

# Music Arts Proficiency

# M.A.P.

A Guide for Developing Musical Gifts

## Student Form

Name:

Corps:

It is recommended that all the following areas be completed before proceeding to a higher level:

**METHOD BOOK** - To develop the reading of music notation, progressive exercises, both original and using excerpts from the Weineke and Melodia books, are organized in the Sight-Singing Companion for levels PRIMER through FIVE.

**TECHNIQUE/VOCALISÉS** - Vocal exercises designed to extend range, facility and intonation of intervals.

**RHYTHM** - Demonstrate increasing ability to sing or clap back melodies with correct rhythm.

**INTERVALS** - Develop recall of interval skips using solfege syllables.

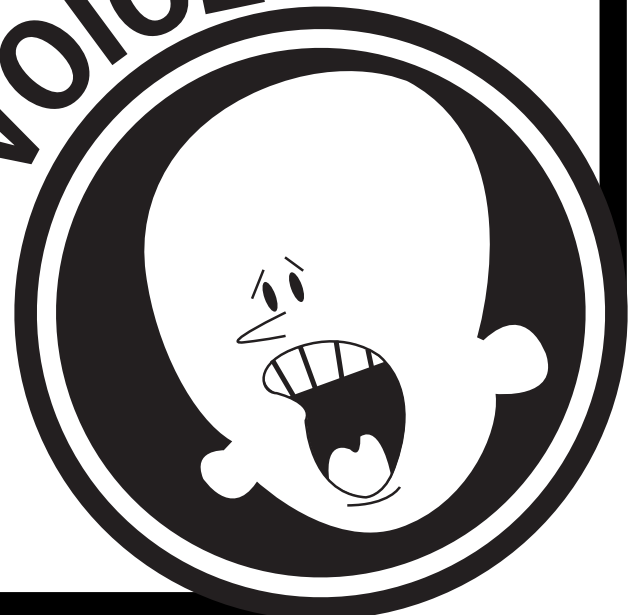
**SONG/SOLO** - Two solos drawn from Salvation Army, sacred or classical literature required per level - one performed in public and a different solo for evaluation. Students at levels PRIMER and ONE may sing in a rehearsal for the public performance.

**THEORY** - Completed at level, correlated with Theory M.A.P. form.

**ENSEMBLE** - Signature of corps music leader indicating satisfactory seasonal performance and attendance.

**SIGHT-READING** - At grade level, must be 90% correct.

# VOICE



# LESSON PLANS FOR Voice Level **PRIMER**

	MUSIC READING	TECHNIQUE	RHYTHM	INTERVALS
A	<i>Singing Companion</i> Lesson 1 (sol-mi)	Exercise P-a (see below)	♪ ♯ in 4/4 time (ta, ts)	<b>Repeat Notes</b> (sol-sol, mi-mi)
B	Lesson 2 (sol-mi-la)	Exercise P-a (vary keys)	♪ ♯ in 4/4 time	<b>Minor 3rd</b> sing interval below sol (sol-mi)
C	Lesson 3 (add re-do)	Exercise P-b (review P-a)	Add ♪♪ (ti ti)	<b>Minor 3rd</b> sing interval above mi (mi-sol)
D	Lesson 4 (do-re-mi-sol-la)	Exercise P-c (vary keys on P-b)	Review ♪ ♯ ♪♪	<b>Major 2nd</b> combinations using (mi-sol-la; la-sol-mi; etc.)
E	Lesson 5 (add fa)	Exercises P-a, P-b, and P-c (memorized)	Add ♫ (ta-ah)	<b>Major Triad</b> sing triad ascending and descending (do-mi-sol-mi-do)
F	Lesson 6 (do-la)	Review (even throughout range, vary dynamics)	Add ○ review ♪ ♯ ♪♪ ♫ (ta-ah-ah-ah)	<b>Identify</b> intervals using (do-mi-sol-la)

## EVALUATIONS BY INSTRUCTORS

At Levels PRIMER and ONE, instructors may complete student evaluations in group settings.

*\*Solos within the rehearsal setting can be taken from the Singing Companion lessons or repertoire being used within the Singing Company.*

Sing the exercises on vowels (ah, eh, eeh, oh, or ooh), without accompaniment, in a suitable range:

