



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

FOUNDATIONS IN SINGING

MPAFS302

Apply Foundations in Singing

Competence

RQF Level: 3

Learning Hours



120

Credits: 12

Sector: Art and Craft

Trade: Music

Module Type: Elective

Curriculum: ARCMUS3001- TVET Certificate 3 in Music

January 2025

Purpose statement	This module describes the performance outcomes, skills and knowledge required to explore and care for its own voice, develop vocal techniques, perform pieces and evaluates its own performance.					
Delivery modality	Training delivery	100%	Assessment	Total 100%		
	Theoretical content	30%	Formative assessment	30%		
	Practical work:	70%		70%	50%	
	<ul style="list-style-type: none"> Group project and presentation 					20%
	<ul style="list-style-type: none"> Individual project /Work 					50%
	Summative Assessment		50%			

Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. Care for health and safety of voice	1. Potential hazards and risks to voice health are appropriately controlled or minimized with the help of standard aids and habits.
	2. Posture and body position correctly align with ergonomic principles, best practices and basics of physiology and anatomy of the human voice
	3. Voice warm-ups exercises and routines are systematically done to get prepared for performance with or without a collaborative pianist.
2. Develop vocal techniques	1. The qualities of a good voice are closely discussed and understood
	2. Environment, tools and preparatory activities are professionally identified to develop vocal skills and awareness
	3. Rehearsals are organized focusing both on technical and on expressive elements
3. Perform selected vocal pieces	1. Vocal performance is efficiently done with technical mastery
	2. Vocal performance is efficiently done with artistry or expressive qualities
	3. Balance and blend are proficiently applied in solo and ensemble
	4. The repertoire is adequately interpreted by ear or by sight reading (notation or tablature)

5. Evaluate own performance and get feedback	1. Self-evaluation and feedback from others
	2. What type of evaluation design and what to evaluate

Course content

Learning outcomes	At the end of the module the learner will be able to:
	<ol style="list-style-type: none"> 1. Care for health and safety of voice 2. Develop Vocal techniques 3. Perform selected pieces 4. Evaluate own performances and get feedback

Learning outcome 1 Care for health and safety of voice	Learning hours: 30
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Indicative content

<p>Anatomy and physiology of voice production</p> <ul style="list-style-type: none"> ✓ Breathing system (respiration): with lungs, diaphragm, chest muscles, ribs, and abdominal muscles ✓ Vibratory system (phonation): with larynx and vocal folds ✓ Resonating system: with supraglottic airway and vocal tract ✓ Articulation <p>Healthy vocal aids and habits</p> <ul style="list-style-type: none"> ✓ Hydration (water, herbal teas, soft drink) ✓ Avoid irritants: caffeine, alcohol, tobacco, second-hand smoke, spicy, acidic, and dairy foods ✓ Eat healthy, balanced, small and frequent meals ✚ Do not eat for two hours prior to bedtime or immediately before a show
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- ✚ Avoid medications that dry out your vocal folds
- ✚ Use a humidifier in your home, especially in winter or dry climates
- ✚ Use your voice well and do regular voice exercises
- ✚ Get an appropriate amount of sleep
- ✚ Take vocal naps to rest your voice throughout the day

Body position aligns with ergonomics and basics of physiology and anatomy of

✓ Body awareness, position and orientation

- ✚ Awareness of circular space shaped by your body and arms
- ✚ Standing/ Sitting/Laying down
- ✚ Distinguishing between static vs dynamic positions
- ✚ Leaning forward vs. backward

✓ Some good posture tips:

- ✚ Stand up straight with the feet slightly apart
- ✚ Relax your shoulders keeping them over your hips
- ✚ Maintain energy and distribute body weight equally on both feet
- ✚ The knees should be ready to bend if necessary
- ✚ Position the pelvis neutrally, avoiding extreme backward/forward tilts
- ✚ Ensure that the spine aligns from the head to the pelvis

exercises and routines are systematically done to get prepared for performance with or without a

✓ Decide whether/how to involve a collaborative pianist

- ✚ Required skills: adaptability, sight-reading, communication, time-management
- ✚ Responsibility: work with conductor/soloist/vocal ensemble
- ✚ Context: rehearsal/recital/concert/service/studio

✓ Uncover various aspects and steps of warm-up:

- ✚ Flowing blood to the muscles

- ✚ Stretch on vocal cords and target different elements of music
- ✚ Focus on reach, strength and flexibility or versatility
- ✚ Vocal warm-up routines include warm-down and fatigue management
- ✚ Continuity between preparatory warm-ups (on skills and techniques that you already know) and vocal exercises (consolidating, building good vocal skills).

