

## LEVEL ONE

**Length of the examination:** 20 minutes

**Examination Fee:** Please consult our website for the schedule of fees.  
[www.conservatorycanada.ca](http://www.conservatorycanada.ca)

**Co-requisite:** None. There is no written examination co-requisite for the awarding of the Level 1 Practical Certificate.

### REQUIREMENTS & MARKING

| <i>Requirement</i>      | <i>Total Marks</i> |
|-------------------------|--------------------|
| REPertoire SELECTION #1 | 12                 |
| REPertoire SELECTION #2 | 12                 |
| REPertoire SELECTION #3 | 12                 |
| REPertoire SELECTION #4 | 12                 |
| SUPPLEMENTARY           | 8                  |
| TECHNICAL TESTS         | 16                 |
| SIGHT READING           | 3                  |
| Rhythm Patterns         | 7                  |
| Singing                 |                    |
| AURAL TESTS             | 10                 |
| BACKGROUND              | 8                  |
| <b>TOTAL MARKS</b>      | <b>100</b>         |

### PIECES

Candidates must be prepared to perform four pieces from the repertoire list provided. Pieces may all be chosen from the same category, or different categories at the discretion of the teacher and the student. The use of a microphone at this level is optional. See the syllabus overview for details.

### MUSICAL THEATRE

**KID'S BROADWAY SONGBOOK** HL  
*Dites-Moi (Tell Me Why)* (The King and I)

*I Whistle A Happy Tune* (The King and I)  
*Who Will Buy?* (Oliver)

**SOLOS FOR KIDS** HL  
*Do-Re-Mi* (Sound of Music)  
*I'd Do Anything* (Oliver)

**SOLOS FROM MUSICALS FOR KIDS** HL  
*Be Kind to Your Parents* (Fanny)

**BOY'S SONGS FROM MUSICALS** HL  
*Catch A Falling Star*  
*Never Smile At A Crocodile*

### MUSICAL FILM

**POPULAR SOLOS FOR YOUNG SINGERS** HL  
*Dream for Your Inspiration*  
*On The Good Ship Lollipop*

**MUSICAL THEATRE ANTHOLOGY FOR TEENS – YOUNG WOMEN'S EDITION** HL  
*Candle On The Water*

**THE DISNEY COLLECTION**  
*Everybody Wants To Be A Cat*  
*Chim, Chim, Cheree*  
*Following the Leader*  
*I Wonder*  
*Let's Go Fly A Kite*  
*One Song*

## Contemporary Idioms Vocal Syllabus - Level ONE

*Once Upon A Dream*  
*The Siamese Cat Song*  
*When You Wish Upon a Star*  
*Whistle While You Work*  
*With A Smile and A Song*  
*You Can Fly! You Can Fly! You Can Fly!*

**POPULAR SONGS FOR  
 YOUNG SINGERS** HL  
*Rubber Duckie*  
*Saying Goodbye*  
*Side By Side*

### CONTEMPORARY

**THE BEST CONTEMPORARY  
 CHRISTIAN SONGS EVER** HL  
*Lean On Me (Bill Withers)*

**FAVORITE SONGS FROM  
 JIM HENSON'S MUPPETS** HL  
*Rainbow Connection*  
*Being Green*

**THE BEST PRAISE AND  
 WORSHIP SONGS EVER** HL  
*Here I Am To Worship*  
*Breath*

**BUDGET BOOKS  
 CHILDREN'S SONGS** HL  
*He's Got The Whole World In  
 His Hands*  
*Rock-A-My-Soul*

**THE BEST EARLY ROCK & ROLL  
 SONGS EVER** HL  
*Let Me Be Your Teddy Bear*

**15 EASY FOLK SONGS  
 ARRANGEMENTS FOR THE  
 PROGRESSING SINGER** HL  
*I Gave My Love A Cherry*  
*Drink To Me Only With Thine Eyes*

**THE BEST COUNTRY SONGS EVER** HL  
*You Are My Sunshine*

### OTHER GENRES

**GREAT SONGS OF FOLK MUSIC**  
*This Land Is Your Land*  
*Where Have All The Flowers Gone?*  
*Day-O (The Banana Boat Song)*

**SOLOS FOR KIDS** HL  
*How Much Is That Doggie In  
 the Window?*  
*Take Me Out To The Ball Game*

### SUPPLEMENTARY PIECE

Candidates must be prepared to sing one supplementary piece. This piece need not be from the Syllabus lists, and may be chosen entirely at the discretion of the teacher and student. It may represent a period or style of piece not already included in the examination program, but which holds special interest for the candidate. An unaccompanied folk song may be used. The choice must be within the following guidelines:

- (a) The equivalent level of difficulty of the piece may be at a higher level, providing it is within the technical and musical grasp of the candidate.
- (b) Pieces at pre-Level ONE are acceptable.
- (c) The piece must be suitable for the candidate's voice and age
- (d) The piece must be for solo voice (with or without piano accompaniment). Vocal duets are not acceptable.

Special approval is not required for the supplementary piece. However, poor suitability of the choice may be reflected in the mark.

