

A presentation for the
2024 IMEA Professional Development Conference



ROTE, NOTE, & THE IN-BETWEEN

Steps for Developing Tonal Reading Skills

Dr. Becky Marsh, presenter



www.beckymarshmusic.com



The Big
Picture

Solfège: Sol What?

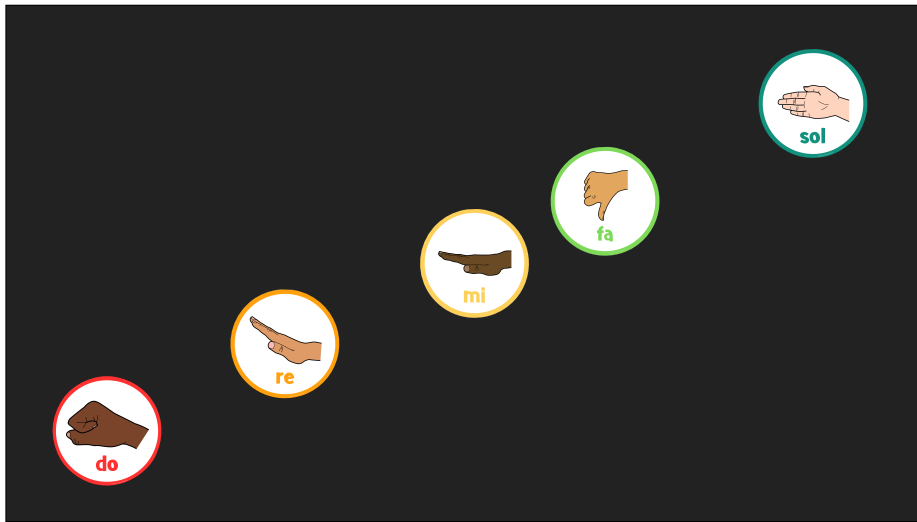
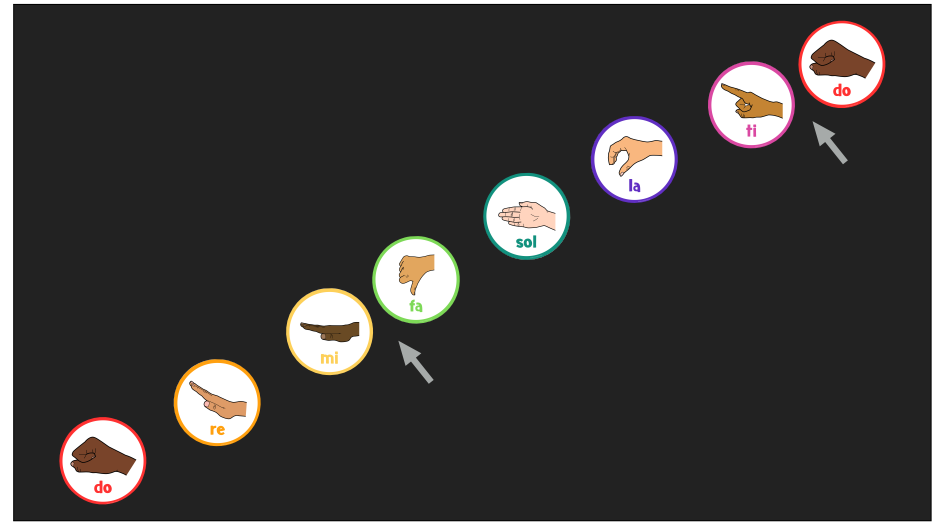
Patterns: Let's Get Systematic

Audiation Station

Adventures in Pre-Reading

How to Score in the Score

SOLFÈGE: SOL WHAT?



**PATTERNS:
LET'S GET SYSTEMATIC**



Echo me!

Music Learning Theory (MLT)

| Skill Learning Sequence | Teacher Gives | Students Respond |
|---|---------------|------------------|
| Imitation on a neutral syllable (Aural/Oral) | neutral | neutral |
| Imitation using assigned syllables (Verbal Association) | syllable | syllable |
| Identification (Partial Synthesis) | neutral | syllable |

(<http://giml.org/mlt/lsa-sls/>)

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AUDIATION STATION

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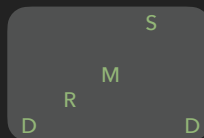
- ▶ What experiences?
 - ▶ Audiation Concepts
 - ▶ Higher - Lower
 - ▶ Longer - Shorter
 - ▶ Same - Different
 - ▶ Audiation Activities
 - ▶ Silent Solfege
 - ▶ Leave One Out
 - ▶ "Sound On, Sound Off"
 - ▶ Blobs Pitch Matching
 - ▶ Blobs Pitch Placing