✓ An indicative list of warm-up techniques:

- ✚ Yawn-sigh technique
- ✚ Humming warm-ups
- ✚ Vocal straw exercise
- ✚ Lip buzz vocal warm-up
- ✚ Tongue trill exercise
- ✚ Jaw loosening exercises
- ✚ Two-octave pitch glide warm-p
- ✚ Vocal sirens exercise
- ✚ Vocal slides technique

Resources required for the learning outcome

Equipment	<ul style="list-style-type: none"> ● Reference books ● Instruments ● Internet ● Videos on the of the instrument function
Materials	<ul style="list-style-type: none"> ●
Tools	
Facilitation techniques	<ul style="list-style-type: none"> ✓ Group discussion ✓ Personal research ✓ Brainstorming on physiology and anatomy of the human voice ✓ Demonstration on instrument. ✓ Tune instrument ✓ Demonstration on how to produce sounds using different parts of the instrument ✓ Practical exercises on instrument ✓ Play instrument on a given/chosen repertoire

	<ul style="list-style-type: none"> ✓ Brainstorming on voice techniques ✓ Demonstration on how to produce sounds using different parts of the instrument ✓ Practical exercises on instrument on a given/chosen repertoire
Formative assessment methods	<ul style="list-style-type: none"> ● Written evidence ● Oral evidence

Learning outcome 2: Develop vocal techniques	Learning hours: 40
Indicative content	
<p>Qualities of a good voice:</p> <ul style="list-style-type: none"> ✓ Tunefulness ✓ Resonance ✓ Flexibility ✓ Strain- and effort-free ✓ Expressiveness ✓ Versatility <p>Environment and areas/modes of intervention :</p> <ul style="list-style-type: none"> ✓ Quiet and safe place, high-fidelity material and devices ✓ Covering a variety of repertoires and/but defer judgement ✓ Humming along with the melody and specific parts, and adjust own intonation ✓ Listening to oneself while singing in different genres and styles ✓ Regular exploration of others' work to improve listening skills and contents ✓ The main vocal types, their ranges and timbres: <ul style="list-style-type: none"> ✚ Soprano ✚ Mezzo-soprano ✚ Contralto ✚ Tenor ✚ Baritone ✚ Bass ✓ Understanding the four vocal modes <ul style="list-style-type: none"> ✚ a- Neutral/quite volume and non-metallic sound ✚ b- Curbing/half -metallic, slightly plaintive and restrained, more or less medium 	

- ✚ c- Overdrive, full metallic, belting, shouting, direct and loud, low to middle-part
- ✚ d- Edge: fully metallic, aggressive, screaming, the high voices

Rehearsals are organized basing on technical and expressive elements

- ✚ Overall flow vs. Specific sections
- ✚ Soloist vs. Ensemble
- ✚ Type vs. Size of ensemble
- ✚ Language vs. Music

Resources required for the indicative content

Equipment	<ul style="list-style-type: none"> ✓ Reference books ✓ Instruments ✓ Internet ✓ Videos
Materials	<ul style="list-style-type: none"> ✓ Reference books
Tools	<ul style="list-style-type: none"> ✓
Facilitation techniques	<ul style="list-style-type: none"> ✓ Brainstorming on problems ✓ Demonstration on how to identify physical problems ✓ Brainstorming on voice techniques ✓ Demonstration on how to produce sounds using different parts of the instrument ✓ Practical exercises on instrument on a given/chosen repertoire ✓ Brainstorming on voice techniques ✓ Demonstration on how to produce sounds using different parts of the instrument ✓ Group discussion
Formative assessment methods	<ul style="list-style-type: none"> ● Written assessment ● Oral presentation ”

Learning outcome 3: Perform selected vocal pieces	Learning hours: 40
Indicative content	

Vocal performance is efficiently done with technical mastery

- ✓ Voice mastery:
 - ✚ Voice placement: hitting the correct pitch
 - ✚ Vocal support: maintaining a consistent tone
 - ✚ Vocal range through regular practice
 - ✚ Resonance from different resonators (chest, throat, mouth, and nasal cavities)
 - ✚ Voice projection and management of volume
- ✓ Language mastery:
 - ✚ Articulation (sound production, physical) vs. Diction (pronunciation, color)
 - ✚ Matching words and music: vowels vs. consonants, syllables vs. phrases
- ✓ Mastering music theory:
 - ✚ Elements of melody: degree, interval, pattern, shape, motion, cadence, key, scale, mode, transposition, modulation
 - ✚ Elements of rhythm: beat, tempo, duration, pattern (regular/irregular), simple/complex time signature, meter, accents, syncopation, and rubato
 - ✚ Chord structure and chord progression
 - ✚ Music texture (number and type of layers in a composition): monophony, homophony, polyphony, heterophony

Vocal performance is efficiently done with artistry or expressive qualities

- ✓ Dynamics and expressive qualities convey color and emotion
 - ✚ Difference between dynamics and expression
 - ✚ What dynamics and what expressive .
 - ✚ Their role and accuracy
- ✓ The quality of interpretation align with genre, style and structure
 - ✚ How the interpretation fit the selected genres
 - ✚ How the interpretation fits the selected styles
 - ✚ How the interpretation respect songs forms
- ✓ The performance correctly follows the rules of sight-singing/memorizing
 - ✚ Examine the piece first music tools, patterns and traps.
 - ✚ Go slowly and then increase pace in prioritizing rhythm.
 - ✚ Alignment of syllables with specific pitch or tonal relationships

