

VOICE AREA PROFICIENCIES AND UPPER DIVISION QUALIFYING EXAM (UDQE)

AS OF 02.16.2021

Degree and Advancement Level Standards (FROM VOICE AREA HANDBOOK)

Each degree in voice requires a minimum proficiency level for completion of the degree requirements. Through the third semester of vocal study, students will be assigned a level as a result of their jury, which indicates their standing and progress toward the required UDQE level specific to their major. Levels are assigned and re-evaluated each semester during juries. The advancement level standards specific to each degree program are listed below:

Bachelor of Arts in Music

Students enrolled in the Bachelor of Arts in Music program will be expected to display the same level of vocalism as a student in the Music Therapy program. Should a student in the B.A. program desire to do a recital as their final project, they must sing at the level described below (B.A. in Music-Recital Track). B.A. students not doing a recital must complete a thesis (MU 499) as their final project. Please see your applied instructor for further details.

B.A. in Music (Recital Track)

A voice student in the B.A. in Music (Recital Track) program will be expected to perform a half recital by the last semester of the degree. To this end, a recital track B.A. student should be expected to use his or her voice in a healthy manner that allows for sustained vocal use. The student should be able to vocalize freely between registers, demonstrating proper body alignment and an effective breathing strategy. Recital track voice students must display a technique that allows them to access their upper and lower registers with ease and allows them the endurance to perform a full recital. The student should also be able to sing with a well-balanced sound that has characteristics of good resonance and timbre with an even vibrato. It is also expected that voice students in the B.A. recital track program are able to interpret a wide variety of repertoire demonstrating an understanding of good line, articulation and stylistic accuracy, as well as effective characterization and expression of text. Repertoire will be derived primarily from the classical canon, but may include some musical theatre. Students are expected to sing in French, German, Italian and English demonstrating the principles of good diction for each language.

A Level V must be obtained in order to pass the UDQE, to progress into upper division lessons and to be approved for a recital.

B.M. in Music, Music Therapy Concentration

A music therapist must be able to use his or her voice on a regular basis to lead therapy sessions. To this end, a music therapy voice student should be expected to use his or her voice in a healthy manner that allows for sustained vocal use. The student should be able to vocalize freely between registers, demonstrating proper body alignment and an effective breathing strategy. The student should also be able to sing with a well-balanced sound that has characteristics of good resonance. It is also expected that voice students in the music therapy program are able to interpret a variety of repertoire demonstrating effective characterization and expression of text. Repertoire may be derived from the classical, musical theatre, folk song, jazz standard and contemporary canons.



A Level IV must be obtained in order to pass the UDQE.

B.M. in Music, Music Education Concentration

A voice student in the music education program will be expected to use his or her voice on a regular basis and will be required to pass on the skills and techniques of good singing to his or her students. To this end, a music education voice student should be expected to use his or her voice in a healthy manner that allows for sustained vocal use. The student should be able to vocalize freely between registers, demonstrating proper body alignment and an effective breathing strategy. Music education voice students must display a technique that allows them to access their upper and lower registers with ease. The student should also be able to sing with a well-balanced sound that has characteristics of good resonance and timbre with an even vibrato. It is also expected that voice students in the music education program are able to interpret a wide variety of repertoire demonstrating an understanding of good line, articulation and stylistic accuracy, as well as effective characterization and expression of text. Repertoire may be derived from the classical and musical theatre canons with an emphasis on classical repertoire. Students are expected to sing in French, German, Italian and English demonstrating the principles of good diction for each language.

A Level V must be obtained in order to pass the UDQE and progress into upper division lessons.

B.M. in Music, Performance Concentration

A voice student in the performance program will be expected to perform a half recital in their junior year and a full recital at the conclusion of the degree. They will be expected to meet a level of performance that would grant access into a M.M. performance program. To this end, a performance voice major should be expected to use his or her voice in a healthy manner that allows for sustained vocal use. The student should be able to vocalize freely between registers, demonstrating proper body alignment and an effective breathing strategy. Performance voice students must display a technique that allows them to access their upper and lower registers with ease and allows them the endurance to perform a full recital. The student should also be able to sing with a well-balanced sound that has characteristics of good resonance and timbre with an even vibrato. It is also expected that voice students in the performance program are able to interpret a wide variety of repertoire demonstrating an understanding of good line, articulation and stylistic accuracy. These students must demonstrate an increased ability to interpret musical selections including excellent use of legato phrasing, dynamics, rubato and other musical stylistic devices. Repertoire will be derived primarily from the classical canon, but may include some musical theatre. Students are expected to sing in French, German, Italian and English demonstrating a high level of understanding of diction for each language.

A Level VI must be obtained in order to pass the UDQE and progress into upper division lessons.

Components of Advancement Levels

- Level I-III: Within an octave, students demonstrate an emerging awareness of:
 - Alignment and Body Awareness:
 - Proper physical alignment
 - Breath:
 - Efficient breath management
 - Vocal Technique:



- Balanced phonation
 - Chiaroscuro resonance
 - Even vibrato
 - Registration negotiation
 - Artistry:
 - Interpretative and communicative skills
 - Correct lyric diction
 - Preparation/Musicianship:
 - Musical and textual accuracy
- Level IV: Within an octave, students should display consistent:
 - Alignment and Body Awareness:
 - Proper physical alignment
 - Breath:
 - Efficient breath management
 - Emerging awareness of appoggio
 - Vocal Technique:
 - Balanced phonation
 - Chiaroscuro resonance with emerging consistent ring on all vowels
 - Even vibrato
 - Registration negotiation
 - Artistry:
 - Interpretative and communicative skills
 - Correct lyric diction
 - Emerging dynamic control
 - Preparation/Musicianship
 - Musical and textual accuracy
- Level V: Within an octave and a half, students should display consistent:
 - Alignment and Body Awareness:
 - Proper physical alignment
 - Breath:
 - Efficient breath management
 - Emerging awareness of appoggio
 - Vocal Technique:
 - Balanced phonation
 - Chiaroscuro resonance with emerging consistent ring on all vowels
 - Even vibrato
 - Registration negotiation
 - Artistry:
 - Interpretative and communicative skills
 - Correct lyric diction
 - Emerging dynamic control
 - Legato phrasing
 - Preparation/Musicianship
 - Musical and textual accuracy
- Level VI: Within an octave and a half, students should display consistent:
 - Alignment and Body Awareness:



- Proper physical alignment
- Breath:
 - Efficient breath management
 - Emerging awareness of appoggio
- Vocal Technique:
 - Balanced phonation
 - Chiaroscuro resonance with emerging consistent ring on all vowels
 - Even vibrato
 - Efficient registration negotiation
- Artistry:
 - Interpretative and communicative skills
 - Correct lyric diction
 - Expressive use of diction
 - Emerging dynamic control
 - Legato phrasing
 - Articulation (staccato, tenuto, marcato, flexibility in fioritura, etc.)
 - Stylistic Accuracy (use of portamenti, use of rubato, etc.)
- Preparation/Musicianship:
 - Musical and textual accuracy
 - Asserting a leadership role in the collaborative ensemble

Determination of level assignment

The student must display 75% of the technical skills listed in each level range in order to be assigned to that level. Placement within the range will be determined by a unanimous faculty vote. Students are expected to advance a minimum of one level per semester. If this is not achieved, the student will be placed on vocal probation and must advance two levels at their next jury.