

Everything Is Connected

Ideas for Introducing a New Song to Young Singers

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Tom Shelton

Westminster Choir College

tshelton@rider.edu tomsheltonmusic.com

- **Philosophy**
- **Rehearsal Planning**
 - Vision, Creativity, Learning Styles
 - "Work Smarter, not Harder" – The Art of Multi-tasking
- **Movement Activities (Dalcroze Eurhythmics)**
 - Activity 1: Internalizing the Beat
 - Listen to recording of choice; Pat beat on knees
 - Transfer beat from knees to feet, and walk in place to the beat
 - When students are successful, move around the room; Call out a number for students to "Internalize"; When the number is called they will freeze (like a statue) for specified number of beats (without moving or making any movement with their body); when they have been still for the number of beats called, they walk again to the beat.
 - Change duration of beats for students to internalize.
 - Activity 2: Movement to Note Values
 - Review basic note values: Eighth, Quarter, Half, Whole
 - Designate beat as being Quarter note; Move around room stepping to Quarter notes.
 - Change note students are moving to: Eighth, Half, Whole. (Eventually Sixteenth)
 - Activity 3: Movement with Partners
 - Assign partners; Have partner "A" walk to one note, while partner "B" walks to a different note. (i.e., one student walks to quarter, the other walks to half)
 - Switch and vary notes.
 - Make 2 lines; Have partners walk down the middle stepping to any note they choose. Group has to decide which note each person is performing.
 - Make 2 circles; inside circle walks to one note; while outside circle walks to a different note.
 - Activity 4: Movement in 4 Beat Patterns
 - Review basic notes and Time Signature
 - Have students compose 4 measures of 4/4 time (Rhythm only; Do this as a group on the board.)
 - Have students step to the rhythm of each measure.
 - Play recording of choice; have them move to measure 1, repeatedly, until you call for measure 2 (...and so on, until you have reached measure 4)
 - If students are successful with all four measures, then have them step to all 4 measures in order.
 - Take 4 measures (or more) from a song they are learning; practice each measure; walk to rhythm while song is being played.

- **Solfège or Numbers???** ...It's All about **PROCESS!**
 - Body Solfège
 - Solfège Warm-ups
 - Curwen Handsigns
 - Great for building tone/intervals/sight-singing
 - Use solfège passages to teach difficult intervals during the warm-up process; connect the solfège passages to musical notation within the song.
 - Solfège Games: chords, rounds, etc...
 - Visual/Aural Recall (Curwen Hand Signs or Body Solfège): You sign pattern; (they sing it in their head while you are signing it); then they sing aloud.
- **Warm-Up Ideas**
 - Give validity to the process; Every warm-up should have a purpose.
 - Body/Breath/Resonance/Intonation
 - Sirens/Vocal Slides (Frisbee/Baseball)
 - Back to the Basics – "Right Shape = Right Sound"
 - Alignment Positions (1-2-3)
 - Fix vowel sounds; rehearse problematic words/sounds; Use warm-ups as an opportunity to make beautiful sounds vs. "going through the motions"
 - Practice difficult intervals (without them knowing...)
 - Be creative! Vary the warm-ups; make them interesting!
 - Create warm-ups from passages of music they are singing
 - Teach **SOLFÈGE** (Body Solfège); connect to **SIGHT SINGING** and the **MUSIC!**
 - **PRACTICE WITHOUT IMPROVEMENT IS TIME WASTED!**
 - **Everything is Connected! GOAL: A Thread that runs through the entire rehearsal connecting all of the parts.**
- **Ideas for Introducing a New Song**
 - Rote
 - Listening
 - How many interesting ways can you introduce or review the same passage or concept (vs. "beating the notes out...")
 - Every time you repeat something, give them a musical goal
 - Not just..."do it again"
 - Listen to a recording of the selected song; have them follow the music. Use the song to teach a musical concept – ex. Form, Major/Minor, etc...then teach the song during the next rehearsal.
 - Questioning Skills
 - Similar/Different Phrases, Rhythms, Melodies, Dynamics, Lyrics
 - Teach Similar Phrases; have them sing the learned phrases, then listen to the sections they don't know. Introduce these sections during the next rehearsal.
 - Vary Your Teaching Methods
 - Mix it up! Teach the harmony part first.
 - Musical Games
 - Match the note with the word...ex...play the soprano part, have all the students follow along with their finger. Stop randomly – have them figure out exactly which word (or syllable) you stopped on.

**SPECIAL THANKS TO HINSHAW MUSIC AND HERITAGE MUSIC
PRESS FOR DONATING COPIES OF THE MUSIC FOR THIS SESSION!**