

Vocal Technique Grade 2 – Semester 1 Syllabus

About Watchman Music Center

Watchman Music Center is dedicated to providing structured, progressive, and holistic music education. Our Vocal Technique syllabus is designed to equip learners with strong foundational skills in breathing, phrasing, tone production, placement, and expressive singing. We emphasize discipline, artistry, and musicianship, enabling learners to grow in confidence and prepare for further graded studies.

Aims of the Course

The Vocal Technique Grade 2 course aims to:

- Develop controlled and consistent breathing techniques.
- Strengthen vocal placement, resonance, and clarity of diction.
- Cultivate phrasing and expression for effective interpretation of songs.
- Introduce intermediate-level vocal exercises for stamina and tonal quality.
- Build confidence in performance through applied repertoire and class assignments.

Progression

Grade 2 represents the early intermediate stage of vocal development. It builds on the foundations of Grade 1 by introducing more complex breathing patterns, expanded phrasing techniques, and refined tonal placement. Successful completion of this grade prepares students for Grade 3, where greater independence, wider vocal range, and stylistic versatility will be expected.

Exam Requirements and Duration

Candidates will present the following in assessment:

- Two songs chosen from the repertoire list (one from Group A or B, and

one from Group C).

- Technical work, consisting of breathing, phrasing, and placement exercises covered in lessons.
- Session skills: a short sight-singing or aural awareness task.

Exam Duration: approximately 12–15 minutes.

Technical Work Guidelines

Candidates are expected to demonstrate:

- Controlled breathing (diaphragmatic, box, and coastal breathing).
- Even tone quality and resonance across registers.
- Clear diction and articulation in exercises and songs.
- Ability to phrase lines musically, with attention to dynamics and expression.
- Confidence in maintaining pitch accuracy during sustained exercises.

Session Skills

Candidates will undertake one or more of the following session skills:

- Sight-singing: a short melody in a simple key.
- Aural response: clapping or echoing back a rhythm.
- Improvisation (optional for advanced learners): improvising a short phrase using set notes.

Assessment Scheme

Performance (Songs/Repertoire) – 50%

Technical Work (Breathing, Phrasing, Placement, Tone) – 20%

Musicianship Skills (Sight-singing, diction, expression) – 15%

Assignments / Continuous Assessment – 15%

Total: 100%

Marking Criteria

Examiners will assess according to the following criteria:

- Tone Quality: clarity, resonance, and balance.
- Breath Control: steady airflow, management of phrases.
- Diction & Clarity: articulation of consonants and vowels.
- Phrasing & Expression: dynamic contrast, musical shaping.
- Pitch Accuracy: intonation and consistency.

Pass: 60–74 marks

Merit: 75–86 marks

Distinction: 87 marks and above

Week 1 – Breathing 1: Support (Diaphragmatic, Box, Coastal)

This week introduces fundamental breathing support techniques. Students learn diaphragmatic control, box breathing patterns, and coastal breathing, applying them to vocal warm-ups and hymn singing.

Time	Focus Area	Exercises	Notes / Steps
3–5 mins	Introduction	Game, Overview, Trill Melody, Vowel Expansion	Trill pattern d.r:m.f:s.f:m.r: d:-3x, then add vowels ii, eh, ah, oh, uh
20 mins	Breathing Support	Diaphragmatic and Box Breathing	Sit/stand upright, inhale deeply, suspend breath (3–10 counts), exhale with controlled sounds HI, HE,

			HA, HO, HUU
3–5 mins	Video Game	Diaphragmatic breathing demonstration	Observe and imitate technique
30 mins	Complex Box Breathing	Breathing cycles, scarf exercise, song application	Hold ribs with hands/scarf, practice inhale-hold-exhale patterns; apply to hymns: Oh for a Thousand Tongues, It's Beginning to Rain, Nearer My God to Thee

Assignment: Practice breathing techniques daily; sing 'O for a Thousand Tongues' one line per breath, focusing on diaphragmatic engagement.

