The increasing diversity in the education system related to the growing immigration trends in the United States has created a need for a more in-depth understanding of multicultural education if educators are to serve the needs of all their students. Within vocal studios, multicultural music education serves two functions: it emphasizes the introduction of a more diverse repertoire into the classical vocal music programs for study, exposure, and appreciation; and it creates a more culturally responsive music curriculum for underrepresented and marginalized groups. Because the art song genre is ideal to help develop vocal technique and musicality in collegiate singers, the purpose of this project was to highlight the value of integrating Caribbean art song into the voice studio through the development of a comprehensive guide for teaching and performing Dominique Le Gendre’s art song cycle, *Songs of the Islands*. This song cycle is a great repertoire option for vocal students as it incorporates both non-Western and traditional Western elements that can meet the standards of collegiate voice studios while exposing students to musical literature that features Caribbean heritage. The comprehensive guide contains analyses of the 12 Caribbean art songs in *Songs of the Islands* and discusses the historical background, text, melody, rhythm, form, and accompaniment of each piece. At the end
of each entry, pedagogical and performance recommendations are included that voice instructors should consider in assisting the student to effectively and authentically perform these songs. This guide highlights the value and uses for multicultural vocal music within the standard vocal repertoire and recommends the study and performance of these pieces by students and professional singers.