

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)	Repeat Notes (sol-sol, mi-mi)
B	Lesson 2 (sol-mi-la)	Exercise P-a (vary keys)	♪ ♯ in 4/4 time	Minor 3rd sing interval below sol (sol-mi)
C	Lesson 3 (add re-do)	Exercise P-b (review P-a)	Add ♪♪ (ti ti)	Minor 3rd sing interval above mi (mi-sol)
D	Lesson 4 (do-re-mi-sol-la)	Exercise P-c (vary keys on P-b)	Review ♪ ♯ ♪♪	Major 2nd 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)	Major Triad 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)	Identify 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)	1st Level PRIMER Solo words and melody, in correct rhythm	_____ _ / _ / _
Pages 6-9 (ear training, ♪♪♩, measures and barlines, time signatures)	Phrasing and dynamics based on words and meaning MEMORIZED	_____ _ / _ / _
Pages 10-13 (counting, ♯ - - time signatures, ear training)	Consider projection, breath support, expression and posture Perform for Public	_____ _ / _ / _
Pages 14-16 (Ledger lines, grand staff)	2nd Level PRIMER Solo 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 MEMORIZED	_____ _ / _ / _
Page 21 (ear training) Level PRIMER Test	Consider projection, breath support, expression and posture Perform for Evaluator	_____ _ / _ / _

SONGS/SOLOS

Public Solo Title: _____ Date Completed: ___ / ___ / ___

Evaluation Solo Title: _____ Date Completed: ___ / ___ / ___

RECOMMENDED SOLOS	ENSEMBLE
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<p><i>*Singing Companion Lessons 1 - 6</i> <i>*Ensemble Repertoire</i></p> <p><i>Angels Watchin' Over Me</i> (SSS #1) <i>Break Thou the Bread of Life</i> (SOS #75) <i>O for a Thousand Tongues to Sing</i> (SOS #48) <i>Standin' in the Shoes</i> (SSS #4) <i>We are Climbing Jacob's Ladder</i> (YSB #216) <i>When I Survey the Wondrous Cross</i> (SOS #63)</p> <p>SS = Salvationist Star Search, SOS = Songs of Salvation, YBS = Youth Song Book</p>	<p>Ensemble: _____</p> <p>Corps Leader: _____ Year: _____</p> <p align="center">SIGHT-READING</p> <p>Title: _____</p> <p>Evaluation Score: _____</p>
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Voice Level PRIMER Completion: _____

Evaluator Name _____ Date _____

LESSON PLANS FOR Voice Level ONE

	MUSIC READING	TECHNIQUE	RHYTHM	INTERVALS
A	<i>Singing Companion</i> Lesson 7 (add high do)	Exercise 1-a (see below)	Review ♩ ♪ ♫ ♬ ♮	Major 2nd sing interval above given note (<i>do-re</i>)
B	Lesson 8 (no syllables shown)	Exercise 1-b	Review	Major 3rd sing interval above <i>do</i> *(<i>do-[re]-mi</i>)
C	Lesson 9 (review)	Exercise 1-c	Add - - (ts-ts-ts-ts, ts-ts)	Major 3rd sing interval below <i>mi</i> *(<i>mi-[re]-do</i>)
D	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.)	Perfect 5th sing interval from <i>do</i> , ascending and descending *(<i>do-[mi]-sol-[mi]-do</i>)
E	Lesson 11 (counting)	Review (even throughout range)	Add ♩. and rhythms in 3/4 and 2/4 time (ta-ah-ah)	Major 6th sing interval above given note <i>do</i> *(<i>do-[mi-sol]-la</i>)
F	Lesson 12 review (no syllables shown)	Review (vary dynamics)	Combination review	Identify 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, starting on middle C and moving up stepwise to G4, then down stepwise to C4. A slur covers the entire exercise.
- 1-b**: A 4-measure exercise in 4/4 time, starting on middle C and moving up stepwise to G4, then down stepwise to C4. A slur covers the entire exercise.
- 1-c (chromatic scale - do to mi)**: A 4-measure exercise in 4/4 time, starting on middle C and moving up chromatically to E4. A slur covers the entire exercise.
- 1-d (major arpeggios)**: A 3-measure exercise in 3/4 time, starting on middle C and moving up stepwise to G4, then down stepwise to C4. A slur covers the entire exercise.

