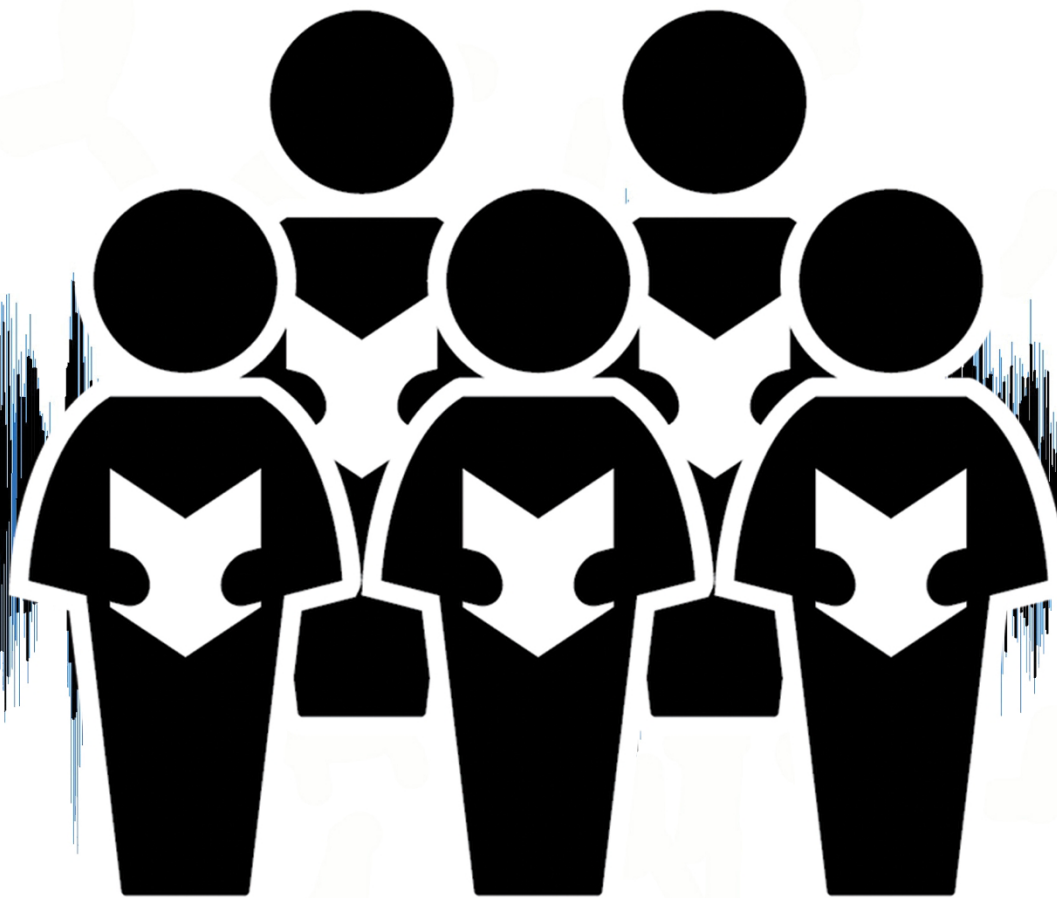


VOCAL COURSE

STUDENT WORKBOOK



↑ LEVEL 2 ↓

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This course is designed to be used as an individual instructional study guide, as well as a class learning tool. Each lesson should take approximately 35 - 45 minutes including teaching and practice time. The suggested times are a guideline only. Not everyone will progress at the same pace. This student exercise book should be used in conjunction with the Instructor's Guide.

Each student should take a placement test before being placed in a level. After a student completes a level, there is a separate final test that should be completed and passed before moving on to the next level. Be sure you have these materials.

In addition, the Vocal Course is designed as a companion to the Music Theory Course developed by Music and Arts Ministries of the Canada and Bermuda Territory. It can be found at <https://salvationist.ca/sacbmam>. Students should utilize the music theory books to help advance their knowledge of music-making.

