

MSU Choral Teacher Share: Practical Resources & Strategies from Coast to Coast
Saturday, July 24th, 3:00 pm

LEARNING TO LISTEN

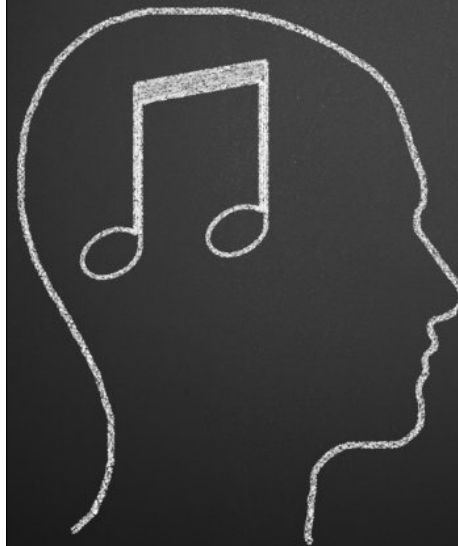
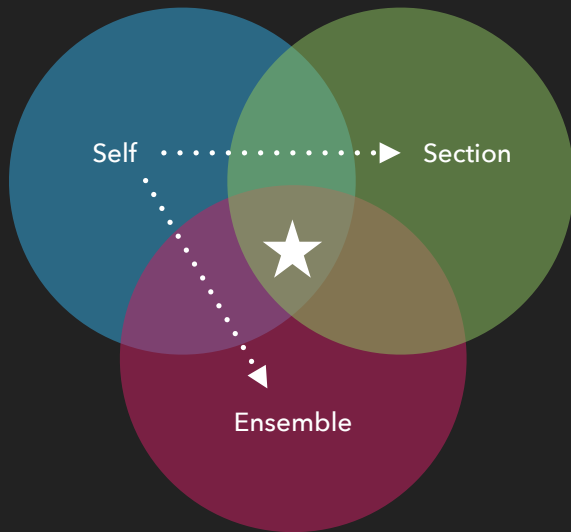
Empowering the Individual & the Ensemble

Alyssa Cossey & Becky Marsh, presenters

phDma

[OUR PHILOSOPHY]

Alyssa & Becky



Voicing
Warm-Ups
Sight-Reading
Rehearsing
Assessment

VOICING

VOICING

Considerations

- ▶ Free the voice!
- ▶ Pedagogical focus
- ▶ Change it up
- ▶ Role of the piano

VOICING

Skills & Strategies

Free the voice!

Pedagogical focus

Change it up

Role of the piano

- ▶ What to listen for?
 - ▶ Tone & Timbre
 - ▶ Reeds & Flutes
 - ▶ Match to your "ideal" sound
- ▶ After you listen...
 - ▶ Spacing

VOICING

Skills & Strategies

Free the voice!

Pedagogical focus

Change it up

Role of the piano

- ▶ What to use?
 - ▶ Repertoire
 - ▶ Pro: "real" material
 - ▶ Pro: multiple types of pieces
 - ▶ Vocalise
 - ▶ Pro: easy, fast
 - ▶ Pro: comfortable, safe
 - ▶ One pitch
 - ▶ Pro: singers with limited ranges

VOICING

Skills & Strategies

Free the voice!

Pedagogical focus

Change it up

Role of the piano

Vocal Qualities + Musical Abilities

SWSWSWSW

vs.

SSWWSSWW

WARM-UPS

WARM-UPS

Considerations

- ▶ Opportunities for listening
- ▶ Allow students to communicate what they hear & feel
- ▶ Isolate elements at first
- ▶ **Students will hear what you've instructed them to listen for.**
- ▶ Teaching technique
- ▶ Role of the piano

WARM-UPS

Skills & Strategies

Opportunities for listening

Allow students to communicate what they hear & feel

Isolate elements at first

Students will hear what you've instructed them to listen for.

Teaching technique

Role of the piano

- ▶ What experiences?
 - ▶ Octaves, Perfect Unison, Open 5ths
 - ▶ Clusters & Chords
 - ▶ Match vowels: feel the difference
 - ▶ Bring out/back off of individual notes
- ▶ Color
 - ▶ "That sounds like Stover's, let's go for Godiva."
 - ▶ Image words (icicle, fairy dust, etc.)

