faculty members present at the exam. Students not successfully passing the examination may retake it at a later time.

Expectations

In order to successfully pass the Advanced Standing Exam, the student must be able to demonstrate that s/he has a firm understanding of vocal technique, musicianship, and performance savvy at an advanced level appropriate for their degree program. In order to successfully be admitted as a Performance Major, the same applies but the student must also demonstrate that s/he has the potential for success in a performing career.

For specifics on the attributes required of successfully passing the exam and/or audition, please refer to the Jury Rubric (see p. 28). The student should receive an average of at least a 4.0 in each category among the voice faculty to successfully pass for Vocal Performance Majors, a 3.5 for Vocal Music Ed Majors, and a 3.0 for a B.A.

VOCAL FORM
Advanced Standing / Recital Audition / Performance Acceptance

Date of Jury _____

Student Name _____ Instructor Name _____
 Degree Program _____ Class (Check one) Fr So Jr Sr Gr

Select One: Advanced Standing Graduate Recital Acceptance into the Performance Degree
 Junior Recital Senior Recital Special Recital (specify): _____

*List all required pieces studied this semester or your ENTIRE RECITAL PROGRAM and their state of preparedness below. If your RECITAL Program does not fit on the lines below, please type it out in a separate document and attach it to this form, putting an * next to any pieces you have already performed*

	<u>Composer</u>	<u>Title (with larger work, if applicable)</u>	<u>Performed in Class/Recital?</u>	
1.	_____	_____	<input type="checkbox"/> Y	<input type="checkbox"/> N
2.	_____	_____	<input type="checkbox"/> Y	<input type="checkbox"/> N
3.	_____	_____	<input type="checkbox"/> Y	<input type="checkbox"/> N
4.	_____	_____	<input type="checkbox"/> Y	<input type="checkbox"/> N
5.	_____	_____	<input type="checkbox"/> Y	<input type="checkbox"/> N
6.	_____	_____	<input type="checkbox"/> Y	<input type="checkbox"/> N
7.	_____	_____	<input type="checkbox"/> Y	<input type="checkbox"/> N
8.	_____	_____	<input type="checkbox"/> Y	<input type="checkbox"/> N

-tone QUALITY (20 Points Possible)	Faculty Comments: <input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Discuss
INTONATION/ PITCH ACCURACY (20 Points Possible)	
DICTION/ ARTICULATION (20 Points Possible)	
MUSICIANSHIP (20 Points Possible)	
PERFORMANCE/ MEMORIZATION (20 Points Possible)	
POINTS _____	FACULTY SIGNATURE _____

Voice Recitals

A student wishing to present a recital must have permission from their voice teacher before establishing possible performance dates. The student should complete the Department of Music Event Room Request Form available in the Music Office. The Weber Music Hall technical director will confirm the availability of the hall on the date or dates requested when all approvals are signed on the event form. The date will be posted on the departmental events calendar. No recitals or other performances may be scheduled simultaneously with any other already-scheduled departmental event.

Procedures

For specific departmental procedures regarding degree recitals, please refer to the Music Department Student Handbook. A few Recital Guidelines for Vocal Music Majors are:

- A student enrolled in recital (MU 3300, MU 3350, MU 4300 or MU 8300) must be concurrently enrolled in applied lessons in voice.
- A junior recital (MU 3300) or half recital (MU 3350) must consist of 25 minutes of music for each performer. A senior recital (MU 4300) or graduate recital (MU 8300) must consist of 50 minutes of music for each performer. In combined recitals, students may share up to 15 minutes of music.
- Classical recitals may include only 1 or 2 selections of non-classical literature with the permission of the applied instructor.
- **A recital jury is required at least 3 weeks prior to performance.** At the audition, the students must perform before an audition jury made of no fewer than three voice faculty members, including the student's applied instructor and two other voice teachers, as arranged by the applied instructor. The entire recital program with accompanists and/or ensembles must be prepared for the audition. From the total list of program selections, the review committee will select the literature they wish to hear. A majority vote of the audition jury is necessary to pass the audition.
- It is the responsibility of the student and the voice teacher to plan for advertising, invitations, and all other related activities.

Those students performing a 25-minute recital must find another student, vocalist or instrumentalist, who will also be performing a 25-minute recital with which to share.

Repertoire Requirements

Bachelor of Music, Music Education – Half Recital (MU 3350)

25-minutes of music

Classical music representing at least 3 languages (1 language must be English)

No more than one or two musical theatre or popular pieces at the discretion of the teacher

Bachelor of Music, Vocal Performance – Junior Recital (MU 3300)

25-minutes of music

Classical music representing at least 3 languages (1 language must be English)

No more than one or two musical theatre or popular pieces at the discretion of the teacher

Bachelor of Music, Vocal Performance – Senior Recital (MU 4300)

50-minutes of music

Classical music representing at least 4 languages (1 language must be English)

No more than one or two musical theatre or popular pieces at the discretion of the teacher

Master of Music, Vocal Performance (MU 8300)

50-minutes of music

Classical music representing at least 3 languages

No more than one or two musical theatre or popular pieces at the discretion of the teacher

Additional Vocal Area Concerns

Locating an Accompanist

There will be many times that you will need to find an accompanist – recitals, Masterclass, juries, NATS, etc. Sometimes your applied voice teacher will accompany you but sometimes you will need to find another accompanist. There is an accompanist request form in the music office (231H) or online (www.d.umn.edu/~rzona/forms.htm) which you must complete according to the specific deadlines that are specified in the Music Department Student Handbook.