**VOCAL TECHNIQUE**

**P-a**

**P-b**

**P-c (major triads)**



THEORY	SONGS/SOLOS	INSTRUCTOR INITIALS & DATE
<i>excellence in Theory, Book 1, Pages 2-5</i> (staff, treble and bass clef)	<b>1st Level PRIMER Solo</b> words and melody, in correct rhythm	_____ _ / _ / _
Pages 6-9 (ear training, ♪♪♩, measures and barlines, time signatures)	Phrasing and dynamics based on words and meaning <b>MEMORIZED</b>	_____ _ / _ / _
Pages 10-13 (counting, ♩ - - time signatures, ear training)	Consider projection, breath support, expression and posture <b>Perform for Public</b>	_____ _ / _ / _
Pages 14-16 (Ledger lines, grand staff)	<b>2nd Level PRIMER Solo</b> words and melody, in correct rhythm	_____ _ / _ / _
Pages 17-20 (2/4, 3/4, 4/4 counting, ♪, ties vs. slurs)	Phrasing and dynamics based on words and meaning <b>MEMORIZED</b>	_____ _ / _ / _
Page 21 (ear training) <b>Level PRIMER Test</b>	Consider projection, breath support, expression and posture <b>Perform for Evaluator</b>	_____ _ / _ / _

**SONGS/SOLOS**

Public Solo Title: \_\_\_\_\_ Date Completed: \_\_\_ / \_\_\_ / \_\_\_

Evaluation Solo Title: \_\_\_\_\_ Date Completed: \_\_\_ / \_\_\_ / \_\_\_

RECOMMENDED SOLOS	ENSEMBLE
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\**Singing Companion Lessons 1 - 6*  
\**Ensemble Repertoire*

*Angels Watchin' Over Me* (SSS #1)  
*Break Thou the Bread of Life* (SOS #75)  
*O for a Thousand Tongues to Sing* (SOS #48)  
*Standin' in the Shoes* (SSS #4)  
*We are Climbing Jacob's Ladder* (YSB #216)  
*When I Survey the Wondrous Cross* (SOS #63)

SS = Salvationist Star Search, SOS = Songs of Salvation, YBS = Youth Song Book

Ensemble: \_\_\_\_\_

Corps Leader: \_\_\_\_\_ Year: \_\_\_\_\_

**SIGHT-READING**

Title: \_\_\_\_\_

Evaluation Score: \_\_\_\_\_

**Voice Level PRIMER Completion:** \_\_\_\_\_

Evaluator Name \_\_\_\_\_ Date \_\_\_\_\_

# LESSON PLANS FOR Voice Level ONE

	MUSIC READING	TECHNIQUE	RHYTHM	INTERVALS
<b>A</b>	<i>Singing Companion</i> Lesson 7 (add high do)	Exercise 1-a (see below)	Review ♩ ♪ ♫ ♬ ♮	<b>Major 2nd</b> sing interval above given note ( <i>do-re</i> )
<b>B</b>	Lesson 8 (no syllables shown)	Exercise 1-b	Review	<b>Major 3rd</b> sing interval above <i>do</i> *( <i>do-[re]-mi</i> )
<b>C</b>	Lesson 9 (review)	Exercise 1-c	Add - - (ts-ts-ts-ts, ts-ts)	<b>Major 3rd</b> sing interval below <i>mi</i> *( <i>mi-[re]-do</i> )
<b>D</b>	Lesson 10 add <i>ti</i> (major scale)	Exercise 1-d (chromatic scale <i>do</i> to <i>mi</i> , ascending and descending)	Counting (1 + 2 + etc.)	<b>Perfect 5th</b> sing interval from <i>do</i> , ascending and descending *( <i>do-[mi]-sol-[mi]-do</i> )
<b>E</b>	Lesson 11 (counting)	Review (even throughout range)	Add ♩. and rhythms in 3/4 and 2/4 time (ta-ah-ah)	<b>Major 6th</b> sing interval above given note <i>do</i> *( <i>do-[mi-sol]-la</i> )
<b>F</b>	Lesson 12 review (no syllables shown)	Review (vary dynamics)	Combination review	<b>Identify</b> intervals using the pentatonic scale ( <i>do-re-mi-sol-la</i> )

## EVALUATIONS BY INSTRUCTORS

At Levels PRIMER and ONE, instructors may complete student evaluations in group settings.

*\*Solos within the rehearsal setting can be taken from repertoire being used within the Singing Company.*

### VOCAL TECHNIQUE

Sing the exercises on vowels (ah, eh, eeh, oh, or ooh), without accompaniment, in a suitable range:

The image shows four musical exercises on a single staff in treble clef:

- 1-a**: A 4-measure exercise in 4/4 time, consisting of quarter notes: C4, D4, E4, F4, G4, A4, B4, C5.
- 1-b**: A 4-measure exercise in 4/4 time, consisting of quarter notes: C4, D4, E4, F4, G4, A4, B4, C5.
- 1-c (chromatic scale - do to mi)**: A 4-measure exercise in 4/4 time, consisting of quarter notes: C4, C#4, D4, D#4, E4, F4, F#4, G4.
- 1-d (major arpeggios)**: A 3-measure exercise in 3/4 time, consisting of quarter notes: C4, E4, G4, C5.