1st Edition
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2 Overlea Blvd. Toronto ON M4H 1P4
<https://salvationist.ca/sacbmam>

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Lesson 2.1

Canon


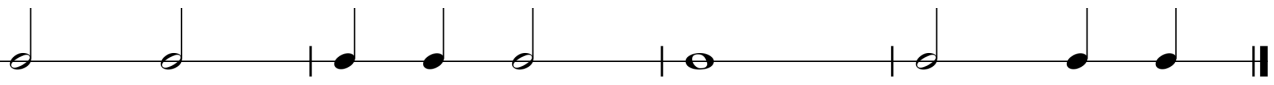
Canoe Song


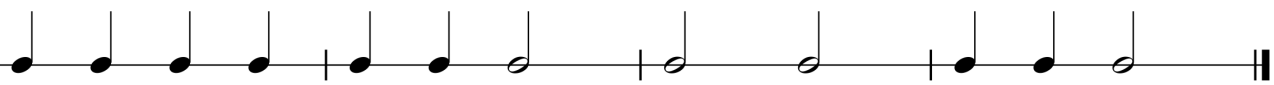
My pad - dle's keen and bright, flash - ing with sil - ver.
Fol - low the wild goose flight, dip, dip, and swing.



Rhythm

Whole note	= 4 beats		= 1 2 3 4
Half note	= 2 beats		= 2
Quarter note	= 1 beat		= 1

1.

a)  
1 - 2 3 - 4 1 2 3 - 4 1 - 2 - 3 - 4 1 - 2 3 4

b)  



c)  

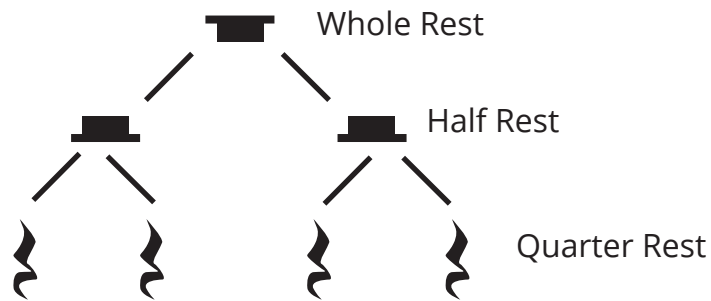
Rests are silence in music.



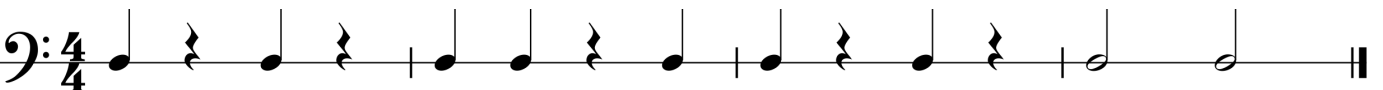
Whole rest = 4 beats  =    

Half rest = 2 beats  =  

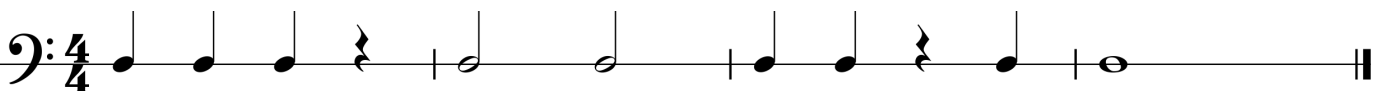
Quarter rest = 1 beat  = 



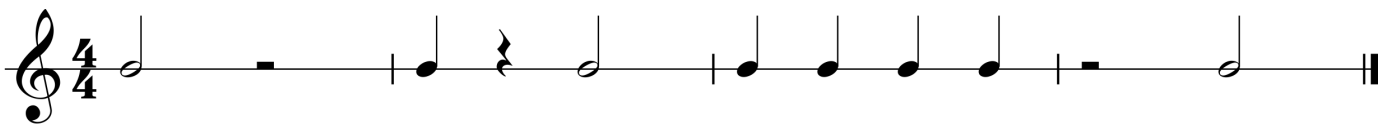
2.

