

Children's Choral Singing

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• *Creating a culture of singers within the school* •

From the Teacher:

Is quality singing important to me?

Should instructional time be allowed to teach singing?

Are there tools for working with the reluctant singer? The out-of-tune singer? The shy singer? The “I-won’t-sing-you-can’t-make-me” singer?

What am I willing to battle for?

From the Student:

Singing – a skill displayed in class. Deal with it

Singing – something that won’t cause great embarrassment to me

Singing – not masculine or feminine

Singing – it’s okay if I don’t enjoy it, but I can’t make it sound ugly

Singing – I can become a better singer if I decide to



***“The only thing better
than singing is more
singing” – Ella Fitzgerald***

***Singing! The Heart of Music Education: which is why
it hurts so much to hear it done poorly***



Children's Singing -- Tips based on Trials

- ★ TRUST, faith, encouragement, effort, options

- ★ The insecure singer, the uncertain singer, the tentative singer, the “I want to sound like a pop star” singer, the limited singer, the speaking singer, the “I don’t want or like to sing” singer
- ★ Once arounds:

1. Familiarity and fun
2. Ramped up each time
3. From VERY general to quite specific

What this tells us:

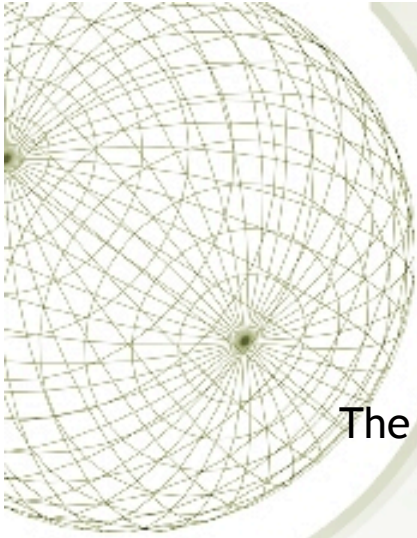
1. Child’s level of comfort
2. Child’s vocal acuity
3. Child’s confidence
4. Other children’s abilities to stay focused when not in the view of the teacher

What the student needs to hear:

1. “I noticed that....”
2. “Next time, try to...”
3. “I hear your singing voice doing....”
4. “I’m learning so much about your voice”

Not a good idea to say...

1. “Ah come on -- do it!” unless you REALLY know the student and this has worked before!
2. “Boy, you sound like a _____ (whatever it is, they should sound like themselves.....)”
3. “What a great singing voice” (when it’s really not yet in tune or supported or focused)



Choral Techniques

The who, the when, the what, the how, the where, the why

Invitation vs. “ya’ll come”

When/where -- community support

Ages involved; + and -’s

REPERTOIRE!/Building musical understanding

Purpose and Intent -- Performance and Process

What they can expect, what you should be expect

Lesson planning -- With integrity

Let the good times roll -- pacing, strategies, “hooks”

Identity of a public school chorus