FEATURE ONE

THE SINGING SERIES, PART 2:
TRAINING YOUR VOICE

Meets National Core Arts Anchor Standards 5, 7, 9 and 10

OBJECTIVES

• Develop and refine artistic work for presentation (Pr5)
• Perceive and analyze artistic work (Re7)
• Apply criteria to evaluate artistic work (Re9)
• Synthesize and relate knowledge and personal experiences to make art (Co10)

MATERIALS

• *Music Alive!* magazines (November 2018)
• Computer or mobile device with Internet access

START

Ask your students to read "Singing Series Pt. 2: Training Your Voice" on pages 6-9 before reviewing the words below. [This reinforces comprehension and vocabulary.]

IMITATIVE DEFICIT—being unable to reproduce a specific pitch ("tone deaf")
MUSIC COGNITION—a field of study that applies experimental and neurological methods to musical issues and problems
INTONATION—the accuracy of pitch (degree of highness or lowness of a note)
PERCEPTION—the ability to realize or understand through the senses
ENDURANCE—the power of lasting through a long process
VIBRATO—smooth, quick variation in pitch that produces a richer tone
INTERVAL—number of notes between two pitches

DEVELOP

▶ **1. Play** Youtube Clip "How to Sing on Pitch" (Learn More video 1 on *musicalive.com*).

FOLLOW ALONG

Ask students to participate in the vocal exercises on a voluntary basis (if students are uncomfortable singing in class, ask them to follow along with the video on their own at home.)

4:24 Have students sing along with the 3-note scale
5:10 Have students sing along with the 5-note scale

DISCUSS

ASK: Who can tell me what pitch means?
Have a discussion about pitch and what "sharp" and "flat" refer to in terms of pitch (remember to think of your notes as a circle with a bullseye in the center)

▶ **2. Play** Youtube Clip "Rock Drills with Cari Cole" starting from the beginning and ending at 5:30 (Learn More video 2 on *musicalive.com*). This video says it is specifically for the "female voice," which is not necessarily true. Inform the boys in your class that they will be able to do this exercise just as well.

FOLLOW ALONG

Ask students to participate in the vocal exercises on a voluntary basis (if students are uncomfortable singing in class, ask them to follow along with the video at home.)

1:45 Have students sing the pitch on "ah-eh-ee-i-o-oo"

ASK: **Were you able to maintain the same volume through the whole exercise?**
Did you feel a difference when you tried "drinking the note?" What do you think were the benefits of this exercise?

▶ **3. Play** Youtube Clip "What is Vocal TWANG?" ending at 4:35 (Learn More video 3 on *musicalive.com*).

Stop the video at 4:35. Partner students up and ask them to create a character or select one of the characters from the video and practice their "twang" together.

DISCUSS

Review these definitions:

TWANG - a level of brightness in the voice that adds power and tone.
ARYEPIGLOTTIC SPHINCTER - Don't worry too much about this word. Just call it "the twanger." All your students need to know is that it sits on the top of your throat and controls how much air is released from your lungs and out through your mouth.

Remind students to continue to try these exercises at home. Encourage them to keep watching the video on their own, once they have mastered speaking with twang, to learn how to incorporate it into their singing voices.

ASSESS

Did the students read the article?
Did they follow along with the videos?
Did they participate in the discussion and activities?