a) 

1 2 3 4 1 2 3 4 1 2 3 4 1 - 2 3 - 4

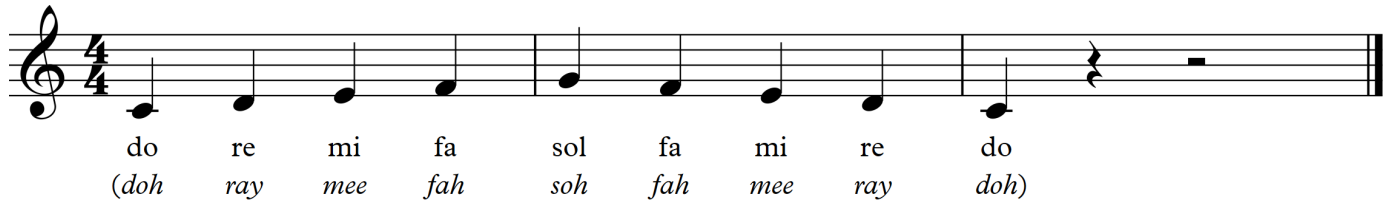
b) 

1 2 3 4 1 - 2 3 - 4 1 2 3 4 1 - 2 - 3 - 4

c) 

d) 

Melody

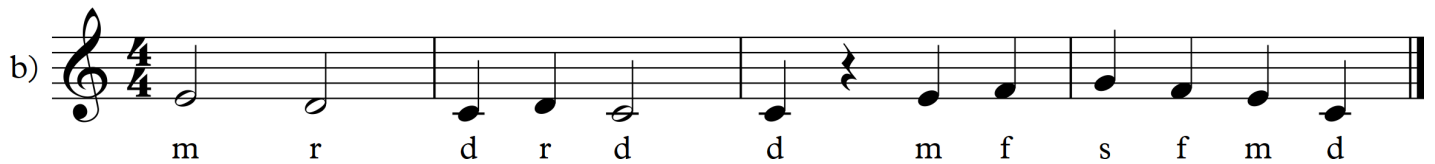


do re mi fa sol fa mi re do
(doh ray mee fah soh fah mee ray doh)

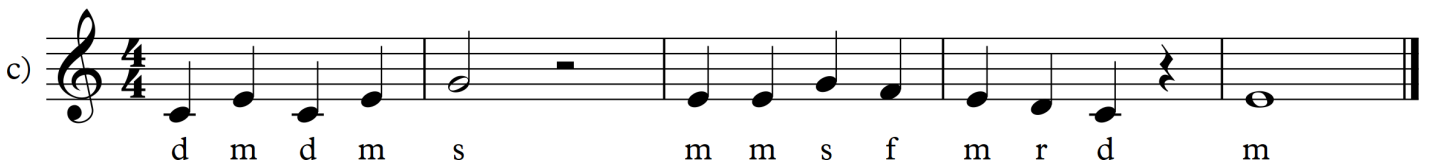
1.

a) 

do do re mi mi re do re mi re do

b) 

m r d r d d m f s f m d

c) 

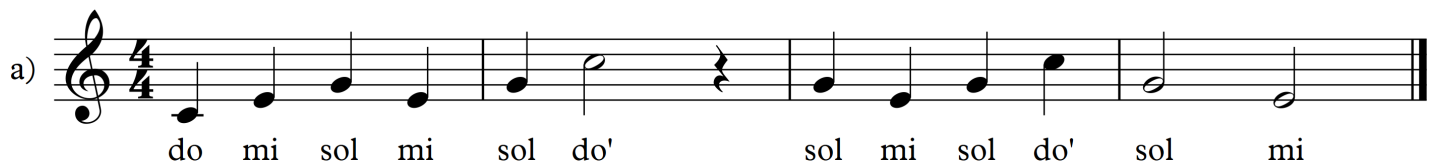
d m d m s m m s f m r d m

2.