Resources required for the indicative content	
Equipment	<ul style="list-style-type: none"> ✓ Reference books ✓ Instruments ✓ Internet ✓ Videos on the of the instrument function
Materials	✓
Tools	✓
Facilitation techniques	<ul style="list-style-type: none"> ✓ Brainstorming on voice techniques given/chosen repertoire ✓ Brainstorming on voice techniques ✓ Practical exercises on instrument on a given/chosen repertoire ✓ Demonstration on how to produce sounds using different parts of the instrument ✓ Practical exercises on instrument on a given/chosen repertoire ✓ Group discussion
Formative assessment methods	<ul style="list-style-type: none"> ● Written evidence ● Oral evidence

Learning outcome 4: Evaluate own performance and get feedback	Learning hours: 10
Indicative content	
<p>Self-evaluation and feedback from others</p> <ul style="list-style-type: none"> ✓ Recall your vocal goals ✓ Record and listen to yourself. ✓ Reflect on your performance. ✓ Set guidelines on key aspects for self-evaluation <p>What type of evaluation design applies and what to evaluate</p> <ul style="list-style-type: none"> ✓ Formative vs. Summative ✓ Process vs. Outcome ✓ Individuals vs. Team 	
Resources required for the indicative content	

Equipment	<ul style="list-style-type: none"> ✓ Reference books ✓ Instruments ✓ Internet
Materials	<ul style="list-style-type: none"> ✓
Tools	<ul style="list-style-type: none"> ✓
Facilitation techniques	<ul style="list-style-type: none"> ✓ Brainstorming on voice techniques ✓ Demonstration on how to produce sounds using different parts of the instrument ✓ Practical exercises on instrument on a given/chosen repertoire ✓ Practical exercises on instrument on a given/chosen repertoire ✓ Demonstration on how to produce sounds using different parts of the instrument ✓ Group discussion
Formative assessment methods	<ul style="list-style-type: none"> ● Written evidence ● Oral evidence ● Performance evidence

Integrated/summative assessment

The RWANDA INTERFAITH MINISTRIES organizes a singing contest on “Tuzahora tubibuka” for the 31th commemoration of the 1994 genocide against the Tutsis in Rwanda. The purpose of the context is to collect a good number of new songs with themes that highlight entrepreneurial or action-based values, beyond the traditional care for inclusion. The session tasks are as follows:

- 1- Align generic ideas with the proposed topic
- 2- Select instrumentation and/or vocals
- 3- Expand lyrics, rhythm, melody and harmony
- 4- Perform the song and submit the product in a professional way

You are requested to perform the song in respecting the following instructions:

The session will take place at RIM headquarters on 15 May 2025 at 9.00 am.

Timing: 4 hours. The song copy shall be handed out in PDF for the lyrics and the music recorded copy provided after 4' live performance.

Tools	<ul style="list-style-type: none"> ✓ Music notation software (e.g. Sibelius, Finale) ✓ Audio editing software (e.g. Audacity) ✓ Metronomes ✓ Tuners ✓ Rehearsal scheduling tools (e.g., Google Calendar, Doodle) ✓ Vocal analysis software ✓ Online databases for instrument characteristics ✓ Sheet music and lead sheet creation software
Equipment	<ul style="list-style-type: none"> ✓ Musical instruments (piano, guitar, strings, woodwinds, brass, percussion) ✓ Digital keyboards/synthesizers ✓ Drum machine or electronic drum set ✓ Digital piano or keyboard ✓ Microphones and stands

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. Care for health and safety of voice	Anatomy and physiology of voice production	System and subsystems of voice production			1
		Healthy voice aids			2
		Healthy voice habits			3
	Posture awareness, posture and orientation	Body awareness, position and orientation			1
		Body posture tips			1
	Voice warm-ups exercises and routines	Whether/how to involve a collaborative pianist			2
		Uncover various aspects/steps of warm up			2
		Warm up techniques			2
	Develop vocal techniques	Qualities of a good voice	Tunefulness and resonance		
Flexibility and strain- or effort-free					3
Expressiveness and versatility					2
Environment, tools, and intervention		Quiet and safe place, high-fidelity material and devices			2
		Humming along with the melody and specific parts, and adjust own intonation			2
		Listening to oneself while singing in different genres and styles to find own voice type and vocal mode			2
		Regular exploration of others' work			2

		Rehearsals are organized basing on technical and expressive elements <ul style="list-style-type: none"> + Overall flow vs. Specific sections + Soloist vs. Ensemble + Type vs. Size of ensemble 			2
Perform selected vocal pieces	Mastery of techniques and artistry	Vocal techniques mastery <ul style="list-style-type: none"> + Voice + Language + Music Theory 			2
		Vocal expression and artistry <ul style="list-style-type: none"> + Dynamics and expression convey color and emotion + Alignment with genre, style and structure + Alignment with the rules of sight-singing /memorizing 			2
Evaluate own performance and get feedback	Self-evaluation	Recall your vocal goals			2
		Record and listen to yourself			2
		Set guidelines on aspects of evaluation (design)			2
	Feedback from others	Formative vs. Summative			
		Process vs. Outcome			2
		Individuals vs. Team			3
Total marks		100			
Percentage Weightage		100%			
Minimum Passing line % (Aggregate):		70%			

References:

- 1.
- 2.