Sing It To Me!

—Get on the “One Way” Street to Beautiful Singing!

Efficient Listening = Efficient Singing:
Helping the “underdeveloped singer” gain confidence through Steady Beat, Vocal Exploration and Directed Listening Activities.

Studies have shown children who have difficulty “matching pitch” also have difficulty internalizing “steady beat.” Therefore it is important to provide MANY opportunities to experience “steady beat” in the choir setting.

Steady Beat Activities
(These are only a few ideas as the possibilities are limitless.)

- Clap a Rhythmic pattern (i.e. Tah - Tah - Ti-ti Tah) while a steady beat drum plays underneath. (Demonstrate)
- Echo Clapping while speaking the rhythm syllables (rhythm language - ta; ti-ti)
- Echo clap phrases while speaking the text. (Demonstrate: “Come Thou Fount”)
- Walking to the beat
  - In a circle . i.e. Come to the Manger.
    From All Creation Sings Fall - Younger 2017
    --See Song Teaching Steps. Uses movement to introduce the song.
  - In front of your chair
    -turning every 8 beats to face a different direction while a song is played
    -Step forward, then back - 8 beats (4 forward/4 back) - with ¼ turns
    -Add Simple Hand Motions for B section

    Song: LET EVERYTHING THAT HAS BREATH (#4, YC Fall, 2017)

- PAT/TAP a steady beat pattern as a recording is played.
  i.e. Movin’ & Groovin’ from GIG Younger, Fall 207
  --Using body percussion, rhythm sticks, chopsticks, unsharpened pencils or other percussion instruments.
• RHYTHM LADDER IDEAS -

• READING RHYTHMS - while keeping a steady beat
  o Read simple rhythm patterns with **B-B BALLS**

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  - perform each separately
  - Perform with music (skipping from one pattern to the next)
  (Sing Praises to the Lord  GIG, Younger  Fall, 2017)

• USE A PROP – Move While Listening

  Children experience steady beat and internalize the melody while moving and listening.

  A. **PAPER PLATES** (2 per child)  **CD#4**

  i.e.  Song Teaching Step 1. **GIG - All Creation Sings**, Fall—Younger, 2017
      SONG:  LET EVERYTHING THAT HAS BREATH

  B. **Pass the Ball**  **CD#6**

  i.e.  Song Teaching Step 1. **GIG - All Creation Sings**, Fall - Younger, 2017
      SONG:  BELLS ARE RINGING

      -- May adapt and use Bean Bags
Discovering & Developing the Singing Voice

Reasons for Inaccurate Singing (Uncertain or Underdeveloped Singers)

- Physical immaturity -- ear, brain, vocal folds not matured to the point of consistent control
- **Limited Music Exposure**
  - Child has not been “sung to” in their formative years (birth – 3 years)
  - Parents are “non-singers”
  - Music is “caught” more than “taught” - children imitate what they hear— if parents are not “singers” then that is often “passed on” to the children.
- Haven’t “Discovered” the singing voice. There is a lack of distinction between the speaking voice and the singing voice.
- Hearing. The child doesn’t hear himself/herself; therefore doesn’t know he/she is not singing on pitch.
- Improper Range of the Music. (Music is written in a lower register promoting a “shouty” sound).
- Shy and Afraid to try. Some children are shy and afraid to sing especially if others seem secure and they do not.
- Physical Disability. Either auditory or vocal impediment that prevents the child from hearing or producing a “matched pitch.” (rare).

Ways to Help the “Underdeveloped Singer” Match Pitch

**VOCAL EXPLORATION**

- The aim of vocal exploration is to increase the flexibility of the vocal folds so they have the capability of singing.
- The exercise does not require the child match exact pitches
- The exercise leads the voice to produce some tones in the upper register (from C above middle C to High C)
- The exercise is usually perceived as a game or fun activity

**Image Cards**

--Image cards, posters and visuals make it fun for children to imitate sounds that help them find their singing voice and extend their range.
--These may be “handmade” or found in the GIG materials
VOCAL VIBES

PROPS
   Noodle
   Slinky
   Mr. Pop Up Man (Man in a Cone)

Tubes
   To assist with HEARING THEMSELVES SING
   --Use a hose or tube to flex for child to hear themselves and the teacher

Flash Light
   --Turn off the lights
   --Use a Flash light to shine one the wall - moving the beam up/down and in various shapes
   --Have the children make sliding voices with their voices to reflect the direction of the beam
Directed LISTENING Activities

Accuracy in singing is MOST DIRECTLY related to another musical skill - LISTENING.

"Good LISTENERS make GOOD SINGERS!"

Listening Games & Activities

1. RHYTHMIC LISTENING ACTIVITIES

   Activity 1: Identifying MELODIC RHYTHM PATTERNS

   --You can ask for song titles or words that correspond to the patterns you clap.
   --This is a great way to introduce the song during the rehearsal.

   EXTENSION:
   • Clap patterns within the song and ask the group to tell you what words correspond to the patterns clapped.
   • Clap and speak the patterns together.

   Activity 2: Listening for Changing Rhythm Patterns

   Hula Hoop Rhythms
   --Rhythm Version

   --Melodic Version
2. **MELODIC LISTENING Activities**

Since songs are more often "caught" than "taught," LISTENING is the primary resource children need to develop to become experienced, confident singers. Considering new ways to allow the "underdeveloped singer" to hear and experience the melody many times BEFORE he/she is asked to sing will increase their potential for success.

**Activity #1: “Do You Know the Music Man?”**

**CONCEPT:** Soft/Loud or Crescendo/Decrescendo

**TUNE:** “Muffin Man”

Teach the song with text as follows.

"Do you know the music man, the music man, the music man?
Do you know the music man? We'll help you if we can."

One child goes out of the room. The class hides a designated Instrument. The child is invited back into the room. The group sings softly “Do You Know the Music Man?” as he/she searches for the instrument. As he/she gets closer the group sings louder.

*(Black Snake is another good song to use in this fashion.)*

**Activity 2: Listening for Specific MELODIC PATTERNS or PHRASES in a song**

A. **SONG** THIS IS MY FATHER’S WORLD
   **GIG, All Creation Sings Fall - Younger, 2017**

   Song Teaching Steps 1 & 2

B. **SONG** COME TO THE MANGER
   **GIG, All Creation Sings Fall - Younger, 2017**

   Activity L—Swat a Phrase
Activity 3: Listen/Sing Activity

SONG: SING PRAISES TO THE LORD (GIG, YC, Fall, 2017)
--REVIEW phrase: "Let Everything That Breathes..."

- PLAY a GAME LISTEN/SING stick
- Play recording sing the familiar parts of the song

Any time you can have the CHILDREN LISTEN before they attempt to sing will help insure successful pitch matching; just make sure you have SPECIFIC things you are listening for.

Activity 4: LISTEN for SILENCE (Rests)

SONG: COME TO THE MANGER (GIG, Fall, Younger, 2017)
--Step 2, Song Teaching Steps.

Activity 5: LISTEN & Assign Notation

1. Play a simple melodic pattern
   i.e. sol-mi-sol-mi
2. Have the children sing it back using BODY SCALE
3. Use the BODY SCALE icons to write what they sang
   i.e. stick figure - sol-mi-sol-mi
4. Put it on the staff or fence (YM KIT 6.1)