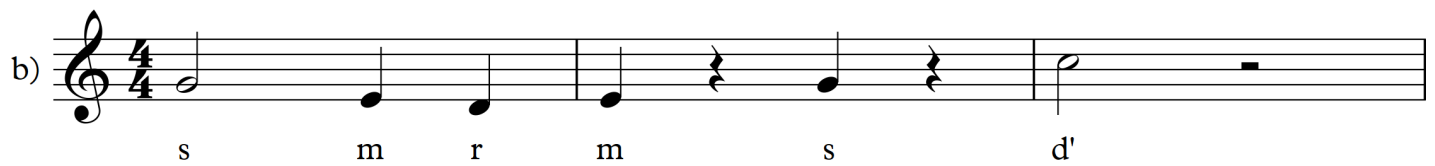


do re mi fa sol la ti do' ti la sol fa mi re do

3.

a) 

do mi sol mi sol do' sol mi sol do' sol mi

b) 

s m r m s d'



m s f m m s d'



Performance

John 3:16

Adapted by Evelyn Pulkin

Music by Evelyn Pulkin, arr. Kathy A. Sipe

Children's Praise Volume 12

Used by kind permission of The Salvation Army USA Southern Territory

**See Appendix 1 for music (p. 16)

For Fun

**Prissy Peacock, pink and proud.
Prissy Peacock fumes.
Then Prissy Peacock pompously
Preens her pretty plumes.**



Lesson 2.2

Canon

Canoe Song

1) 2)

1. My pad - dle's keen and bright, flash - ing with sil - ver.
2. Dip, dip and swing her back, flash - ing with sil - ver.

Fol - low the wild goose flight, dip, dip, and swing.
Swift as the wild goose flies, dip, dip, and swing.

Rhythm

1. Listen as your instructor claps a rhythm. Then you clap it back.

2.

a)

1 2 3 - 4 1 - 2 3 - 4 1 2 3 4 1 - 2 3 - 4

b)

1 - 2 3 4 1 - 2 3 - 4 1 2 - 3 4 1 - 2 - 3 - 4

c)

1 2 3 4 1 2 3 4

d)

1 2 3 4 1 2 3 4

Melody

1.




do re mi fa sol la ti do' ti la sol fa mi re do

2.

a) 

do re mi sol la sol fa mi re mi do

b) 

d m f s l d' l d'

c) 

d' l d' d' l s s f s m d

d) 

e) 

Performance

**See Appendix 1 (p. 16)



Lesson 2.3

Canon

Goodnight to You All

Good - night to you all, and sweet by your sleep: May si - lence sur -
round you, your slum-ber be deep. Good-night, good-night, good-night, good-night.

Rhythm

Dotted note: add half the length of the original note.

$\text{dotted quarter} = \text{half} + \text{quarter}$

1 - 2 3 - 4 1 - 2 - 3 4

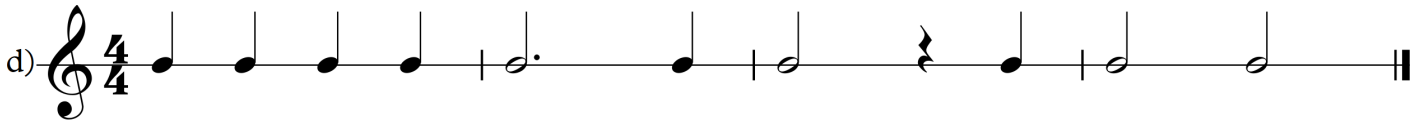
1.