Week 2 – Breathing 2: Placement

This week focuses on vocal placement, resonance, and projection. Students explore vowel shaping, pitch glides, and resonance exercises, applying them to choral and solo repertoire.

Time	Focus Area	Exercises	Notes / Steps
3–5 mins	Intro Game/Video	Body exercises, Cheryl's vocal warm-up	Follow guided movements and sound production
15 mins	Simple Placement	Sustain 'EEEEEE' on d., pitch	Maintain steady tone, moving

		glides on AH/EH/OH	from low to high and back
3–5 mins	Video Exercise	Placement warm-up video	Observe resonance shifts
25 mins	Complex Placement	Sirens, EE sustain, five- tone scale	Transpose scales upwards then descend, apply placement in 'Show a Little Kindness', 'The Lord Gave the Word', 'O Thou That Tellest'

Assignment: Record a one-minute video singing your assigned piece: females – 'O Thou That Tellest'; males – 'The Lord Gave the Word'.

Week 3 – Breathing 3: Control and Management

Students develop breath control, stamina, and phrase management through progressive exercises. Application is made to repertoire and extended breath sequences.

Time	Focus Area	Exercises	Notes / Steps
3–5 mins	Intro Game	Breathing warm-up video	Observe demonstration
15 mins	Catch Breath Exercises	Inhale/exhale cycles (4–12 beats, hm/ah variations)	Gradually reduce inhale duration while sustaining long

			exhalations
3–5 mins	Video Game	Pitch and breath control warm-up	Practice doh=C patterns for airflow and intonation
25 mins	Complex Control	Breathing number sequences, repertoire application	Perform 1–5 number runs on one breath; apply in 'Lord Lead Me On', 'And the Glory', 'How Great Is Your Name', 'See the Conquering Hero', 'Gloria in Excelsis'
10 mins	Repertoire Review	Trinity Grade 1 song – Edelweiss	Sing and refine phrasing and tone balance

Assignment: Practice daily exercises and prepare 'Edelweiss' with attention to breath placement and steady tone.

Week 4 – Phrasing 2

This week introduces phrasing as the shaping of musical lines, focusing on dynamics, accent, articulation, and rubato. Students study phrasing in hymn and recital repertoire.

Time	Focus Area	Exercises	Notes / Steps
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3–5 mins	Intro Game	Speaking 'Great Is Thy Faithfulness'	Identify natural breathing, emphasis, and pauses in the text
15 mins	Simple Phrasing	Dynamics, marcato, rubato, articulation drills	Apply crescendo/diminuendo , marcato patterns, and rubato exercises
3–5 mins	Video Analysis	Recital piece: Dragon's Lullaby	Observe phrasing techniques and application
25 mins	Complex Marcato	Marcato vocalization patterns (8765432 etc.)	Develop clarity and tone consistency through repetition
10 mins	Teacher-led Repetition	Guided phrasing drills	Reinforce through instructor feedback

Assignment: Practice phrasing in 'Dragon's Lullaby' and record yourself applying marcato and rubato exercises.

Week 5 -

This week focuses on developing intermediate vocal skills, applying previous learning to more complex exercises and repertoire. The exact focus will be determined by the instructor and may include breathing, phrasing, tone, or resonance.

Time	Focus Area	Exercises	Notes / Steps
3–5 mins	Intro Game	Warm-up or text-based	Engage learners with creativity

		exercise	
15 mins	Fundamental Drill	Core vocal technique exercise	Ensure clarity and steady tone
3–5 mins	Video/Audio Activity	Guided media-based exercise	Observe and imitate
25 mins	Complex Application	Advanced technical work, applied to repertoire	Practice with increasing stamina and control
10 mins	Repertoire Session	Assigned song or piece	Apply weekly skills into performance

Assignment: Practice assigned exercises daily and apply to the week's repertoire selection.

