MORE THAN NOTES

Unlocking the Musical and Human Potential of Our Singers

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DISCUSSION

Picture yourself a young singer, age 12-14.

- What made you feel confident?
- What made you feel insecure?
- What did you need from your teacher to achieve success?
- What was the environment where you learned/experienced choir?

REALITIES OF ADOLESCENT SINGERS

- Rapid change in development
- Intellectual Development
- Increased exploration of independence
- Confidence and vulnerability affected by physical, mental, environmental, social factors
- Varied musical backgrounds
- Social-emotional connections and learning.
- Need structure and space for creative independence

STUDENT CENTERED CLASSROOM

Singers feel:

- Safe
- Confident and Capable
- Impactful
- Ownership

THE REHEARSAL PROCESS

A normal routine:

→ **Warm-up**
→ **teach notes**
→ **fix rhythms**
→ **sing piece**

THE REHEARSAL PROCESS

→ **WELCOME**

→ **CONNECT**

→ **AWAKEN**

→ **EXPLORE**

→ **CREATE**

→ **PERFORM**

→ **REFLECT**

CHOOSING REPERTOIRE

Repertoire is a vehical for voice, identity, and connection

Important to choose repertoire for middle school singers/all ensembles based on:

- range
- difficulty
- text
- appeal

CHOOSING REPERTOIRE

But also ask:

Does this music allow students to...

- hear themselves?
- hear one another?
- experience beauty?
- encounter something unfamiliar?
- tell a story?
- make an artistic choice?
- see themselves—or someone else's experience?
- grow vocally?

An elementary and/or middle school concert shouldn't simply demonstrate that students learned repertoire. Choir should allow students to experience something new.
“I can do something beautiful that I could not have done alone.”

FINAL STATEMENT

THANK YOU