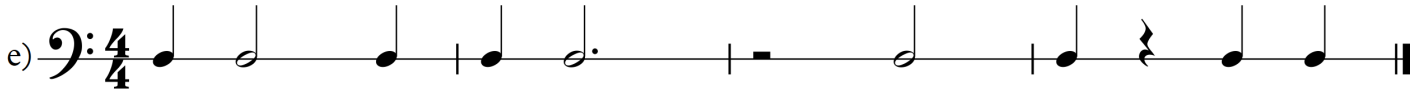
a)
1 2 3 - 4 1 - 2 - 3 4 1 - 2 3 - 4 1 - 2 3 - 4

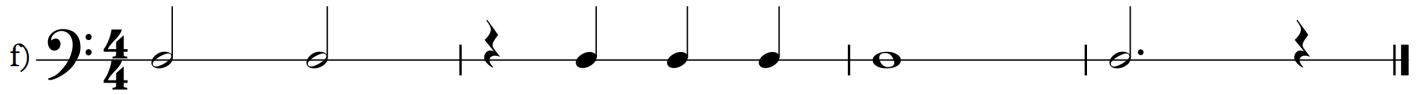
b)
1 - 2 - 3 4 1 - 2 - 3 4 1 - 2 3 - 4 1 - 2 - 3 - 4

c)
1 2 3 - 4 1 - 2 - 3 4 1 - 2 3 - 4 1 - 2 3 - 4



d) 

e) 

f) 

Melody

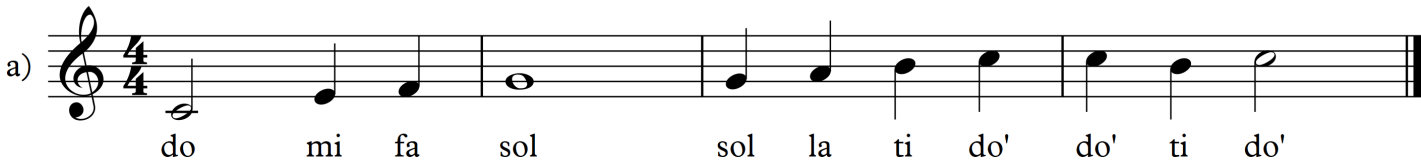
Tempo: how fast or slow a piece of music is played or sung
Allegro: quickly
Adagio: slowly
Moderato: medium speed

1.

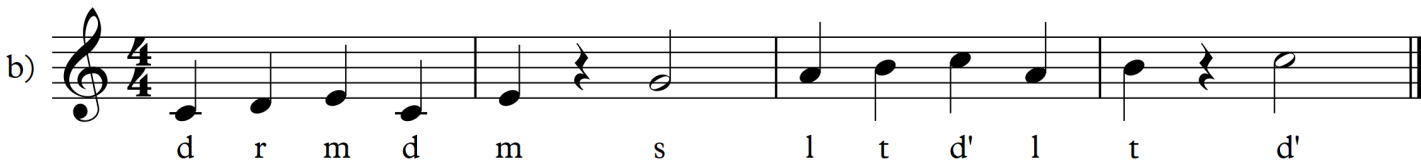

 ti ti

2.

Moderato

a) 
 do mi fa sol sol la ti do' do' ti do'

Allegro

b) 
 d r m d m s l t d' l t d'

Adagio


c) 

3.

Adagio

a) 
do re mi do sol, do do mi sol do re fa mi

Moderato

b) 
d s, d r m r d s r s m d

Performance

**See Appendix 1 (p. 16)

For Fun

**If two witches would watch two watches,
which witch would watch which watch?**



Lesson 2.4

Articulation: markings that tell us how to play or sing the notes

Staccato: is one type of articulation. Shown by a dot above or below the note, it means to sing the note shorter than normal.

Canon

Goodnight to You All

1) 2)

Good - night to you all, and sweet by your sleep: May si - lence sur -

3)

round you, your slum-ber be deep. Good-night, good-night, good-night, good-night.

Rhythm

A **time signature** is found at the beginning of a piece of music and contains two numbers.



The top number tells us how many beats are in each bar.
The bottom number tells us which note value equals one beat.

1. Listen as your instructor claps a rhythm. Then you clap it back.

2.

a)

b)



c)

d)

Melody

1. Sing a major scale using solfege.

Chord: the name given to three or more notes that sound at the same time.
Triad: a chord of three notes. It is formed by stacking two intervals of a third on top of each other.
Interval: the distance between two notes.

2.

Arpeggio: occurs when you sing the notes of a chord one after the other, instead of at the same time.

3.