\* Bracket [do] indicates note to skip.  
Sing all notes in sequence, then remove  
the note inside the bracket (do - [re] - mi)  
to correctly sing the skip.



THEORY	SONGS/SOLOS	INSTRUCTOR INITIALS & DATE
<i>excellence in Theory, Book 1, Pages 22-25</i> (♪♪♪ ♪♪)	<b>1st Level ONE Solo</b> words and melody, in correct rhythm	_____ _ / _ / _
Pages 26-29 (ear training, sharps, flats)	Phrasing and dynamics based on words and meaning <b>MEMORIZED</b>	_____ _ / _ / _
Pages 30-34 (naturals, accidentals, half and whole steps, ear training, enharmonics)	Consider projection, breath support, expression and posture <b>Perform for Public</b>	_____ _ / _ / _
Pages 35-37 (tetrachords, major scales, ear training)	<b>2nd Level ONE Solo</b> words and melody, in correct rhythm	_____ _ / _ / _
Pages 38-41 (scale degrees, sharp scales, flat scales)	Phrasing and dynamics based on words and meaning <b>MEMORIZED</b>	_____ _ / _ / _
Pages 4 and 14 (bass clef and ledger lines) <b>Level ONE Test</b>	Consider projection, breath support, expression and posture <b>Perform for Evaluator</b>	_____ _ / _ / _

**SONGS/SOLOS**

Public Solo Title: \_\_\_\_\_ Date Completed: \_\_\_ / \_\_\_ / \_\_\_

Evaluation Solo Title: \_\_\_\_\_ Date Completed: \_\_\_ / \_\_\_ / \_\_\_

**RECOMMENDED SOLOS** **ENSEMBLE**

- \*Ensemble Repertoire*
- Be Thou My Vision (SOS #1)*
  - Christ the Lord is Risen Today (SOS #181)*
  - Fairest Lord Jesus (SOS #31)*
  - God Rest You Merry, gentlemen (SOS #190)*
  - Nothing But the Blood (SOS #102)*
  - On Christ the Solid Rock, I Stand (SOS #50)*
  - Trust and Obey (SOS #172)*
  - Walk in the Light (SS #2)*
- SS = Salvationist Star Search, SOS = Songs of Salvation

Ensemble: \_\_\_\_\_

Corps Leader: \_\_\_\_\_ Year: \_\_\_\_\_

**SIGHT-READING**

Title: \_\_\_\_\_

Evaluation Score: \_\_\_\_\_

**Voice Level ONE Completion:** \_\_\_\_\_

Evaluator Name Date

# LESSON PLANS FOR Voice Level TWO

	MUSIC READING	TECHNIQUE	RHYTHM	INTERVALS
<b>A</b>	<i>Singing Companion</i> Lesson 13 (scale intervals)	Exercise 2-a (major scale)	Ties	<b>Major Scale</b> ascending introduce <i>fa</i> and <i>ti</i> ( <i>do-re-mi-fa-sol-la-ti-do'</i> )
<b>B</b>	Lesson 14 ( <i>moveable do</i> in F and G Major, scales in thirds)	Exercise 2-b (harmonic minor scale)	Review	<b>Octave</b> sing interval above and below <i>do</i> ( <i>do-do'-do</i> )
<b>C</b>	Lesson 15 (seconds and thirds, ledger lines)	Difference between major and minor scales	Add ♪ 7 (ti, ts)	<b>Perfect 4th</b> sing interval above <i>do</i> *( <i>do-[re-mi]-fa</i> )
<b>D</b>	Lesson 16 (scales in fourths)	Exercises 2-c and 2-d (major and minor arpeggios)	Review ♪ 7 ♪♪	<b>Major scale</b> descending ( <i>do-ti-la-sol-fa-mi-re-do</i> )
<b>E</b>	Lesson 17 (scales in fourths and fifths)	Review	Review	<b>Perfect 4th</b> sing interval above and below high <i>do</i> *( <i>do'-[ti- la]-sol; sol-[la-ti]do'</i> )
<b>F</b>	Lesson 18 review (scale interval drills)	Exercise 2-e (chromatic scale <i>do</i> to <i>sol</i> , ascending and descending)	Combination eighths and eighth rests	<b>Identify</b> Major scale intervals using ( <i>do-re-mi-fa-sol-do'</i> ) no <i>ti</i>
	<b>EVALUATOR</b>	<b>EVALUATOR</b>	<b>EVALUATOR</b>	<b>EVALUATOR</b>
	_____ _ / _ / _	_____ _ / _ / _	_____ _ / _ / _	_____ _ / _ / _

## VOCAL TECHNIQUE

Sing the exercises on vowels (ah, eh, eeh, oh, or ooh), without accompaniment, in a suitable range:

**2-a** (major scale)


**2-b** (harmonic minor)

**2-c** (major arpeggios)      **2-d** (minor arpeggios)

**2-e** (chromatic scale - do to sol)

\* See note in Level ONE.  
 \*\* Prepare a melody from Level recommended solo list to be sung (vocalized) using vowel sounds.



