

Singing in aural tests.

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Start with the end in mind

Individual issues

New skills

Grades

Start with the end in mind

- What is the goal?
- Confidence!
- Accepting different outcomes
- Care with language eg. 'non-singer'
- Consider whether it is a positive experience participating
- When singing becomes stressful for students over such few marks, should it be necessary?
- Perception ability/production ability

Individual issues

- Lack of 'effort' - eg. Happy birthday octave
- Lack of confidence inhibiting correct onset
- Apparent inability to hear matching pitches
- Reaching a 'ceiling' in pitch either up or down
- Can hum but not sing in tune
- Slow to respond in testing situation
- Anxiety around singing/making sound

New skills

Understanding concepts

- High and low - up and down
- Matching things - Colours and shapes
- Accuracy - Xylophone
- Head (singing) voice/speaking voice

The Voice

- Understand all the different sounds the voice can make.
- Head voice - make sure they can access head voice.
- Animal noises to understand high and low and colours.
- Actual vowel
- Breath important
- Onset/accuracy -darts, tennis shots, travelator
- Accurately hearing their own voice - cup hands over ears

Problem solving

- Use hum to find the matching colour/pitch
- Draw what you hear
- Am I right?
- Use a child's voice to imitate
- Different vowels
- Limit to one note, add notes slowly, stay in the same key
- Slide to pitch
- Overcoming perfectionist tendencies - not listening - paper over ears.

Exercises

- 123 doh re mi
- 1,121, 12321
- Visual steps, hopscotch
- Practice! Find notes on the piano, use an app, or tuner
- Use recording device for self assessment/ABRSM app

Grades

- Know the tests
- Answer promptly and firmly
- Quality unimportant
- Practice in front of others
- Consonants for a confident onset
- Practice only focussing on the first note of the exercise
- Sing the lower/middle note - sing both notes descending.
- Visual learners - lower = anchored, higher =floating above