

Conducting and Vocal Techniques – Level 5 & 6 (multi-level class)

(11.25 hours)

Lecturer: Réka Csernyik

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 (5 days): Monday 13 April to Friday 17 April 2015
Block 2 (5 days): Monday 28 September to Friday 2 October 2015

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	Conducting and Vocal Techniques Level 6
Basic conducting skills:	<ul style="list-style-type: none">• Mastery of irregular metres• Master of cues and cut-offs on subdivisions on beats.	<ul style="list-style-type: none">• Mastery of irregular metres• Master of cues and cut-offs on subdivisions on beats• Conducting without metre
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	<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.)• Advanced function of both conducting and non-conducting hands
Rehearsal	<ul style="list-style-type: none">• Working with accompanist, soloist and/or instrumentalists	<ul style="list-style-type: none">• Working with accompanist, soloist

practice.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> and/or instrumentalists Efficient rehearsals strategies in preparation of a repertoire while working with deadlines Achieving the highest possible standard under specific circumstances
Starting pitches.	<ul style="list-style-type: none"> Confidence with repertoire using alto/tenor clef. 	<ul style="list-style-type: none"> Confidence with repertoire for transposing instruments.
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 	<ul style="list-style-type: none"> Achieving a unique choral tone and a specific sound required by a piece Knowledge of potential vocal hazards and pathologies
Suggested Repertoire:	<ul style="list-style-type: none"> A Cappella compositions Unison with accompaniment 2 and 3 part material (including canons) SATB A Cappella and accompanied Australian choral repertoire suitable to the level 	<ul style="list-style-type: none"> A Cappella compositions Unison with accompaniment 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.

Repertoire for assessment will be specified for each level, with assessment tasks differentiated accordingly.

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

Conducting

High Distinction	Distinction	Credit	Pass	Fail
The conductor uses posture as an expressive tool to support the singers and in musical interpretation	The conductor has good posture which is sensitive to the needs of the singers and the music	The conductor has appropriate posture.	The conductor has adequate posture.	Elements of posture are inappropriate and make singing difficult
Conducting patterns and other gestures are used to support the singers and are expressive tools in musical interpretation.	Conducting patterns and other appropriate gestures are sensitive to the needs of the singers and the music	Conducting patterns and/or other gestures are secure and reasonably musical	Conducting patterns and/or other gestures are adequate at this level	Conducting patterns and/or other gestures are inadequate and insecure at this level
Cues and Cut offs are vocally and musically highly effective	Cues and Cut offs are sensitive to the needs of the singers and the music	Cues and Cut Offs are secure and reasonably musical	Cues and cut offs are functional at this level.	Cues and cut offs are inadequate
The conductor is consummate with the tuning fork	The conductor works very well with the tuning fork	The conductor generally gives notes accurately	The conductor gives notes with the tuning fork with reasonable accuracy on most occasions	The conductor frequently gives notes incorrectly from the tuning fork
The conductor quickly builds an efficient relationship with the accompanist	The conductor works very well with the accompanist	The conductor generally works well with the accompanist	The conductor is aware of and works with the accompanist	The conductor needs to be more aware of the accompanist

1.1.1. Conducting and Vocal Techniques – Level 6 (11.25 hours)

Lecturer: Réka Csernyik

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 (5 days): Monday 13 April to Friday 17 April 2015
Block 2 (5 days): Monday 28 September to 2 October 2015

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), you 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 6
Basic conducting skills:	<ul style="list-style-type: none">• Mastery of irregular metres• Master of cues and cut-offs on subdivisions on beats• Conducting without metre
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.)• Advanced function of both conducting and non-conducting hands
Rehearsal practice.	<ul style="list-style-type: none">• Working with accompanist, soloist and/or instrumentalists• Efficient rehearsals strategies in preparation of a repertoire while working with deadlines• Achieving the highest possible standard under specific circumstances

Starting pitches.	<ul style="list-style-type: none"> Confidence with repertoire for transposing instruments.
Vocal techniques:	<ul style="list-style-type: none"> Achieving a unique choral tone and a specific sound required by a piece Knowledge of potential vocal hazards and pathologies
Suggested Repertoire:	<ul style="list-style-type: none"> A Cappella compositions Unison with accompaniment 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
The student demonstrates an accurate, fluent performance that shows consistent technical proficiency from memory.	The student demonstrates an accurate, fluent performance that shows substantial technical proficiency.	The student demonstrates a mainly accurate and fluent performance with technical proficiency.	The student demonstrates a reasonably accurate performance and adequate technical proficiency.	The student demonstrates an inconsistent or incoherent performance with frequent inaccuracies/ lapses.
The student performs expressively, demonstrating a strong sense of the style, effectively communicating the mood and character	The student performs expressively, with good awareness of the style, communicating the mood and character of the music.	The student performs with some expression and awareness of style, and generally communicates the mood and character of the piece.	The student communicates some of the style and character of the music.	The student communicates little or none of the style and character of the music.

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Conducting

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