THEORY	VOCALISÉS **	SONGS/SOLOS	INSTRUCTOR INITIALS & DATE
<i>excellence in Theory, Book 2, Pages 5-6</i> (Key signatures, sharp keys)	1st Level TWO Vocalisé	<b>1st Level TWO Solo</b> words and melody, in correct rhythm	_____ _ / _ / _
Pages 7-8 (Key signatures, flat keys)	Perform (use principal vowels and dynamics)	Phrasing and dynamics based on words and meaning <b>MEMORIZED</b>	_____ _ / _ / _
Pages 9-13 (Major key signatures, circle of fifths and fourths)	2nd Level TWO Vocalisé	Consider projection, breath support, expression and posture <b>Perform for Public</b>	_____ _ / _ / _
Pages 14-19 (chromatic scale, repeat signs, 1st and 2nd endings, coda)	Perform (use principal vowels and dynamics)	<b>2nd Level TWO Solo</b> words and melody, in correct rhythm	_____ _ / _ / _
Pages 20-24 (dynamics, articulation, tempo markings, ear training)	3rd Level TWO Vocalisé	Phrasing and dynamics based on words and meaning <b>MEMORIZED</b>	_____ _ / _ / _
Pages 25-29 (  , ear training) <b>Level TWO Test</b>	Perform (use principal vowels and dynamics)	Consider projection, breath support, expression and posture <b>Perform for Evaluator</b>	_____ _ / _ / _

EVALUATOR	EVALUATOR	SONGS/SOLOS
_____ _ / _ / _	_____ _ / _ / _	Public Title: _____ Date _ / _ / _ Eval. Title: _____ Date _ / _ / _

RECOMMENDED SOLOS	ENSEMBLE
<i>Do Lord</i> (SS #3) <i>Evening Prayer</i> (Children's Praise 4) <i>Give Thanks</i> (SOS #5) <i>How Majestic is Your Name</i> (SOS #8) <i>Worship the Lord in the Beauty of Holiness</i> (HC #10) <i>You are Lord</i> (SOS #164)	Ensemble: _____ Corps Leader: _____ Year: _____
	SIGHT-READING
	Title: _____ Evaluation Score: _____

**Voice Level TWO Completion:** \_\_\_\_\_  
 Evaluator Name \_\_\_\_\_ Date \_\_\_\_\_

# LESSON PLANS FOR Voice Level THREE

	MUSIC READING	TECHNIQUE	RHYTHM	INTERVALS
A	<i>Singing Companion</i> Lesson 19 (ascending chromatic scale)	Exercise 3-a (in major)	Add ♩. ♪ (ta-i-ti)	<b>Major Scale</b> using intervals, ascending (do-re-do-mi-do-fa-etc.) and descending (do-ti-do-la-do-sol-etc.)
B	Lesson 20 (moveable do in sharp keys)	Exercise 3-b (in minor)	Review	<b>Major Scale</b> all ascending intervals introduce <i>fa</i> and <i>ti</i> (do-re-do-mi-etc.)
C	Lesson 21 (dotted quarter/eighth, octave, pick-ups on <i>sol</i> )	Exercise 3-c (melodic minor)	Add ♩ ♪♪♪♪ ♪ (ti, ta-ki-ti-ki, ts)	<b>Major Scale</b> all descending intervals introduce <i>fa</i> and <i>ti</i> (do'-ti-do'-la-etc.)
D	Lesson 22 (begin exercises on different scale steps, five directional signs)	Exercise 3-d (chromatic scale do to le, ascending and descending)	Five directional signs / repeats ( <i>Singing Companion</i> )	<b>Major Cadence</b> Tonic (I) do-mi-sol-do' Dominant (V7) ti-sol-fa-re-do
E	Lesson 23 (descending chromatic scale, syncopation)	Exercise 3-e (I-IV-I arpeggio)	Syncopation	<b>Major Cadence</b> I-IV-V-I (I) do-mi-sol; (IV) fa-la-do'; (V) sol-ti-re; (I) do'
F	Lesson 24 (flat keys in moveable do, compound time)	Review	Compound meter (6/8, 9/8, 12/8)	<b>Identify</b> major scale, ascending and descending intervals

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VOCAL TECHNIQUE

Sing the exercises on vowels (ah, eh, eeh, oh, or ooh), without accompaniment, in a suitable range:

**3-a** (in major)

**3-b** (in minor)



**3-c** (melodic minor)



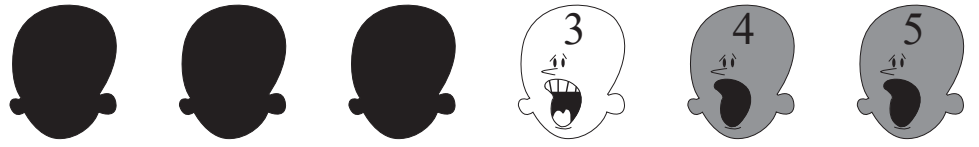
**3-d** (chromatic scale - do to le)

**3-e** (arpeggios)











\*\* See note in Level TWO.



