My voice is a gift from God!

Help me develop and grow it fully!

- Use vocalises with descending patterns using the neutral syllable “whoo.”
- Turn down the volume and let me sing “inside my head” sometimes to develop inner hearing.
- The accompaniment should provide support, but not overpower my singing.
- Offer opportunities for me to sing solos, but also give me the option to pass!
- The lowest register is commonly used for speaking. It is the register I initially used for singing.
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- Vocal exploration lets me feel my voice and have fun without being concerned about pitch and intonation.
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- Repetition helps me become comfortable with songs.
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- Singing helps me grow and express my faith.
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- Sing for me, not with me!
- Singing is a feeling. Give me opportunities to feel my head tone.
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- Unless I discover my head tone by around age nine, I might become a limited-range, inaccurate singer for life.
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- Singing is a feeling. Give me opportunities to feel my head tone.
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- Evaluation and classify my singing ability, and help me improve and grow my voice!
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Levels of Vocal Development
1. Pre-singer - does not sing but chants the text or speaks or whispers
2. Speaking Range Singer - sustains tone and exhibits some sensitivity to pitch but remains in the speaking voice range (around middle C)
3. Limited Range Singer - exhibits a limited singing range (usually D to F)
4. Initial Range Singer - exhibits use of initial range (usually D to A)
5. Singer - exhibits use of extended singing range (sings in head voice above the register lift: B♭ and upward)

Working with Non-matching Singers
• match them
• let them start the song
• sing unaccompanied
• elevator (kinesthetic)
• music phone (pvc pipe)
• signals for those children who are not consistent
• strategic seating
• listen louder than you sing
• engage and motivate children who are not showing much interest in singing

Some Thoughts on Teaching Part Singing
• tuneful, musical singing should be accomplished first
• part singing begins only after tuneful unison singing is accomplished
• part singing adds another skill requirement (tuning to an external source when pitches are not the same)

Progression for Developing Vocal Independence
• all activities that develop musical independence
• unison singing
• rhythmic and melodic ostinato
• rounds and canons
• partner songs
• long-tone harmony (sustaining a melodic tone as melody proceeds)
• harmonies created by melodic steps away from the melody
• parallel thirds

Singing is a human birthright. It is also a teachable skill. The more opportunity children have to sing, the better they will sing. The better they sing, the more they will enjoy singing and music making of many kinds. This can result in richer and more emotionally satisfying experiences throughout their lives.

Janice Smith