

The Young Singer

Vocalises – Vocal Exercises and Scale Songs

- Teach the four voices.
Singing, Whispering, Speaking, and Outside Voice
- Story Sounds / Vocal Exploration
- We must know that the _____ voice can move in the direction we ask it to, before we ask it to land on a note.
- Use vocal energizers to explore the range of the voice and sing in head tone.
- Vocal Exercises should simply get the voice going.

Bouncing Balls

Puppets

Streamers

Posters

Child Directed

Let's think about the fact that the mouth and throat are the main things that control the voice. To learn to sing on pitch, we must exercise our mouths. Do the exercises. 😊

C—On the floor there
D—is a flea
E—now he's crawling
F—up on me
G—Past my tummy
A—Past my nose
B—on my head
C—where my hair grows

C—On my head is
B—Freddie Flea
A—Now he's crawling
G—down on me
F—Past my tummy
E—Past my knee
D—On the floor
C—take that you Flea (more spoken)

Pitch

- There is an order to teaching pitch.
- First we learn *sol, mi*.
- Sing up to desired pitch and down.
- Second teach do, re, mi
- Third add fa by singing from 1 up to 5 and back down.
- Identify higher/lower pitches
- Identify melodic direction

- Use movement to represent melodic direction – not just the body scale. i.e. streamers
- Match simple intervals and patterns alone and with others.
- Distinguish same/different short melody phrases
- Recognize melodic movement as same, step, or skip
- Sing short solo phrases of call/response songs or a stanza as class sings refrain.
- Learn to use good sitting and standing singing posture.
- Begin and end words together.

Steady Beat

- Is the foundation. It is a precursor to instrument playing as well as matching pitch.

Steady Beat – The author Helen Kemp writes a lot about the voice.

She says the _____ for pitch is steady beat.

- Every rehearsal should have a steady beat activity.
- Helps brain development; teaches coordination.
- Helps children learn focus and listen.
- Where's the beat? (How do you find steady beat when they have no beat all? Oh gloom, no beats and agony on me!)

Brain Mapping

- Represent the pitch visually.
- Add body scale.
- Assign a color to pitches.
- Add color to instruments.

Part Singing

I wanted to take a second here to explain that everything we write or do in the preschool curriculum has a reason.

All of the following exercises are precursors to part-singing or acquiring the skill as a step to part singing. Obviously not all of these will work with all preschoolers.

- Move and sing simultaneously.
- Sing/play repeated patterns as others sing a song. (Ostinati)

- Sing partner songs
- Play simple I, IV, V chordal accompaniment.
- Internalize beginning of phrases and sing only the endings.
- Sing a short song as a two part round.