



## **GRADUATE ORAL EXAMINATION IN VOICE PEDAGOGY**

*Master of Voice Pedagogy*

*Revised 2017*

All exams must be scheduled, at minimum, two weeks prior to the last day of classes. If you are planning to take the oral examination in Voice Pedagogy, your first step is to schedule an appointment with your graduate advisor to review the attached guidelines and to discuss the composition of your examining committee. The graduate advisor will also discuss with you the expectations of the examination. Then, you will select **two members** of the Voice and Piano department and a faculty member outside the department. The faculty member outside the department should be one with whom you took a required or elective class and with whom you feel comfortable. Next, arrive at a consensus with the faculty for a date. Allow one hour for the examination. When all three faculty members have confirmed their availability, contact Marjory Klein at [mklein@rider.edu](mailto:mklein@rider.edu), our Academic Coordination and she will schedule the date and give you some additional documentation to complete. This examination may be done via Skype with faculty permission.

Do NOT bring any materials to the examination or have any accessible if the examination is conducted via Skype.

**The department believes that a “master” in the field of voice pedagogy is able to:**

- ❖ Discuss the anatomy and physiology of singing, including the physical systems related to posture, respiration, phonation, articulation and hearing
- ❖ Discuss acoustic and resonance factors in voice production, including formants and source/filter theory
- ❖ Discuss the registration events in singing
- ❖ Discuss the practical application of historical and contemporary pedagogical treatises and methods
- ❖ Discuss the practical application of physiology and resonance in teaching singing
- ❖ Discuss the process of evaluation, diagnosis, and correction of students’ vocal technique
- ❖ Discuss the process and importance of analyzing and instructing through repertoire
- ❖ Discuss insights garnered through studio observations
- ❖ Discuss practical aspects of what was learned in your thesis work

## Exam Format and Outcome

- ❖ The exam is designed to demonstrate the student's ability to engage in a logical discourse about the material studied in vocal pedagogy and literature. The questions will be drawn from a synthesis of academic study, and will be an opportunity for students to reflect upon and apply the material studied.
- ❖ The student may elect to begin the exam with a presentation on the topic of his/her choice (15 minutes), followed by questioning from the faculty committee. The presentation could focus on one of the following:
  - Your philosophy of voice pedagogy
  - Your thesis project and findings
  - Why fact-based voice pedagogy is so vital
  - The argument for teaching through repertoire assignments
- ❖ Students who do not elect to make a prepared presentation will be questioned by the committee for the entire period.
- ❖ Students may pass or fail the exam completely or in part. Students who fail only a portion of the exam are only required to repeat that portion.
- ❖ Students who do exceptionally well on the exam may be passed with honors.

## Reference List

- ❖ Arneson – *Literature for Teaching: A Guide to Choosing Repertoire from a Developmental Perspective*
- ❖ Coffin – *Historical Vocal Pedagogy Classics*
- ❖ Doscher – *The Functional Unity of the Singing Voice*
- ❖ Jahn – *A Singer's Guide to Complete Health*
- ❖ Hemsley – *Singing and Imagination*
- ❖ McCoy - *Your Voice: An inside view*
- ❖ McKinney – *The Diagnosis and Correction of Vocal Faults*
- ❖ Miller – *The Structure of Singing: System and Art in Vocal Technique*
- ❖ Stark – *Bel Canto: A History of Vocal Pedagogy*
- ❖ Trimble – *Fundamentals of Great Vocal Technique: The Teachings of Michael Trimble*
- ❖ Vennard – *Singing: The mechanism and the technic*