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