THEORY		VOCALISÉS **	SONGS/SOLOS	INSTRUCTOR INITIALS & DATE
<i>excellence in Theory, Book 3, Pages 2-4</i> (intervals, harmonic and melodic intervals)		1st Level THREE Vocalisé	1st Level THREE Solo notes, rhythm, enunciation	_____ _ / _ / _
Pages 5-7 (intervals, perfect and major intervals, ear training)		Perform (use principal vowels and dynamics)	Phrasing, vowels, consonants, meaning, dynamics <b>MEMORIZED</b>	_____ _ / _ / _
Pages 8-10 (minor intervals, major and perfect intervals, ear training)		2nd Level THREE Vocalisé	Insecure spots, tone, projection, covering the break <b>Perform for Public</b>	_____ _ / _ / _
Pages 11-13 (augmented and diminished intervals, review other intervals, ear training)		Perform (use principal vowels and dynamics)	2nd Level THREE Solo notes, rhythm, enunciation	_____ _ / _ / _
Pages 14-18 (3/8, 6/8, 9/8, 12/8, 2/2, cut time, ear training)		3rd Level THREE Vocalisé	Phrasing, vowels, consonants, meaning, dynamics <b>MEMORIZED</b>	_____ _ / _ / _
Pages 19-22 (all triads) <b>Level THREE Test</b>		Perform (use principal vowels and dynamics)	Insecure spots, tone, projection, covering the break <b>Perform for Evaluator</b>	_____ _ / _ / _
EVALUATOR	EVALUATOR	SONGS/SOLOS		
_____ _ / _ / _	_____ _ / _ / _	Public Title: _____ Date _ / _ / _ Eval. Title: _____ Date _ / _ / _		
RECOMMENDED SOLOS		ENSEMBLE		
<i>Angels We Have Heard on High</i> (SOS #187) <i>Come, Now is the Time to Worship</i> (SOS #4) <i>God Will Make a Way</i> (SOS #7) <i>His Love, Our Love</i> (Children's Praise 6) <i>How Great is Our God</i> (SOS #12) <i>I Surrender</i> (SOS #125) <i>Poor, Wayfarin' Stranger</i> (SS #7) <i>Sing for Gladness</i> (Children's Praise 2) <i>The Heart of Worship</i> (SOS #170) <i>There is None Like You</i> (SOS #60) <i>We Want to See Jesus Lifted High</i> (SOS #62) <i>Would You Be Free?</i> (Mack - PHSS 2)		Ensemble: _____ Corps Leader: _____ Year: _____		
		SIGHT-READING		
		Title: _____ Evaluation Score: _____		
<b>Voice Level THREE Completion:</b> _____				
Evaluator Name			Date	

# LESSON PLANS FOR Voice Level FOUR

	MUSIC READING	TECHNIQUE	RHYTHM	INTERVALS
A	<i>Singing Companion</i> Lesson 25 (duets in C, F, G)	Exercise 4-a (major arpeggio)	Add  (ta-ti-ki)	<b>Chromatic Scale</b> ascending (using sharps)
B	Lesson 26 (duets in D, Bb, Eb)	Exercise 4-b (minor arpeggio)	Add  (ta-ki-ti)	<b>Chromatic Scale</b> descending (using flats)
C	Lesson 27 (chromatic tones in a, d, e minor)	Exercise 4-c (whole tone scale)	Combine  (ta-ti-ki, ta-ki-ti)	<b>Chromatic</b> augmented 4th and 5th *(do-[re-mi]-fi-si)
D	Lesson 28 (duets with chromatic tones)	Exercise 4-d (chromatic scale in triplets)	Add  (ta-ki)	<b>Chromatic Tones</b> descending minor seconds (do'-ti-do'; re-di-re; mi-me- mi; sol-fi-sol; la-si-la)
E	Lesson 29 (introduction to modulation)	Exercise 4-e (V7 arpeggios)	Add   (ta-ki, ta-ki-ki)	<b>Identify</b> chromatic tones from do *(do-fi-[sol]; do-[la]-le)
F	Lesson 30 (modulatory exercises)	Exercise 4-f (extended scale)	Combinations of eighths and sixteenths	<b>Identify</b> chromatic intervals

