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subject catalogue S23 K24

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course code LAH795

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**name of course**

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Vocal Studies

**specification**

for Music Education speciality

**academic instructor**

Lecturers of Vocal training

**prerequisite course**

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**no of terms**

4

**contact hr/total**

60.0

**hr/term**

15.0

**hr/week**

1.0

**ECTS/total**

8.00

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**Lect**

0.0

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**Grp**

0.0

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**Ind**

60.0

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**Sem**

0.0

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**Pract**

0.0

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**graded or pass/fail exams**

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A

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A

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A

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E

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**term**

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1

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2

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3

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4

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**ECTS**

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2.00

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2.00

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2.00

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2.00

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**aim of the subject**

The student acquires basic knowledge in voice placing, voice hygiene, fundamentals of voice formation as well as pedagogical voice-placing work.

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**content**

Semester I:

- Getting acquainted with the voice system and the main elements of voice production; explaining and learning the common functioning principles of breathing and resonators;
- Learning the basics of voice hygiene;
- Applying the basic knowledge of voice-leading in the middle register.

Semester II:

- Correct registral switching of voices, applying the principles of voice-leading;
- Introduction to the principles of the articulation system;
- Using the acquired skills in a vocal work selected according to the capabilities of the student.

Semesters III and IV:

- Further development of voice-leading skills; extending the voice range by learning how to switch registers;
- Getting to know the simpler technical means and potential for their use in a vocal work;
- Development of articulation;
- Getting to know the different voice types and learning the principles for determining them;
- Analysing and correcting mistakes by listening to another person singing;
- Applying the main principles of voice placement in the use of voice in popular music.

Lessons include practical application of theoretical principles and, in the case of beginners, analysis of singing mistakes in voice exercises. Advanced students will also analyse singing mistakes when working on a vocal composition in cooperation with a concertmaster.

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### **learning outcomes**

On completion of the subject, students will be able to:

- sparingly use their own voice in different registers;
- apply the acquired skills musically and vocally in a repertoire selected according to their capabilities (folk song, children's song, vocalise, old classics, etc.);
- detect the most common mistakes in voice production and voice-leading when teaching others.

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### **assessment**

Semesters I, II and III: non-differentiated assessment; 75% of the student's performance is determined by participation in lessons.

Assessment in Semester I: Students are required to perform their voice part in a choral composition of their choice, applying the acquired knowledge and skills in vocal technique.

Assessment in Semester II: Students are required to perform two short compositions of different characters, to demonstrate

their music making skills, applying the acquired means of vocal technique.

Assessment in Semester III: Students are required to perform their voice part in a choral composition of their choice, applying the acquired knowledge and skills in vocal technique.

Semester IV: differentiated assessment. Participation in lessons and performance in student concerts determines 75% of the exam grade. At the exam, students are required to perform two short compositions of different character, to demonstrate their music making skills, applying the acquired means of vocal technique.

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### **assessment criteria**

A positive assessment result in Semester I is received when the student has attended 2/3 of the lessons and performs his or her voice part in a freely chosen choral composition, applying the acquired knowledge and skills in vocal technique.

A positive assessment result in Semester II is received when the student:

- has attended 75% of the lessons;
- is able to use the correct breathing technique in the chosen repertoire;
- has clear articulation;
- is able to switch registers.

A positive assessment result in Semester III is received when the student has attended 2/3 of the lessons and performs his or her voice part in a freely chosen choral composition, applying the acquired knowledge and skills in vocal technique.

Assessment criteria at the exam:

A “Excellent”: The student gives a fluent and expressive performance, being able to apply the acquired means of vocal technique to bring out the use of voice and phrasing that characterises of the respective music style. The student’s articulation meets the requirements of the specific language and his or her performance is convincing and artistically enjoyable.

B “Very Good”: The student gives a fluent performance, being able to apply the acquired means of vocal technique to bring out the use of voice and phrasing that characterises of the respective music style. The student’s articulation meets the requirements of the specific language and his or her performance is convincing and complete.

C “Good”: The student is able to apply the basic means of vocal technique in phrasing and uses correct articulation.

D “Satisfactory”: The student is able to apply basic means of vocal technique in singing in middle voices and only

uses correct articulation when singing in his or her mother tongue.

E “Sufficient”: The student is occasionally able to apply the means of vocal technique and use correct articulation.

The grade may be raised by one point, if the student has gone through a remarkable development, both vocally and musically, throughout the entire course (4 semesters).

The grade will be lowered by one point, if the student uses study materials during the assessment process.

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**course reading material**

Allan Vurma. Laulja pill. SRIPTA Musicalia, Tallinn, 1996.

D. Ralph Applemann. The science of vocal pedagogy. Indiana University Press, 1986.

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**author of course description**

Vilja Sliževski