

Introduction

This assessment is designed to evaluate students' understanding of basic vocal techniques, ability to identify different vocal ranges, recognition of simple musical notation, demonstration of proper breathing and posture for singing, and application of basic music theory to vocal performance.

Section 1: Multiple Choice Questions

Choose the correct answer for each question.

1. What is the primary function of the diaphragm in singing?

1. A) To support the vocal cords
2. B) To produce a higher pitch
3. C) To control breathing
4. D) To project the voice

2. Which of the following vocal ranges is typically associated with a soprano voice?

1. A) Low range (A2 - A3)
2. B) Medium range (A3 - A4)
3. C) High range (A4 - A5)
4. D) Very high range (A5 - A6)

3. What does the musical notation symbol "ff" indicate?

1. A) Very soft
2. B) Soft
3. C) Loud
4. D) Very loud

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4. What is the correct posture for singing?

1. A) Standing with feet shoulder-width apart and back straight
2. B) Sitting with back straight and feet flat on the floor
3. C) Standing with feet together and back arched
4. D) Sitting with back slouched and feet crossed

5. What is the basic music theory concept that refers to the pattern of whole and half steps within a key?

1. A) Scale
2. B) Chord
3. C) Melody
4. D) Harmony

Section 2: Short Answer Questions

Answer each question in complete sentences.

1. Describe the difference between a major and minor scale. Provide an example of each.

2. Explain the importance of proper breathing techniques in singing. How can poor breathing affect the voice?

3. What is the function of the vocal cords in producing sound? Describe how they vibrate to produce different pitches.

Section 3: Performance Task

Perform a simple melody (provided by the teacher) that demonstrates proper breathing, posture, and vocal technique. The melody should include a range of pitches and dynamics.

Section 4: Activity

Complete the following activities.

1. Create a simple melody using the C major scale. Write the musical notation for the melody and describe the dynamics and expression you would use when performing it.

2. Draw a diagram of the vocal cords and label their different parts. Describe how they vibrate to produce sound.

Section 5: Reflection

Reflect on your performance in the assessment.

1. What did you do well?

2. What could you improve on?

3. What did you learn about vocal music fundamentals from this assessment? How can you apply this knowledge in your future music studies?

Answer Key

Check your answers with the answer key below.

Multiple Choice Questions:

1. C) To control breathing
2. C) High range (A4 - A5)
3. D) Very loud
4. A) Standing with feet shoulder-width apart and back straight
5. A) Scale

Short Answer Questions:

1. A major scale consists of a specific pattern of whole and half steps, resulting in a bright and happy sound. For example, the C major scale is C-D-E-F-G-A-B-C. A minor scale also consists of a specific pattern of whole and half steps, resulting in a sad or melancholic sound. For example, the C minor scale is C-D-Eb-F-G-Ab-Bb-C.
2. Proper breathing techniques are essential in singing as they provide the necessary support for the voice. Poor breathing can lead to a weak, shaky, or strained voice.
3. The vocal cords vibrate to produce sound waves, which are then amplified by the mouth and nasal cavities. The frequency of vibration determines the pitch of the sound produced.

Assessment Rubric

The assessment will be graded based on the following rubric.

Multiple Choice Questions: 10 points **Short Answer Questions:** 15 points **Performance Task:** 20 points **Activity:** 10 points **Reflection:** 5 points **Total:** 60 points