4. **Moderato**
 a)



Moderato

b) 
s d s l s s t d' l s f m d

Adagio

c) 
d r m f s m s d' t l s f m r d

Allegro

d) 

Performance

**See Appendix 1 (p. 16)



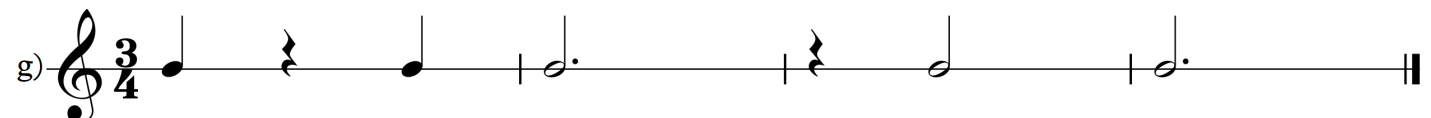
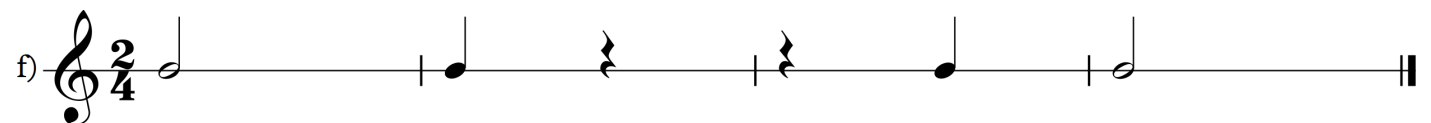
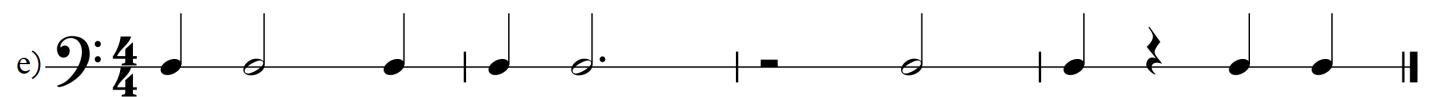
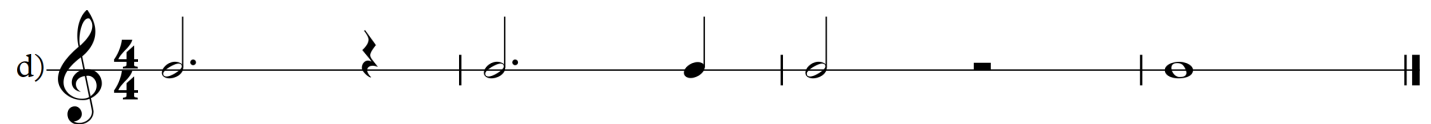
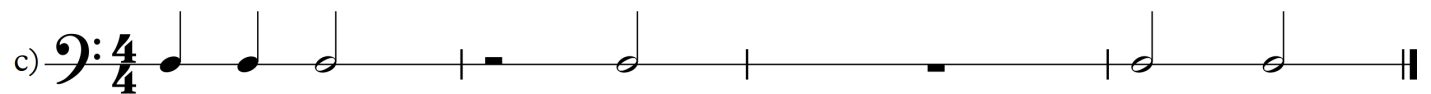
Lesson 2.5

Canon

Sing both canons from previous lessons (p. 5 and p. 10). Try each of them at different speeds and add dynamics. Try each as a round.

Rhythm

1.