**EVALUATOR**

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Sing the exercises on vowels (ah, eh, eeh, oh, or ooh), without accompaniment, in a suitable range:

**4-a** (major arpeggios)



**4-d** (full chromatic scale)



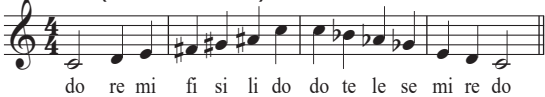
**4-b** (minor arpeggios)



**4-e** (dominant seventh arpeggios)



**4-c** (whole tone scale)



**4-f** (scale - do to sol, do to high re)



**VOCAL TECHNIQUE**

\* See note in Level ONE.  
 \*\* See note in Level TWO.



THEORY	VOCALISÉS **	SONGS/SOLOS	INSTRUCTOR INITIALS & DATE
<i>excellence in Theory, Book 3, Pages 23-24</i> (triads in major scales, ear training)	1st Level FOUR Vocalisé	1st Level FOUR Solo notes, rhythm, enunciation	_____ _ / _ / _
Pages 25-27 (minor scales, relative keys, forms of minor scales)	Perform (use principal vowels and dynamics)	Phrasing, vowels, consonants, meaning, dynamics <b>MEMORIZED</b>	_____ _ / _ / _
Pages 28-29 (triads in minor scales, ear training)	2nd Level FOUR Vocalisé	Insecure spots, tone, projection, covering the break <b>Perform for Public</b>	_____ _ / _ / _
Pages 30-32 (common chord progressions in major keys, harmonizing melodies)	Perform (use principal vowels and dynamics)	2nd Level FOUR Solo notes, rhythm, enunciation	_____ _ / _ / _
Pages 33-34 (common chord progressions in minor keys, harmonizing melodies)	3rd Level FOUR Vocalisé	Phrasing, vowels, consonants, meaning, dynamics <b>MEMORIZED</b>	_____ _ / _ / _
Pages 35-38 (V7 chord, harmonizing with V7, ear training) <b>Level FOUR Test</b>	Perform (use principal vowels and dynamics)	Insecure spots, tone, projection, covering the break <b>Perform for Evaluator</b>	_____ _ / _ / _
EVALUATOR	EVALUATOR	SONGS/SOLOS	
_____ _ / _ / _	_____ _ / _ / _	Public Title: _____	Date _ / _ / _
		Eval. Title: _____	Date _ / _ / _
RECOMMENDED SOLOS		ENSEMBLE	
<i>A Refuge Still</i> (Burgmayer - STTL, vol. 8, part 2) <i>Heart Song</i> (Burgmayer - PHSS 9) <i>In the Love of Jesus</i> (Whitehouse - Sing Praise 5) <i>Just Where He Needs Me</i> (Grinsted - Songs of Faith 72) <i>Lord, Thou Art Questioning</i> (Meyers - STTL, vol. 4, part 2) <i>My Jesus I Love Thee</i> (Ballantine - Youth Songs) <i>Nothing By Thy Blood</i> (Peterson - PHSS 2) <i>Only This I Ask</i> (Press - PHSS 1) <i>Where I Love to Be</i> (Davis - Gems 8)  STTL = Sing to the Lord PHSS = Psalms, Hymns and Spiritual Songs		Ensemble: _____	
		Corps Leader: _____ Year: _____	
		SIGHT-READING	
		Title: _____	
		Evaluation Score: _____	
<b>Voice Level FOUR Completion:</b> _____			
Evaluator Name		Date	

# LESSON PLANS FOR Voice Level FIVE

	MUSIC READING	TECHNIQUE	RHYTHM	INTERVALS	
A	<i>Singing Companion</i> Lesson 31 (ascending and descending 7ths and octaves, cut time)	Exercise 5-a (major scale and arpeggio)	Alla breve (cut time)	<b>Sevenths</b> major and minor *(do-ti-[do']; do'-[ti]-te; do-mi-sol-te-sol-mi-do)	
B	Lesson 32 (ascending and descending 6ths, 7ths and octaves)	Exercise 5-b (harmonic minor scale and arpeggio)	More advanced alla breve	<b>Natural minor</b> scale and arpeggios (la-ti-do-re-mi-fa-sol-la'; la'-do-mi-la'-do-mi-la)	
C	Lesson 33 (ascending and descending 4ths and 5ths)	Exercise 5-c (natural minor scale and arpeggio)	Triplets (tri-po-let)	<b>Harmonic minor</b> scale and arpeggios (la-ti-do-re-mi-fi-si-la'; la'-sol-fa-mi-la'-do-mi-la)	
D	Lesson 34 (ascending and descending 2nds and 3rds)	Exercise 5-d (diminished seventh arpeggio)	Compound meter	<b>Major triads</b> in root (do-mi-sol); 1st pos. (mi-sol-do'); 2nd pos. (sol-do'-mi) inversions	
E	Lesson 35 (duets using interval sequences)	Exercise 5-e (extended scales for range and flexibility)	More advanced compound meter	<b>Minor triads</b> in root (la-do-mi); 1st pos. (do-mi-la'); 2nd pos. (mi-la'-do') inversions	
F	Lesson 36 (duets and canons using dotted, duple and triple meter)	Review	Combine duple and triple meter	<b>Identify</b> diminished and/or augmented triads	
EVALUATOR		EVALUATOR	EVALUATOR	EVALUATOR	
_____ _ / _ / _		_____ _ / _ / _		_____ _ / _ / _	