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

SONGS/SOLOS

Public Solo Title: _____ Date Completed: ___ / ___ / ___

Evaluation Solo Title: _____ Date Completed: ___ / ___ / ___

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

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	1st Level TWO Solo 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 MEMORIZED	_____ _ / _ / _
Pages 9-13 (Major key signatures, circle of fifths and fourths)	2nd Level TWO Vocalisé	Consider projection, breath support, expression and posture Perform for Public	_____ _ / _ / _
Pages 14-19 (chromatic scale, repeat signs, 1st and 2nd endings, coda)	Perform (use principal vowels and dynamics)	2nd Level TWO Solo 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 MEMORIZED	_____ _ / _ / _
Pages 25-29 ( , ear training) Level TWO Test	Perform (use principal vowels and dynamics)	Consider projection, breath support, expression and posture Perform for Evaluator	_____ _ / _ / _

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)	Major Scale 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	Major Scale 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)	Major Scale 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>)	Major Cadence 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	Major Cadence 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)	Identify major scale, ascending and descending intervals

EVALUATOR

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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)

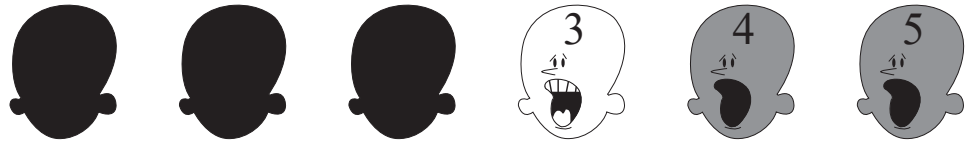


3-d (chromatic scale - do to le)

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 MEMORIZED	_____ _ / _ / _
Pages 8-10 (minor intervals, major and perfect intervals, ear training)	2nd Level THREE Vocalisé	Insecure spots, tone, projection, covering the break Perform for Public	_____ _ / _ / _
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 MEMORIZED	_____ _ / _ / _
Pages 19-22 (all triads) Level THREE Test	Perform (use principal vowels and dynamics)	Insecure spots, tone, projection, covering the break Perform for Evaluator	_____ _ / _ / _
EVALUATOR	EVALUATOR	SONGS/SOLOS	
_____ _ / _ / _	_____ _ / _ / _	Public Title: _____ Date _ / _ / _ Eval. Title: _____ Date _ / _ / _	
RECOMMENDED SOLOS		ENSEMBLE	
<i>Angels We Have Heard on High (SOS #187)</i> <i>Come, Now is the Time to Worship (SOS #4)</i> <i>God Will Make a Way (SOS #7)</i> <i>His Love, Our Love (Children's Praise 6)</i> <i>How Great is Our God (SOS #12)</i> <i>I Surrender (SOS #125)</i> <i>Poor, Wayfarin' Stranger (SS #7)</i> <i>Sing for Gladness (Children's Praise 2)</i> <i>The Heart of Worship (SOS #170)</i> <i>There is None Like You (SOS #60)</i> <i>We Want to See Jesus Lifted High (SOS #62)</i> <i>Would You Be Free? (Mack - PHSS 2)</i>		Ensemble: _____ Corps Leader: _____ Year: _____	
		SIGHT-READING Title: _____ Evaluation Score: _____	
Voice Level THREE Completion: _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Evaluator Name Date </div>			

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)	Chromatic Scale ascending (using sharps)
B	Lesson 26 (duets in D, Bb, Eb)	Exercise 4-b (minor arpeggio)	Add  (ta-ki-ti)	Chromatic Scale 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)	Chromatic 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)	Chromatic Tones 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)	Identify 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	Identify 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)



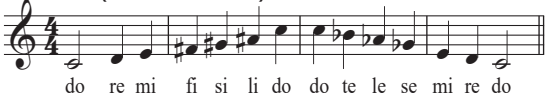
4-b (minor arpeggios)