Week 6 –

This week focuses on developing intermediate vocal skills, applying previous learning to more complex exercises and repertoire. The exact focus will be determined by the instructor and may include breathing, phrasing, tone, or resonance.

Time	Focus Area	Exercises	Notes / Steps
3–5 mins	Intro Game	Warm-up or text-based exercise	Engage learners with creativity
15 mins	Fundamental Drill	Core vocal technique exercise	Ensure clarity and steady tone

3–5 mins	Video/Audio Activity	Guided media-based exercise	Observe and imitate
25 mins	Complex Application	Advanced technical work, applied to repertoire	Practice with increasing stamina and control
10 mins	Repertoire Session	Assigned song or piece	Apply weekly skills into performance

Assignment: Practice assigned exercises daily and apply to the week's repertoire selection.

Week 7 –

This week focuses on developing intermediate vocal skills, applying previous learning to more complex exercises and repertoire. The exact focus will be determined by the instructor and may include breathing, phrasing, tone, or resonance.

Time	Focus Area	Exercises	Notes / Steps
3–5 mins	Intro Game	Warm-up or text-based exercise	Engage learners with creativity
15 mins	Fundamental Drill	Core vocal technique exercise	Ensure clarity and steady tone
3–5 mins	Video/Audio Activity	Guided media-based exercise	Observe and imitate
25 mins	Complex Application	Advanced technical work,	Practice with increasing

		applied to repertoire	stamina and control
10 mins	Repertoire Session	Assigned song or piece	Apply weekly skills into performance

Assignment: Practice assigned exercises daily and apply to the week's repertoire selection.

Week 8 -

This week focuses on developing intermediate vocal skills, applying previous learning to more complex exercises and repertoire. The exact focus will be determined by the instructor and may include breathing, phrasing, tone, or resonance.

Time	Focus Area	Exercises	Notes / Steps
3-5 mins	Intro Game	Warm-up or text-based exercise	Engage learners with creativity
15 mins	Fundamental Drill	Core vocal technique exercise	Ensure clarity and steady tone
3-5 mins	Video/Audio Activity	Guided media-based exercise	Observe and imitate
25 mins	Complex Application	Advanced technical work, applied to repertoire	Practice with increasing stamina and control
10 mins	Repertoire Session	Assigned song or piece	Apply weekly skills into

			performance
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Assignment: Practice assigned exercises daily and apply to the week's repertoire selection.

Week 9 -

This week focuses on developing intermediate vocal skills, applying previous learning to more complex exercises and repertoire. The exact focus will be determined by the instructor and may include breathing, phrasing, tone, or resonance.

Time	Focus Area	Exercises	Notes / Steps
3–5 mins	Intro Game	Warm-up or text-based exercise	Engage learners with creativity
15 mins	Fundamental Drill	Core vocal technique exercise	Ensure clarity and steady tone
3–5 mins	Video/Audio Activity	Guided media-based exercise	Observe and imitate
25 mins	Complex Application	Advanced technical work, applied to repertoire	Practice with increasing stamina and control
10 mins	Repertoire Session	Assigned song or piece	Apply weekly skills into performance

Assignment: Practice assigned exercises daily and apply to the week's repertoire selection.

Week 10 -

This week focuses on developing intermediate vocal skills, applying previous learning to more complex exercises and repertoire. The exact focus will be determined by the instructor and may include breathing, phrasing, tone, or resonance.

Time	Focus Area	Exercises	Notes / Steps
3–5 mins	Intro Game	Warm-up or text-based exercise	Engage learners with creativity
15 mins	Fundamental Drill	Core vocal technique exercise	Ensure clarity and steady tone
3–5 mins	Video/Audio Activity	Guided media-based exercise	Observe and imitate
25 mins	Complex Application	Advanced technical work, applied to repertoire	Practice with increasing stamina and control
10 mins	Repertoire Session	Assigned song or piece	Apply weekly skills into performance

Assignment: Practice assigned exercises daily and apply to the week's repertoire selection.