WARM-UPS

Skills & Strategies

Opportunities for listening

Allow students to communicate what they hear & feel

Isolate elements at first

Students will hear what you've instructed them to listen for.

Teaching technique

Role of the piano

- ▶ What experiences?
 - ▶ Compare & Contrast
 - ▶ Alternate between the "right" & "wrong"
 - ▶ Students identify similarities & differences
 - ▶ Dichotomous pairs
 - ▶ Texture
 - ▶ [see "Clusters & Chords"]
 - ▶ Isolate elements in familiar songs

WARM-UPS

Skills & Strategies

Opportunities for listening

Allow students to communicate what they hear & feel

Isolate elements at first

Students will hear what you've instructed them to listen for.

Teaching technique

Role of the piano

Experiment!

Both learning and success necessitate a few failures.

SIGHT-READING

SIGHT-READING

CONSIDERATIONS

- ▶ Sound before Sight (before Theory)
- ▶ Audiation = Inner Listening
- ▶ Rhythm. Tonal. Rhythm & Tonal.
- ▶ Group or Individual?
- ▶ Assessment
- ▶ Musicality

REHEARSING

CONSIDERATIONS

- ▶ Self, Sectional, or Ensemble?
- ▶ Clear directives
- ▶ Student leadership
- ▶ Out-of-context or in context?
- ▶ Connection to movement
- ▶ Role of piano

REHEARSING

SKILLS & STRATEGIES

Self, Sectional, or Ensemble

Clear directives

Student leadership

Out-of-context or in context?

Connection to movement

Role of piano

- ▶ Help Students Know Their Limits
 - ▶ "Never sing louder or softer than you can beautifully."
- ▶ Self, Section, or Ensemble?
 - ▶ What do you want them to be listening for?
- ▶ Multiple Aural Perspectives
 - ▶ Student in front of ensemble
 - ▶ Creative standing/seating arrangements

REHEARSING

SKILLS & STRATEGIES

Self, Sectional, or Ensemble

Clear directives

Student leadership

Out-of-context or in context?

Connection to movement

Role of piano

- ▶ 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 or rhythmic tool for those who are singing

REHEARSING

SKILLS & STRATEGIES

Self, Sectional, or Ensemble

Clear directives

Student leadership

Out-of-context or in context?

Connection to movement

Role of piano

- ▶ Change Articulation to Hear/Listen Differently
 - ▶ Staccato (audiating sustained pitches)
 - ▶ "Sound On, "Sound Off"
 - ▶ Silent Rehearsal
- ▶ Teacher Modeling
 - ▶ Phrasing, Articulation, Expression
 - ▶ Imitation, Sensation, Communication

ASSESSMENT

ASSESSMENT

CONSIDERATIONS

- ▶ Group vs. Individual
- ▶ Formal vs. Informal
- ▶ Self- vs. Teacher-Directed
- ▶ Value of Recording & Listening

Assessment is not the last step;
it is a **continual process**.

ASSESSMENT

SKILLS & STRATEGIES

Group vs.
Individual

Formal vs.
Informal

Self- vs.
Teacher-Directed

Recording
& Listening

Continual Process

- ▶ Recording
 - ▶ Individuals *in context of ensemble*
 - ▶ cell phones
 - ▶ Ensembles
 - ▶ cell phones, Zoom, Tascam, external computer mic
 - ▶ Pre, Process, & Post
- ▶ Recordings of Other Ensembles
 - ▶ Same piece, multiple recordings
 - ▶ Ideal (or not so ideal) sound

ASSESSMENT

SKILLS & STRATEGIES

Group vs.
Individual

Formal vs.
Informal

Self- vs.
Teacher-Directed

Recording
& Listening

Continual Process

- ▶ What They Hear → Words or Prose
 - ▶ Informal
 - ▶ On your hands, 1 - 5...
 - ▶ Give me a word...
 - ▶ Formal
 - ▶ Prose
 - ▶ Answer specific questions
 - ▶ Free response
 - ▶ Other formal evaluative instruments
 - ▶ Adjudication/Festival/Contest
 - ▶ Class-, student-, teacher-created
- ▶ Short-term & Long-term goals



THANK YOU!

Alyssa Cossey

DMA Student,
Choral Conducting
Michigan State University

ajcossey@gmail.com
www.alyssacossey.com

Becky Marsh

Ph.D. Student,
Music Education
Michigan State University

beckymarsh.music@gmail.com
www.beckymarshmusic.com



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