



Lehigh Senior High School

Center for the Arts

Vocal Department

OVERVIEW:

Students selecting the vocal track will be trained in solfege, sight reading, music theory, music history, musical theatre, vocal techniques, and piano. All vocal students must be in a minimum of one chorus class per semester. Vocal students will have the opportunity to perform and be adjudicated for various Florida Vocal

Association (FVA) and American Choral Directors Association (ACDA) functions including, but not limited to:

- FVA Solo and Ensemble Music Performance Assessments
- FVA All-State Honor Chorus
- FVA Choral Music Performance Assessments
- Lee Co. All-County Honor Choir
- Various Vocal Concerts

CLASS OPPORTUNITIES:

Chorus 1: This year-long, entry-level class, is designed for any student with little or no choral experience, promoting the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. In Beginning Thunder Chorus, rehearsals focus on the development of critical aural training and listening skills through the study of SAB literature, Kodaly methods, basic music literacy, and kinesthetic as well as aesthetic musical understanding. Periodic public performances take place throughout the year.

Chorus 2a: This year-long, intermediate-level class is an audition/placement based group designed specifically for young women. The Women's Choir requires basic knowledge of note-reading, Kodaly methods, vocal technique, and concentrates on providing young women a unique choral experience through the study of SSA literature. Rehearsals focus on building skills in sight reading, performance, and aural training. This choir attends All-County and Choral MPA annually.

Chorus 2b-4: This year-long, formative class, is an audition-only based group. Selected by the director, this Advanced Thunder Choir class is designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique. This course concentrates on providing students multiple opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality four-part + choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills. Sectional leadership and Officer Leadership opportunities are provided through membership of this group. This choir attends All-County, Choral MPA, and Solo and Ensemble MPA annually.

Vocal Techniques: Students in this class will continue to develop vocal techniques and performance skills through developmentally appropriate solo literature, vocalizes, scales, and exercises. Through problem-solving, critical research, higher-level thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances and vocal competitions may serve as a culmination of specific instructional goals.

Music Theory: In this semester-long introductory music theory class, (very beneficial for music majors) students discover how music works with an exploratory introduction to the compositional process, and develop fluency in music notation and rhythmic skills. Compositional skills such as Roman Numeral Analysis and Lead Sheet Symbols, as well as knowledge of basic form are taught in this course. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music.

Music History: In this semester-long introductory music history class, (very beneficial for music majors) students discover the evolution of music over historical time periods. Taught in retrograde, students will make relations to current music, traveling back in time to Ancient music. Students will explore multiple compositions, composers, and characteristics/qualities of historical music eras. Rigorous music listening skills and analytical skills are developed through this course.

AUDITION REQUIREMENTS:

Each student will participate in a live audition to include the following:

Vocal:

- Singing of the major scale which will be evaluated for tonal accuracy. Students may sing solfege, numbers, or a neutral syllable such as “la” – solfege is preferred.
- Three tonal memory exercises evaluated for tonal accuracy. Students may sing solfege, numbers, or a neutral syllable such as “la”.
- A rhythmic sight reading exercise evaluated for rhythmic accuracy. Students may perform on numbers (1, 2 and, 3 ee-and-ah,4), Kodaly syllables (ta, ti-ka, ti) or a neutral syllable such as “ta.”
- A melodic sight reading exercise evaluated for rhythmic and tonal accuracy, as well as tempo. May be sung on “la”. Solfege is preferred.
- One song sung from memory with accompaniment. A cappella performances are not acceptable unless the song is a cappella. The director may stop you during your performance. This does not indicate to you a good or bad performance – simply that the director has heard what they needed to hear

Students are expected to arrive promptly. Your audition starts as soon as you walk in the room. You are expected to dress as you would for a performance. The only materials you will need to bring is accompaniment (if necessary). Parents and guardians will NOT be allowed in the audition room. You will be expected to look and act professionally. Good luck!