Week 11 -

This week focuses on developing intermediate vocal skills, applying previous learning to more complex exercises and repertoire. The exact

focus will be determined by the instructor and may include breathing, phrasing, tone, or resonance.

Time	Focus Area	Exercises	Notes / Steps
3–5 mins	Intro Game	Warm-up or text-based exercise	Engage learners with creativity
15 mins	Fundamental Drill	Core vocal technique exercise	Ensure clarity and steady tone
3–5 mins	Video/Audio Activity	Guided media-based exercise	Observe and imitate
25 mins	Complex Application	Advanced technical work, applied to repertoire	Practice with increasing stamina and control
10 mins	Repertoire Session	Assigned song or piece	Apply weekly skills into performance

Assignment: Practice assigned exercises daily and apply to the week's repertoire selection.

Week 12 –

This week focuses on developing intermediate vocal skills, applying previous learning to more complex exercises and repertoire. The exact focus will be determined by the instructor and may include breathing, phrasing, tone, or resonance.

Time	Focus Area	Exercises	Notes / Steps
3–5 mins	Intro Game	Warm-up or text-based exercise	Engage learners with creativity
15 mins	Fundamental Drill	Core vocal technique exercise	Ensure clarity and steady tone
3–5 mins	Video/Audio Activity	Guided media-based exercise	Observe and imitate
25 mins	Complex Application	Advanced technical work, applied to repertoire	Practice with increasing stamina and control
10 mins	Repertoire Session	Assigned song or piece	Apply weekly skills into performance

Assignment: Practice assigned exercises daily and apply to the week's repertoire selection.

Repertoire List

Candidates are required to select songs as follows:

Group A – Classical / Art Songs

Dragons Lullaby

Group B – Sacred / Folk / Traditional

Edelwise -

Group C – Contemporary / Musical Theatre / Popular

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Progression Notes

By the end of Grade 2, learners should demonstrate secure breath management, the ability to phrase musically, improved tone and placement, and confidence in singing short repertoire pieces. These skills will prepare them for Grade 3, where greater independence, stylistic flexibility, and wider range will be expected.

General Notes for Teachers and Students

Teachers should ensure that students practice daily vocal warm-ups and breathing drills to reinforce class work. Students should engage actively with all assignments, rehearse repertoire consistently, and listen to professional recordings for model phrasing and tone. Teachers may select additional repertoire at their discretion to complement the syllabus, ensuring it is suitable for the student's range and ability.

Vocal Technique Grade 2 – Semester 2 Syllabus

Watchman Music Center

About Watchman Music Center

Watchman Music Center is committed to nurturing disciplined, expressive, and confident singers through structured training. Semester 2 of the Vocal Technique Grade 2 syllabus builds on the breathing and phrasing foundations of Semester 1. The main focus is on **resonance and placement (with emphasis on tone quality and soft palate lifting techniques)**, **vocal registers**, and **musicianship**.

Aims of Semester 2

This semester aims to:

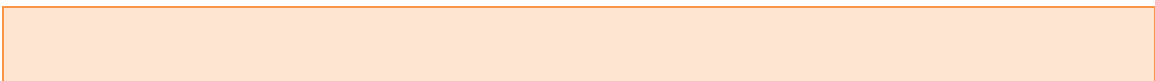
- Develop resonance and tone quality through correct placement and soft palate lift.
 - Strengthen awareness and control of chest, head, and mixed registers.
 - Enhance musicianship through sight-singing, rhythm, and ear training.
 - Integrate technical and musical skills in performance.
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Exam Requirements and Duration

Candidates will present:

- Two songs chosen from the repertoire list (contrasting styles).
- Technical work: resonance and placement exercises, register drills.
- Musicianship: sight-singing, rhythm clapping, or echo singing task.

Exam duration: approximately 15 minutes.