## VOCAL TECHNIQUE

Sing the exercises on vowels (ah, eh, eeh, oh, or ooh), without accompaniment, in a suitable range. With the staccato exercises use the vowel "ah."

5-a (major scale and arpeg.)    5-b (har. min. scale and arpeg.)    5-c (minor scale and arpeg.)



















5-d (diminished seventh arpeggios)

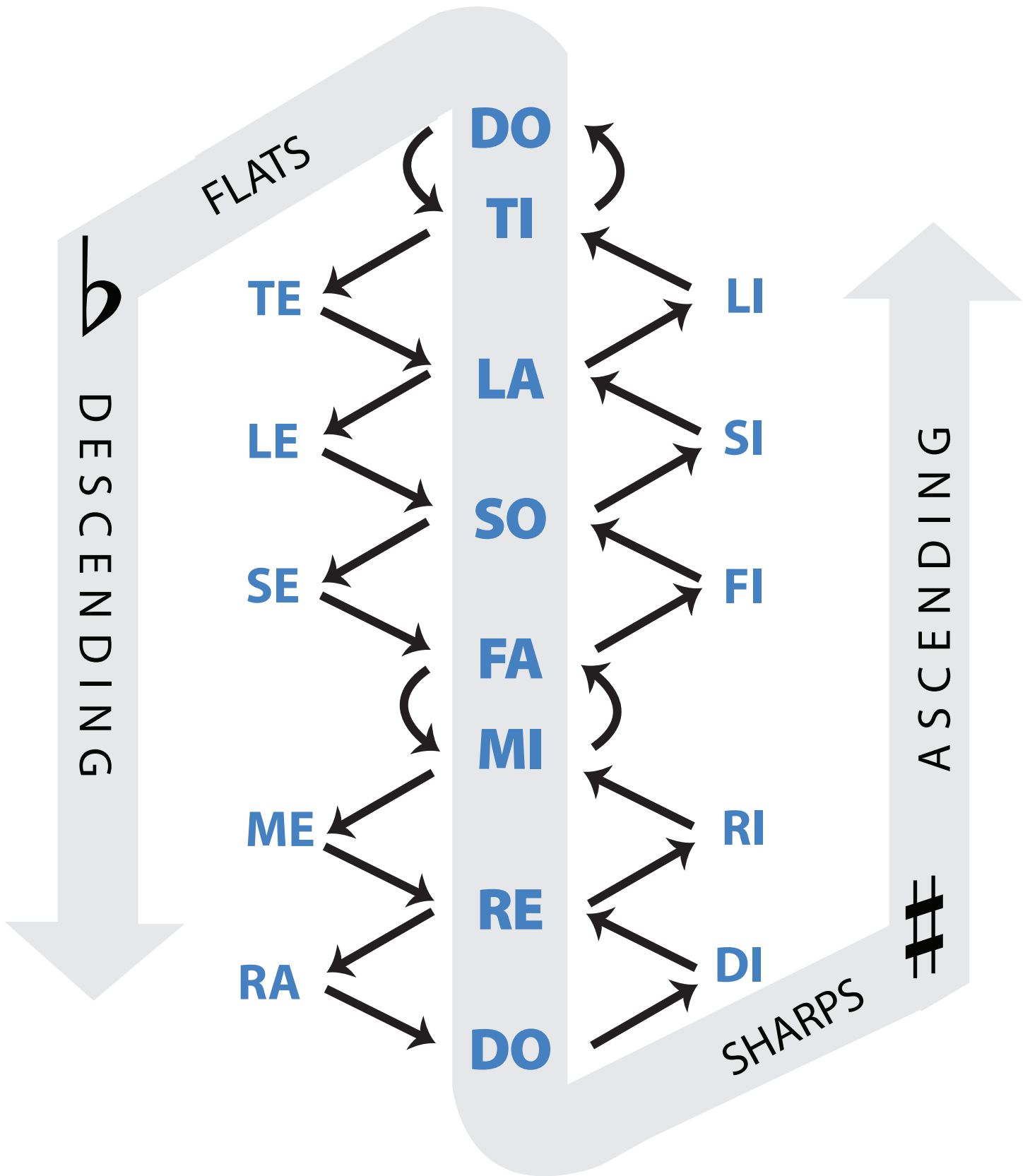
5-e

\* See note in Level ONE.  
 \*\* See note in Level TWO.



