



Field 028: Fine Arts—Vocal Music REPA Educator Standards

Standard 1: Musicianship

Vocal music teachers have a broad and comprehensive understanding of essential listening, sight-singing, and keyboard skills, including:

- 1.1** aural identification of performance errors, including errors in pitch, rhythm, dynamics, articulation, diction, phrasing, intonation, ensemble precision, and balance
- 1.2** aural identification of compositional elements, including rhythmic, melodic, harmonic, textural, formal, and stylistic characteristics
- 1.6** techniques for sight-singing using various movable and fixed solmization systems, such as movable and fixed *do* systems and scale degrees
- 1.7** keyboard harmony, including chord progressions, accompaniment patterns, melody harmonization, and modulation

Standard 3: Composing, Arranging, and Improvising

Vocal music teachers have a broad and comprehensive understanding of techniques for composing, arranging, and improvising, including:

- 3.1** knowledge of vocal ranges and idiomatic writing for various voice types and vocal ensembles
- 3.2** knowledge of instrumental transpositions, ranges, and idiomatic writing for various instruments and instrumental ensembles
- 3.7** techniques for vocal improvisation, basic keyboard improvisation, and improvisation on classroom instruments

Standard 5: Conducting and Repertoire

Vocal music teachers have a broad and comprehensive understanding of conducting techniques, rehearsal techniques, and repertoire for school vocal ensembles, including:

- 5.1** preparatory beats, beat patterns, cuing techniques, releases, and hand independence
- 5.2** expressive techniques, including tempo changes and dynamic changes
- 5.3** vocal ensemble rehearsal techniques, including warm-ups, vocal exercises, rhythmic precision and pulse, sight-reading, and appropriate use of keyboard
- 5.4** identification of potential technical challenges presented in a score
- 5.5** knowledge of various types of school-based vocal ensembles and seating plans
- 5.6** knowledge of age-appropriate repertoire in a variety of languages for various school vocal ensembles
- 5.7** knowledge of text-related considerations in repertoire selection, including techniques for evaluating the relationship between text and music, clarity of text setting, phrasing, and translation/transliteration

Standard 6: Vocal Performance Techniques

Vocal music teachers have a broad and comprehensive understanding of vocal performance techniques, vocal health, and solo repertoire, including:

- 6.2** knowledge of proper vocal technique, including posture, alignment, pitch and rhythmic accuracy, breath support, tone production, resonance, intonation, vowel purity, register, and passaggio
- 6.3** accurate pronunciation and diction for various languages commonly used in vocal and choral repertoire, including English, French, German, Italian, and Latin
- 6.4** knowledge of stylistically appropriate performance practice
- 6.5** knowledge of vocal classifications, vocal ranges, and techniques for range extension
- 6.6** knowledge of stages of vocal maturation and techniques for addressing the changing voice
- 6.7** techniques for music memorization
- 6.8** knowledge of common technical challenges encountered in vocal performance, and appropriate pedagogical techniques for addressing those challenges
- 6.9** knowledge of basic vocal anatomy, physiology, and techniques for maintaining good vocal health
- 6.10** knowledge of age-appropriate solo repertoire in various languages for various voice types