Most often the music department will provide the accompanist for you at no charge however there may be times at which you will have to pay for an accompanist.

See the Accompanying Policy on p. 37 of this booklet.

How to work with an accompanist

When working with an accompanist, the most important thing is to treat them with RESPECT! You can do this in several ways:

- As soon as the semester begins, in collaboration with your teacher, you must establish a schedule at which your accompanist can attend the necessary number of lessons.
- Remember that the accompanist is not there to teach you the music. When you rehearse with your accompanist, you are expected to have the piece completely learned so that you can spend the time working on the ensemble and musicianship between your part and the piano.
- Always make sure you give music to your accompanist far ahead of the time you need them to play it. NEVER hand them the music just before you sing it with them for the first time. You should never put the accompanist in the position where they have to sight read your music. There are specific deadlines to get your music to the accompanist before juries (usually more than a month in advance) and for degree recitals, you should give your music to your accompanist several months in advance.
- When you copy music for your accompanist, make sure that the copy is clear, clean and all the notes (especially the baseline at the bottom of the page) are visible. Ask your accompanist how they would like you to prepare the music for them (double-sided, in sheet protectors, etc.).

Vocal Performance/Recital Attendance

Attending recitals, concerts, and musicals/operas is incredibly valuable as a musician. However, not only is it imperative that a student of voice see other singers perform, it is **REQUIRED**. All voice majors are required to attend any vocal-centered formal performance on campus including but not limited to Guest Artist recitals, Faculty Recitals, choral/vocal ensemble concerts (if you are not participating in them), opera/opera scene performances, vocal student degree recitals, vocal masterclasses by guest artists, etc. **Attendance will be taken at these events.**

NATS

The National Association of Teachers of Singing is an organization that services voice teachers and their students in many ways. Each year, NATS holds several voice competitions in regions across the country for the students at all ages and levels of its members. Singers not only compete for cash prizes but, more importantly, receive valuable feedback on their performances from other participating voice teachers. These competitions also give singers an opportunity to hear other singers at all levels (high school to graduate school) and meet new friends.

The Minnesota NATS competition usually takes place in the first weekend of November at St. John's University in St. Cloud. It is usually a two-day event that requires an overnight stay. There is a nominal fee to apply for the competition, and you are responsible for your hotel room, food and transportation. We will make every attempt to supply an accompanist for all singers, but you may be required to pay for an accompanist. Although out-of-pocket expenses are required, this competition is an invaluable experience for any singer who takes part in it.

Vocal Area Website

The Vocal Area Website is a valuable resource for current voice students. The address is www.d.umn.edu/~rizona/vocalarea.htm and should be checked often. Among other things, you will find the following:

- The Voice Area Student Handbook
- Jury Form
- Where to buy music/find translations
- A listing of required vocal-centered performances
- Accompanist request forms
- Masterclass schedule
- Links to voice resources

UMD Accompanying Policy

Encouraging professionalism and mutual collaboration

Before any performance date can be finalized, a complete, signed Accompanying Form must be submitted to Dr. Perry; forms are available in the music office or online. **Check the piano board for the current reservation timeline.** Students and their teachers can expect e-mail confirmation of requests within a week.

After a recital date has been finalized, a recital hearing and dress rehearsal may be scheduled in cooperation with the applied teacher and the accompanist.

All requests including, but not limited to, large ensemble, recitals, juries, guest masterclasses, and recital hour **must** be in writing.

Accompanist assignments are made on a first-come, first-serve basis according to the reservation timeline and approved event list (recitals required as part of degree program, recital hour performances, large studio class, Matinee Musicale Scholarship performances, and music major juries).

All music needs to be in the hands of the accompanist according to the following schedule:

Recitals (full and half): 8 Weeks prior to Recital

If the 8-week deadline occurs while school is not in session, (ie. summer or winter break), then all music is due by the last day of class the semester preceding the recital.

Recital Hour: 4 weeks prior to performance

Large Studio Class Performance: 2 weeks prior to performance

Accompanists will be expected to prepare their music to the best of their ability.

Failure to comply with the accompanying policy, either in regard to scheduling or submitting music, will result in no department accompanist be provided.

***Please note that all other events including, but not limited to, the concerto competition, NATS, Schubert Club, and audition tapes will be freelanced in individual arrangement between student and pianist.