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</i> , Book 3, Pages 23-24 (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 MEMORIZED	_____ _ / _ / _
Pages 28-29 (triads in minor scales, ear training)	2nd Level FOUR Vocalisé	Insecure spots, tone, projection, covering the break Perform for Public	_____ _ / _ / _
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 MEMORIZED	_____ _ / _ / _
Pages 35-38 (V7 chord, harmonizing with V7, ear training) Level FOUR Test	Perform (use principal vowels and dynamics)	Insecure spots, tone, projection, covering the break Perform for Evaluator	_____ _ / _ / _

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)	Ensemble: _____ Corps Leader: _____ Year: _____
	SIGHT-READING
	Title: _____ Evaluation Score: _____

Voice Level FOUR Completion: _____
 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)	Sevenths 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	Natural minor 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)	Harmonic minor 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	Major triads 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	Minor triads 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	Identify diminished and/or augmented triads

EVALUATOR

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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)

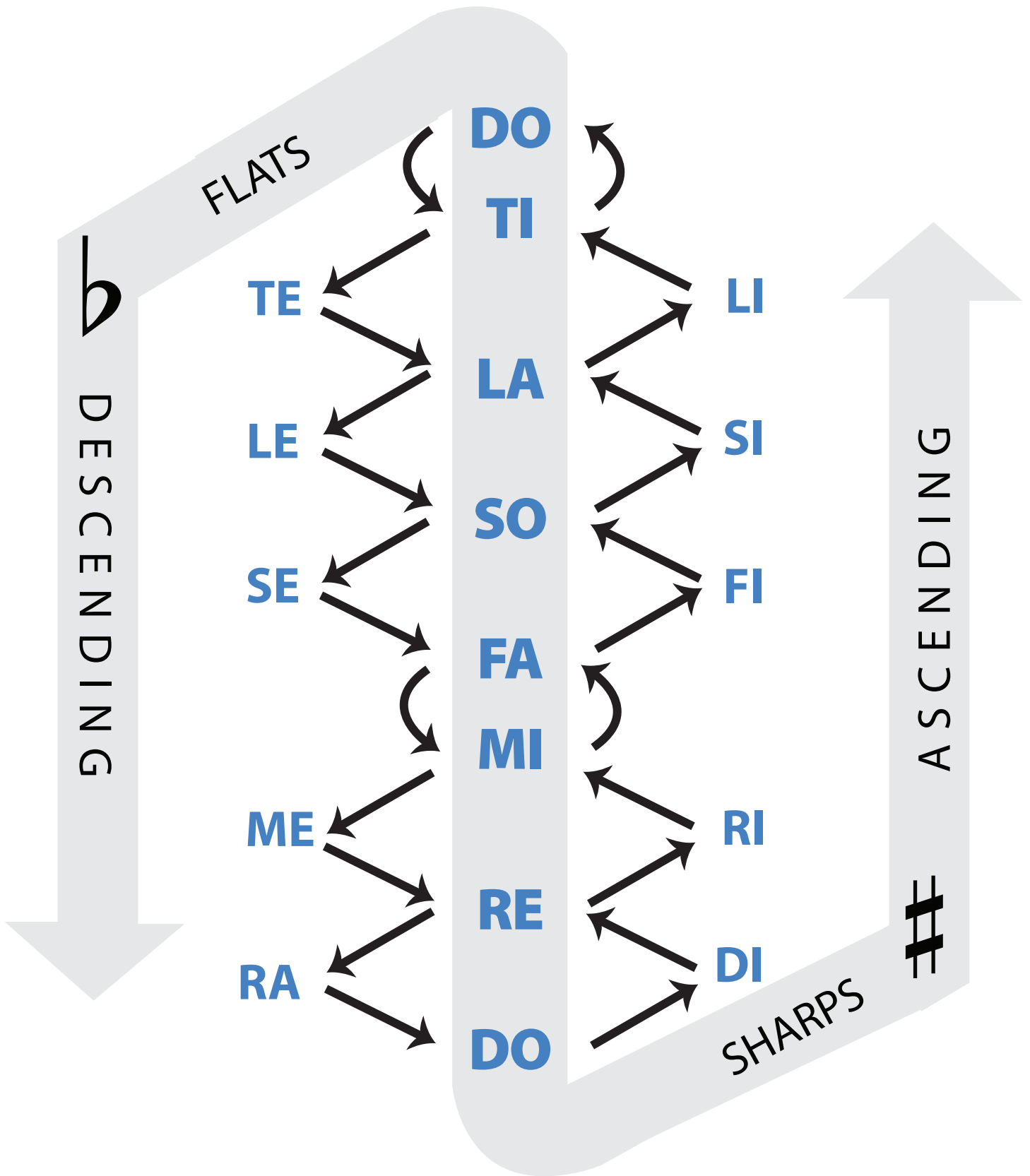
5-e

* 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	1st Level FIVE Solo notes, rhythm, enunciation	_____ _ / _ / _
Handouts <i>Harmonic Analysis and Secondary Dominants (5-B)</i>	Perform (use principal vowels and dynamics)	Phrasing, vowels, consonants, meaning, dynamics MEMORIZED	_____ _ / _ / _