Melody

1. Sing the major scale using solfege.
2. Sing the major triad using solfege.
3. Sing the major arpeggio using solfege.

Pianissimo (*pp*): very soft

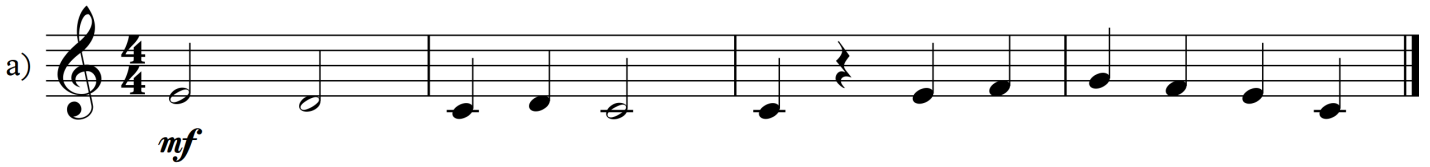
Fortissimo (*ff*): very loud

Crescendo (): gradually get louder

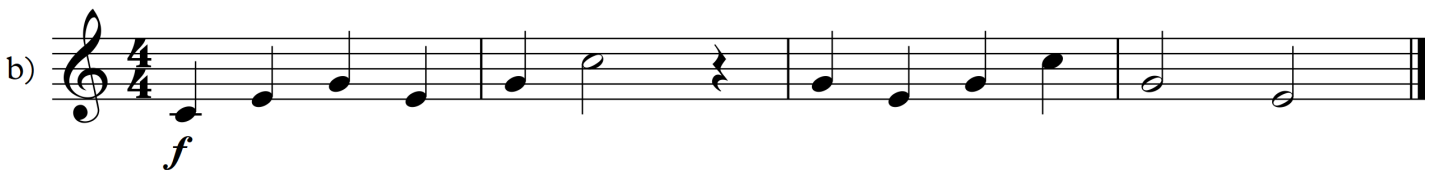
Diminuendo (or decrescendo) (): gradually get softer

4.

Moderato

a) 

Allegro

b) 

Moderato

c) 

Moderato

d) 



e) **Adagio**
mf

Musical notation for exercise e) in 4/4 time, marked Adagio and mezzo-forte (mf). The melody starts with a dotted half note, followed by quarter notes, and ends with a quarter note. A double line is drawn below the staff.

f) **Adagio**
p

Musical notation for exercise f) in 4/4 time, marked Adagio and piano (p). The melody consists of quarter notes and half notes.

g) **Moderato**
mp

Musical notation for exercise g) in 2/4 time, marked Moderato and mezzo-piano (mp). The melody consists of quarter notes and half notes. A double line is drawn below the staff.

h) **Adagio**
mf

Musical notation for exercise h) in 3/4 time, marked Adagio and mezzo-forte (mf). The melody consists of quarter notes and half notes.

Performance

**See Appendix 1 (p. 16)



Appendix 1

JOHN 3:16

John 3:16

Adapted by Evelyn Pulkin

Evelyn Pulkin

Arr: Kathy A. Sipe

With a Latin beat (♩ = 120)

With a Latin beat (♩ = 120)

For God so loved the world that he

gave his only be - got - ten Son that who - ever



es - se - be - liev - est in him should not

per - ish. But have ev - er - last - ing life.

but have ev - er - last - ing life For God so

loved the world he gave his only Son.

mf *Op. 21* 21
For God so loved the world that he

gave his only be - got - ten Son, that who - so -
(A) he gave his only be - got - ten Son, who - so -

ev - er be - lie - veth in him should not

per - ish. But have ev - er - last - ing - life.

29

but have ev - er last - ing - life. For God so



loved the world he gave his only

The first system of music features a vocal line in the upper staff and piano accompaniment in the lower two staves. The vocal line contains the lyrics "loved the world he gave his only" with a long horizontal line under "only" indicating a continuation. The piano accompaniment consists of a treble and bass clef with various rhythmic patterns and dynamics markings such as *mf* and *f*.

Son For God so loved the world he

The second system continues the musical piece. The vocal line has the lyrics "Son For God so loved the world he" with a long horizontal line under "he". The piano accompaniment continues with similar rhythmic and dynamic patterns, including markings like *f* and *mf*.

gave his only Son. (Shout!) John three six-teen.

The third system concludes the piece. The vocal line has the lyrics "gave his only Son. (Shout!) John three six-teen." with a long horizontal line under "only". The piano accompaniment ends with a final cadence, marked with a double bar line and a fermata.