ADVENTURES IN PRE-READING

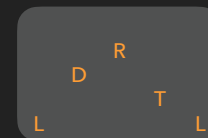
ADVENTURES IN PRE-READING

- ▶ What experiences?
 - ▶ Pre-Reading Activities
 - ▶ TONAL patterns
 - ▶ No rhythm
 - ▶ Tonal contour
 - ▶ Error detection
 - ▶ Dictation
 - ▶ Sheet protectors as dry erase boards
 - ▶ Connect to familiar vocalises



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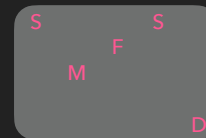
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ADVENTURES IN PRE-READING



ADVENTURES IN PRE-READING

▶ What experiences?

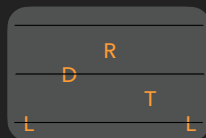
▶ Pre-Reading Activities

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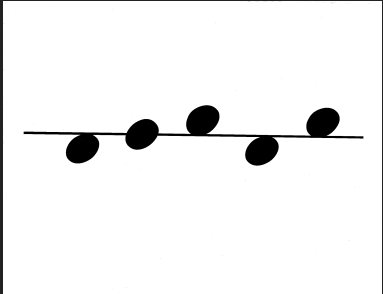
▶ Connect to familiar vocalises

▶ Transitioning to Reading

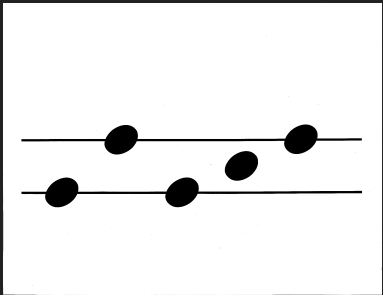


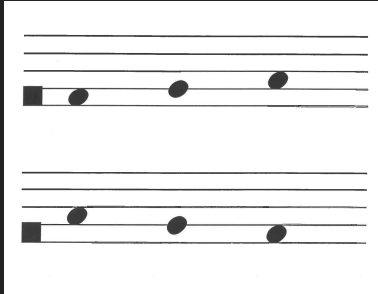
do re mi mi
do do

do re mi do mi



do re mi mi do





HOW TO SCORE IN THE SCORE

HOW TO SCORE IN THE SCORE

- ▶ Connect to Audiation & Pre-Reading Skills
 - ▶ Box DO (Triangle MI, Square SOL)
 - ▶ Identify starting pitch (visual)
 - ▶ Hum/sing starting pitch
 - ▶ Identify/mark familiar intervals

*Soli: *mf*

s. I a - rise from dreams of thee In the first sweet sleep of night, When the

12

*Soli: optional solo or small group

Excerpt from Eric Barnum's *Dreams of Thee* (SAB), Walton Music

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HOW TO SCORE IN THE SCORE

- ▶ Reframe Teaching by Rote
 - ▶ Listen for something
 - ▶ Highest, lowest
 - ▶ Same, different
 - ▶ "Which part am I singing?"
 - ▶ Look for something before you listen
 - ▶ Individual parts
 - ▶ Across parts

Introduce a song by rote...

but with connection to the tools and skills they've been developing.

Freedom Is Coming
For 3-Part Tuba, a cappella

Arranged by HENRY LECK Collected by ANDERS NYBERG

(♩ = ca. 148)

Part I
Part II
Part III

mf Oh free - dom, oh free - dom,
Free - dom is com - ing.

mp Oh free - dom, Oh
Free - dom is com - ing, Free - dom is com - ing, oh yes, I

To Coda (m. 33)

mf free - dom, oh free - dom, oh
know. Free - dom is com - ing, free - dom is

mf free - dom, Oh
com - ing, Free - dom is com - ing, oh yes, I

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Wolfe Music Corporation, 1765 St. St. Louis, MO, 63104

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When planning and selecting repertoire...

consider the opportunities a piece may offer
to reinforce specific skills and concepts.

HOW TO SCORE IN THE SCORE: REHEARSAL TIPS

- ▶ Cues & Clues
 - ▶ From other parts or the accompaniment
- ▶ Students, when not asked to sing...
 - ▶ Listen for something in other voice parts
 - ▶ Audiate their own part
 - ▶ Provide a tonal/rhythmic tool for those who are singing
- ▶ Multiple Aural Perspectives
 - ▶ Student(s) in front of ensemble
 - ▶ Creative standing/seating arrangements

THANK YOU!

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