## TECHNICAL EXERCISES

Candidates must be prepared to sing any or all of the exercises given below, in the following manner:

- (a) sung to vowels

**Ah [a], ay [e], ee [i], oh [o], oo [u]**

as requested by the examiner. Though the tonic sol-fa names may be used to learn these exercises, candidates may not sing using sol-fa names in the examination.

- (b) sung without accompaniment. A starting pitch will be given by the examiner. Exercises may be transposed from the keys given below into keys suitable to the candidate's voice range. The examiner may give a different starting pitch for each exercise.
- (c) metronome markings should be regarded as *minimum* speeds.
- (d) expression markings are not given for Level One and are NOT required for the examination.
- (e) all exercises must be sung in a single breath unless a breath mark is indicated in the score by a comma.
- (f) a slur has been used to indicate legato singing. Staccato markings may be used to indicate staccato singing

## Contemporary Idioms Vocal Syllabus - Level ONE

### Example: Technical Exercises

1  $\text{♩} = 54$

2  $\text{♩} = 54$   
ah ay ee oh oo

3  $\text{♩} = 66$

4  $\text{♩} = 66$

## SIGHT READING

Candidates are required to perform at sight:

- a) a rhythmic exercise and
- b) a passage of vocal score as described below.

The candidate will be given a brief period to scan the score before beginning to sing. However, candidates are not permitted to hum the melody while scanning. Candidates must perform the rhythm section without counting aloud. It is recommended that the candidates choose a moderate tempo, maintain a steady beat and avoid the unnecessary repetition caused by attempting to correct errors during the performance. Before the candidate attempts to sing the vocal passage, the examiner will play on the piano a I – IV- V- I chord progression (as shown below) to establish the key and tonality. The tonic note will then be given.

### Example: I - IV - V - I progression and tonic note

PROGRESSION

I IV V I Tonic

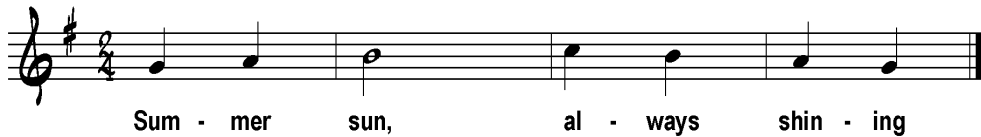
## Contemporary Idioms Vocal Syllabus - Level ONE

| <b>a) Rhythm</b>  | <b>b) Vocal Passage</b>  |
|---|--|
| <p>To tap, clap or play on one note (at the candidate's choice) a simple rhythm.</p> <p>Length: 4 bars<br/>           Time Signatures 2/4, 3/4<br/>           Note Values 1/2, dotted 1/2, 1/4, 1/8<br/>           Rest Values no rest values</p> | <p>To sing at sight a simple unaccompanied melody, within a range of five notes (<i>doh</i> to <i>soh</i>) and within the limits of the great (or grand) staff. Candidates may use either:</p> <p style="margin-left: 20px;">(a) any vowel of their choice or<br/>           (b) the tonic sol-fa names.</p> <p>Major keys only C, F, G<br/>           Length 4 bars<br/>           Time Signature 2/4, 3/4<br/>           Note Values 1/2, dotted 1/2, 1/4<br/>           Rest Values whole rests<br/>           Melodic Intervals 2nds and 3rds only<br/>           Beginning on the tonic note.</p> |

Example: a) Rhythm



Example: b) Vocal Passage



### AURAL TESTS

The candidate will be required:

- (a) to clap back the rhythmic pattern of a short melody 4 bars in length, in 2/4, 3/4, or 4/4 time, consisting of half, dotted half, quarter and eighth notes, after it has been played twice by the examiner at the keyboard. Clap-back rhythms may be given in 'straight' time or in swing time, at the examiner's discretion.

Following is the approximate level of difficulty:

Example: Aural clap-back rhythmic pattern



## Contemporary Idioms Vocal Syllabus - Level ONE

- (b) to identify *major* or *minor* triad chords played once by the examiner in broken form and in closed, root position:
- (c) the *major* common [four-note] chord of any key will be played once by the examiner in broken form slowly, ascending and descending. The chord will be in root position. One of the four notes will then be re-sounded for the candidate to identify by saying at the candidate's choice:

EITHER its **interval** number [1, 3, 5, 8],  
OR its **tonic sol-fa** name [doh, ml, soh, upper doh]

## BACKGROUND INFORMATION

Candidates must be prepared to give verbal answers to questions on the four pieces selected for the examination. Candidates must ensure that all teaching notes and other written comments are removed from the score before the examination. The questions will include the following elements:

- (a) to find and explain all of the signs (including clefs, time signatures, key signatures, accidentals, etc.), articulation markings (legato, staccato, accents, phrase or slur markings, etc.), dynamic and tempo markings, and other musical terms as they may be found in the selected pieces.
- (b) to be able to describe style elements in each of the genre performed on the examination (swing latin, blues etc) and illustrate these as they apply to the particular piece.
- (c) to explain the meaning of the title of the piece (*where appropriate*).
- (d) to find and play on the piano, any white key within two octaves above or below middle C, as requested by the examiner. Candidates will not be required to read this note from the score.

## RESOURCE MATERIAL

Further examples and supplementary exercises may be found on the E-Sharp Club at: [www.conservatorycanada.ca](http://www.conservatorycanada.ca)