THEORY	VOCALISÉS **	SONGS/SOLOS	INSTRUCTOR INITIALS & DATE
Handouts <i>Inversions of Triads and Inversions of Dominant Seventh Chords (5-A)</i>	1st Level FOUR Vocalisé	<b>1st Level FIVE Solo</b> notes, rhythm, enunciation	_____ _ / _ / _
Handouts <i>Harmonic Analysis and Secondary Dominants (5-B)</i>	Perform (use principal vowels and dynamics)	Phrasing, vowels, consonants, meaning, dynamics <b>MEMORIZED</b>	_____ _ / _ / _
<b>excellence in Theory,</b> Book 3, Pages 39-40 (composing a melody, various assignments)	2nd Level FOUR Vocalisé	Insecure spots, tone, projection, covering the break <b>Perform for Public</b>	_____ _ / _ / _
Handout <i>Solo Composition (5-D)</i>	Perform (use principal vowels and dynamics)	<b>2nd Level FIVE Solo</b> notes, rhythm, enunciation	_____ _ / _ / _
Handout <i>Vocal Arrangement (5-E)</i>	3rd Level FOUR Vocalisé	Phrasing, vowels, consonants, meaning, dynamics <b>MEMORIZED</b>	_____ _ / _ / _
Handout <i>Brass Arrangement (5-F)</i>	Perform (use principal vowels and dynamics)	Insecure spots, tone, projection, covering the break <b>Perform for Evaluator</b>	_____ _ / _ / _
EVALUATOR	EVALUATOR	SONGS/SOLOS	
_____ _ / _ / _	_____ _ / _ / _	Public Title: _____	Date _ / _ / _
		Eval. Title: _____	Date _ / _ / _
RECOMMENDED SOLOS		ENSEMBLE	
<i>As I Pray</i> (Webb - STTL, vol. 2, part 2) <i>Don't Doubt Him Now</i> (Ballantine - MS 7/90) <i>Everywhere</i> (Maycock - STTL, vol. 19, part 3) <i>In The Secret of Thy Presence</i> (Ball - Gems 7) <i>My Refuge</i> (Esther Post - Gems 7) <i>Precious Jesus</i> (Clark - Gems 8) <i>The Christ of Calvary</i> (Bearcroft - STTL, vol. 16, part 1) <i>The Saviour's Name</i> (Krommenhoek - MS 1/93) <i>The Throne of Heaven</i> (Samuel - STTL, vol. 12, part 1)		Ensemble: _____	
		Corps Leader: _____ Year: _____	
		SIGHT-READING	
		Title: _____	
		Evaluation Score: _____	
<b>Voice Level FIVE Completion:</b> _____			
Evaluator Name		Date	

RHYTHM	KODALY SYLLABLES	TAKADIMI	COUNTING
<b>Duple Time (2/4, 3/4, 4/4)</b>			
	ta (tah)	ALTERNATIVE COUNTING "GORDON"	ta (tah)*
	ti-ti (tee-tee)	ta-ti*	ta di
	ta-ah		ta
	ta-ah-ah		ta
	ta-ah-ah-ah		ta
	sh <i>or</i> ts, sh-m, sh-m-m-m, ts-ts, ts-ts-ts-ts**		(ta) rest
	ta-i-ti	ta-(ah)-ti	ta ____ mi
	syn-co-pa		ta di ____ mi
	ti-ri-ti-ri	ta-ki-ti-ki*	ta ka di mi
	ti-ti-ri	ta-ti-ki*	ta __ di mi
	ti-ri-ti	ta-ki-ti*	ta ka di _
	tim-ri	ta-kim*	ta ____ mi
	ti-rim	ta-kim*	ta ka ____
<b>Compound Time (6/8, 9/8, 12/8)</b>			
	tri-po-let		ta ki da
	ti-ti-ti ti-ti-ti	ta-ti-ti ta-ti-ti	ta ki da ta ki da
	ta-ti ta-ti		ta _ da ta _ da
	ti-ta ti-ta		ta ki __ ta ki __
	ta- ta-	tam - tam	ta ta
			1 ____ 2 ____
<p>* Ta is always on the beat, no matter what rhythmic value in these examples.  ** The whole rest equals one entire measure regardless of the time signature.  (i.e. 2 beats in 2/4 time, 3 beats in 3/4 time, etc.)</p>			



## SOLFEGE TREE

Chromatic Scale

(each ↗ represents a half step)