<i>excellence in Theory,</i> Book 3, Pages 39-40 (composing a melody, various assignments)	2nd Level FOUR Vocalisé	Insecure spots, tone, projection, covering the break Perform for Public	_____ _ / _ / _
Handout <i>Solo Composition (5-D)</i>	Perform (use principal vowels and dynamics)	2nd Level FIVE Solo notes, rhythm, enunciation	_____ _ / _ / _
Handout <i>Vocal Arrangement (5-E)</i>	3rd Level FOUR Vocalisé	Phrasing, vowels, consonants, meaning, dynamics MEMORIZED	_____ _ / _ / _
Handout <i>Brass Arrangement (5-F)</i>	Perform (use principal vowels and dynamics)	Insecure spots, tone, projection, covering the break Perform for Evaluator	_____ _ / _ / _
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: _____	
Voice Level FIVE Completion: _____			
Evaluator Name		Date	

RHYTHM	KODÁLY SYLLABLES	TAKADIMI	COUNTING
Duple Time (2/4, 3/4, 4/4)			
	ta (tah)	ta (tah)*	1
	ti-ti (tee-tee) <i>or</i> ta-ti*	ta di	1 + (an)
	ta-ah	ta	1 - 2
	ta-ah-ah	ta	1 - 2 - 3
	ta-ah-ah-ah	ta	1 - 2 - 3 - 4
	rest <i>or</i> ts, ts-ts, ts-ts-ts-ts	(ta)	rest
	ti-ri-ti-ri <i>or</i> ta-ki-ti-ki*	ta ka di mi	1 e + a
	ti-ti-ri <i>or</i> ta-ti-ki*	ta _ di mi	1 _ + a
	ti-ri-ti <i>or</i> ta-ki-ti*	ta ka di _	1 e + _
	tim-ri <i>or</i> ta-kim*	ta _ _ mi	1 a
	ti-rim <i>or</i> ta-kim*	ta ka _ _	1 e _ _
	ta-i-ti <i>or</i> ta-(ah)-ti	ta _ _ _ mi	1 _ (2) +
	syn-co-pa	ta di _ _ mi	1 an_da
Compound Time (6/8, 9/8, 12/8)			
	tri-po-let	ta ki da	1 an da
	ti-ti-ti ti-ti-ti <i>or</i> ta-ti-ti ta-ti-ti*	ta ki da ta ki da	1 an da 2 an da
	ta-ti ta-ti	ta _ da ta _ da	1 _ da 2 _ da
	ti-ta ti-ta	ta ki _ ta ki _	1 an _ 2 an _
	ta- ta- <i>or</i> tam - tam	ta ta	1 _ _ 2 _ _
* To emphasize each beat pulse, “ta” may be sung on the beat, no matter what rhythmic value.			



SOLFEGE TREE

Chromatic Scale

(each ↗ represents a half step)