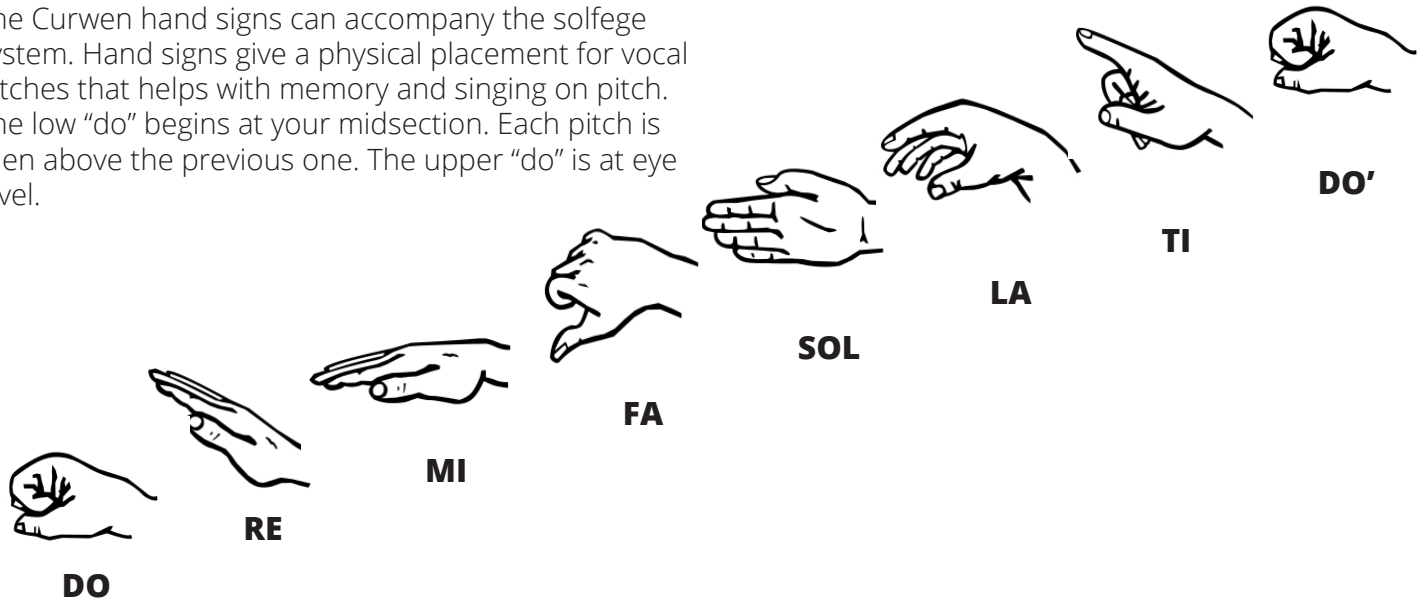
Appendix 2

Additional Information for Students

Learning to sing can be a fun and rewarding experience. The following are tips to help improve your singing.

Curwen Hand Signs

The Curwen hand signs can accompany the solfège system. Hand signs give a physical placement for vocal pitches that helps with memory and singing on pitch. The low “do” begins at your midsection. Each pitch is then above the previous one. The upper “do” is at eye level.



Song Examples for Various Intervals

Interval	Ascending	Descending
Minor 2nd	Theme from Jaws	Joy to the World
Major 2nd	Happy Birthday	Mary Had a Little Lamb
Minor 3rd	O Canada	Frosty the Snowman
Major 3rd	When the Saints Go Marching In	Swing Low, Sweet Chariot
Perfect 4th	Amazing Grace	O Come, All Ye Faithful
Tritone	The Simpsons Theme Song	
Perfect 5th	Twinkle Twinkle Little Star	Theme from The Flintstones
Minor 6th	The Entertainer	Theme from Love Story
Major 6th	My Bonnie Lies Over the Ocean	Nobody Knows the Trouble I've Seen
Minor 7th	Somewhere (from West Side Story)	
Major 7th		
Octave	Somewhere Over the Rainbow	

