UNDERGRADUATE VOICE REPERTOIRE SHEET

Use this sheet to track your vocal repertoire study. This list should be kept current and should be brought to all your voice lessons. Successful completion of your performance degree depends upon your fulfillment of these repertoire requirements. This sheet must also be presented at your Sophomore Assessment hearing as well as your Senior Repertoire Check.

In the course of your undergraduate vocal studies at DePaul, you should master (thoroughly learn and memorize) the literature below. This list constitutes a minimum amount of repertoire for study. Your voice teacher may add further repertoire requirements. You must keep a current record of your repertoire, and your teacher must approve all repertoire studied. Repertoire must include music representing all the following categories. Individual works may satisfy more than one category (e.g., a Webern Lied representing both category 1 and 9). Progress in these requirements will be a part of the sophomore assessment and a senior year repertoire check.

- 1. Art songs in French, German, Italian (including but not limited to early Italian songs and arias publications), and English (both British and American for diction purposes)
- 2. Vocal repertoire from no less than three contrasting style periods at your teacher's discretion which must include works written after 1900.
- 3. Vocal repertoire by living composers
- 4. Vocal repertoire outside the standard vocal literature written by composers from diverse ethnic, racial, and gender identity backgrounds
- 5. Operatic and oratorio arias (which can include those from cantatas, masses, etc.)
- 6. Vocal chamber music. (To receive credit and faculty coaching for this selection, enroll in Chamber Music.)
- 7. Vocal literature from song cycles and multi-song groups intended by the composer to be performed together
- 8. Vocal repertoire demonstrating tonal and harmonic complexity
- 9. Florid & sostenuto repertoire appropriate for your voice.

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Which of the above repertoire is by a living composer?
Which of the above repertoire is outside the standard vocal literature and written by composers from diverse ethnic, racial, and gender identity backgrounds?