Assessment Scheme
Performance (Songs/Repertoire): 50%
Technical Work (Resonance, Placement, Registers): 20%
Musicianship Skills (Sight-singing, rhythm, ear training): 15%
Assignments / Continuous Assessment: 15%
Total: 100%

Marking Criteria

Examiners will assess according to the following:		
Tone Quality and Resonance – clarity	projection	lifted soft palate.
Register Control – smooth transitions between chest	head	and mixed voice.
Musicianship – accuracy in rhythm	pitch	and sight-singing.
Phrasing & Expression – shaping	dynamics	interpretation

Overall Performance – confidence, communication, stylistic awareness.

Pass: 60–74 marks

Merit: 75–86 marks

Distinction: 87 marks and above

Weekly Breakdown - Semester 2

Weeks 1-2 - Resonance and Placement (Tone Quality and Soft Palate Lifting)

Overview:

Students learn to achieve resonance by lifting the soft palate, avoiding nasality, and focusing on forward placement of tone.

Core Work:	· Humming on “ng” with vibration in the mask.
· Transition from “ng” to open vowels (ah, oh, ee).	· Yawn-sigh exercises to open resonance space.
· Sustained vowels with soft palate awareness.	· Application in a short song for clarity and projection.

Assignment: Record a short piece applying resonance techniques, demonstrating a lifted soft palate and sustained resonance.

Weeks 3-4 - Vocal Registers

Overview:

Introduction to chest, head, and mixed registers, with exercises for smooth transitions across the passaggio.

Core Work:

- Sirens across low to high range.
- Octave leaps and sliding scales.
- Register blending drills (chest to head, head to chest).
- Application in short passages requiring register shifts.

Assignment: Practice daily register transition drills and prepare a scale passage demonstrating chest-to-head voice blending.

Weeks 5–6 – Musicianship

Overview:

Focus on building musical literacy and aural confidence through sight-singing, rhythm, and listening skills.

Core Work:

Kodály solfa reading (do–re–mi patterns).

Clapping and echoing rhythmic patterns.

Simple melodic recall exercises.

Application in short choral phrases.

Assignment: Submit a recording of a sight-singing exercise and clap back a rhythmic pattern.

Weeks 7–8 – Integration of Resonance, Registers, and Musicianship

Overview:

Students integrate technical and musicianship skills into full performance.

Core Work:

Warm-ups combining resonance and register control.

Rehearsal of assigned repertoire with focus on tone quality and expression.

Phrasing drills with dynamics and shaping.

Preparation of a small recital program.

Assignment: Prepare two contrasting songs for a mock recital, applying resonance, register transitions, and musicianship.

Weeks 9–10 – Assessment and Performance Review

Week 9 – Mock Examination

- Performance of two songs.
- Technical drills in resonance and registers.
- Musicianship test (sight-singing or rhythm).
- Feedback for improvement.

Week 10 – Final Assessment

- Performance of two contrasting songs.
- Demonstration of resonance (soft palate lift) and register blending.
- Musicianship evaluation.
- Marks awarded according to the assessment scheme.

Assignment: Revise all techniques and repertoire for the final assessment.

Repertoire List

Candidates are required to select songs as follows:

Group A – Classical / Art Songs

Hamabe no Uta - Narlta Tamezo

Group B – Sacred / Folk / Traditional

ESELE NI JESU LU NIME- Godwin Omodiale

Group C – Contemporary / Musical Theatre / Popular

Open - Jeffery Wilson

Progression Notes

By the end of Semester 2, learners should demonstrate a resonant, supported tone with soft palate lift, smooth register control, and developing musicianship skills. These outcomes prepare them for **Grade 3**, where greater stylistic flexibility and independence will be required.

General Notes for Teachers and Students

Teachers should ensure daily practice of resonance and register exercises, encouraging steady tone and lifted placement. Students are advised to record their singing for self-assessment, and to rehearse repertoire regularly. Teachers may supplement the syllabus with additional repertoire suitable to the student's range and ability.