



Conducting and Vocal Techniques – Level 5 (11.25 hours)

Lecturer: To be confirmed.

Overview: Conducting and Vocal Techniques involves the study of conducting and rehearsal strategies. This class will study core repertoire as decided by the course lecturer.

Dates: Block 1 (8 days): Saturday 2 July to Saturday 9 July 2016 (Wednesday 6 July off)
Block 2 (2 days): Saturday 1 October to Sunday 2 October 2016

Time: 3.15pm – 4.30pm

Venue: Presbyterian Ladies' College (room to be announced)

Time Commitment: In addition to the daily classes (total 11.25 hours), students will need to put aside time to memorise repertoire and prepare assessment tasks. The time needed to do this will vary for each person but 15-20 minutes per day is recommended as a minimum.

Materials: Students will need to bring an A440 tuning fork, pencil, eraser, manuscript and notebook. The lecturer will provide all other materials as necessary. Access to a piano or piano keyboard is strongly recommended.

Content:

Conducting and Vocal Techniques Level 5	
Basic conducting skills:	<ul style="list-style-type: none"> • Mastery of irregular metres • Master of cues and cut-offs on subdivisions on beats.
Techniques for showing the following:	<ul style="list-style-type: none"> • Stylistic work with the conducting pattern showing sensitivity to style and genre. (eg, Gregorian chant or modern material without metre or in rapidly changing metre.) • Refining the gestures given by the non-conducting hand
Rehearsal practice.	<ul style="list-style-type: none"> • Working with accompanist, soloist and/or instrumentalists • Score analysis focussing on “vertical” issues, as well as “horizontal” issues, melodic issues, vocal range issues, diction issues, and suggested vowel modification at extremes of range.
Starting pitches.	<ul style="list-style-type: none"> • Confidence with repertoire using alto/tenor clef.
Vocal techniques:	<ul style="list-style-type: none"> • Develop a sensitivity for the relationship between conducting patterns and vocal production • Achieving a unique choral blend and a specific sound required by a piece
Suggested Repertoire:	<ul style="list-style-type: none"> • A Cappella compositions • Unison with accompaniment



	<ul style="list-style-type: none"> • 2 and 3 part material (including canons) • SATB A Cappella and accompanied • Australian choral repertoire suitable to the level
--	---

Repertoire: The lecturer will determine repertoire.

Assessment Tasks:

- Demonstrations of conducting skills.
- Demonstrations of rehearsal techniques that reflect an understanding of the content of the course at the appropriate level.
- Individual part work via ‘sing and play’ on the piano using repertoire for the appropriate level.
- Assessment will be based on punctual class attendance, the student’s willingness and preparedness to participate and on all written and practical assignments.

Assessment will be marked according to the following matrix (taken from the Australian Kodály Certificate Curriculum 2013).

Individual Part Work

High Distinction	Distinction	Credit	Pass	Fail
<p>The student demonstrates an accurate, fluent performance that shows consistent technical proficiency from memory.</p> <p>The student performs expressively, demonstrating a strong sense of the style, effectively communicating the mood and character of the music.</p>	<p>The student demonstrates an accurate, fluent performance that shows substantial technical proficiency.</p> <p>The student performs expressively, with good awareness of the style, communicating the mood and character of the music.</p>	<p>The student demonstrates a mainly accurate and fluent performance with technical proficiency.</p> <p>The student performs with some expression and awareness of style, and generally communicates the mood and character of the piece.</p>	<p>The student demonstrates a reasonably accurate performance and adequate technical proficiency.</p> <p>The student communicates some of the style and character of the music.</p>	<p>The student demonstrates an inconsistent or incoherent performance with frequent inaccuracies/ lapses.</p> <p>The student communicates little or none of the style and character of the music.</p>

Conducting

High Distinction	Distinction	Credit	Pass	Fail
<p>The conductor uses posture as an expressive tool to support the singers</p>	<p>The conductor has good posture which is sensitive to the needs of the singers</p>	<p>The conductor has appropriate posture.</p> <p>Conducting patterns</p>	<p>The conductor has adequate posture.</p> <p>Conducting patterns</p>	<p>Elements of posture are inappropriate and make singing difficult</p>

The Kodály Music Education Institute of Australia

Western Australian Branch Incorporated

PO Box 1073 CLAREMONT WA 6910

wa@kodaly.org.au



<p>and in musical interpretation</p> <p>Conducting patterns and other gestures are used to support the singers and are expressive tools in musical interpretation.</p> <p>Cues and Cut offs are vocally and musically highly effective</p> <p>The conductor is consummate with the tuning fork</p> <p>The conductor quickly builds an efficient relationship with the accompanist</p>	<p>and the music</p> <p>Conducting patterns and other appropriate gestures are sensitive to the needs of the singers and the music</p> <p>Cues and Cut offs are sensitive to the needs of the singers and the music</p> <p>The conductor works very well with the tuning fork</p> <p>The conductor works very well with the accompanist</p>	<p>and/or other gestures are secure and reasonably musical</p> <p>Cues and Cut Offs are secure and reasonably musical</p> <p>The conductor generally gives notes accurately</p> <p>The conductor generally works well with the accompanist</p>	<p>and/or other gestures are adequate at this level</p> <p>Cues and cut offs are functional at this level.</p> <p>The conductor gives notes with the tuning fork with reasonable accuracy on most occasions</p> <p>The conductor is aware of and works with the accompanist</p>	<p>Conducting patterns and/or other gestures are inadequate and insecure at this level</p> <p>Cues and cut offs are inadequate</p> <p>The conductor frequently gives notes incorrectly from the tuning fork</p> <p>The conductor needs to be more aware of the accompanist</p>
---	---	--	---	--