

Florida Music Educators 2014
Singing To Learn

Brent Holl

Description

Using canons and songs with movement, Orff instruments and recorders, we can learn the basics of singing in choir. This workshop highlights the basics of good choral singing: Posture, Breathing, Consonants, Vowels, and Rhythm. We'll discuss process, materials, and techniques and we'll sing and move and play! Focus: Orff Process; active singing; instrument accompaniment for songs, movement with song.

Focus: Orff process, active singing; instrument accompaniment for songs; movement with song: Grades 4 - 8

Note to workshop participants:

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"If I knew I had eight hours to cut a tree, I'd spend six of them sharpening the axe." - Abraham Lincoln

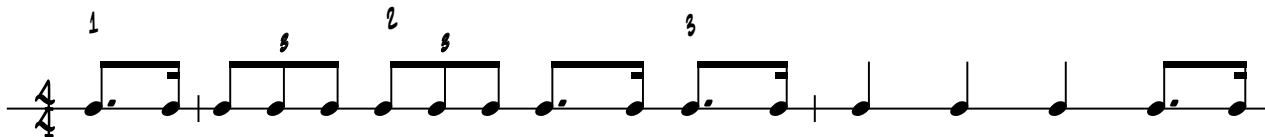
Posture - "The position of the limbs or the carriage of the body as a whole." - Random House Collegiate Dictionary.

THE FOUR POINTS OF POSTURE:

- ◇ Both Feet on the floor with body in balance.
- ◇ Ears to toes in a straight line. (Back Straight? Not really!)
- ◇ Head and Shoulders in a neutral, balanced position.
- ◇ The carriage of the body should be alert, but RELAXED.

POSTURE

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The po - si - tion, po - si - tion, po - si - tion of the limbs, limbs, limbs, or the



car-riage, car-riage, car-riage of the bo-dy, bo-dy, bo-dy, as a whole, as a whole.

The Random House College Dictionary Revised Edition (1975). Reprinted with permission.

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Ostinatos:

Back straight, feet on the floor!

Head and shoulders neutral, baby...

The use of ostinatos is very typical in the Orff process. The benefits include:

- ◇ Immediate positive results with reasonably complicated material.
- ◇ Helps with class management by keeping everyone involved and focused.
- ◇ Builds memory.
- ◇ Builds confidence and helps overcome shyness.
- ◇ Promotes a feeling of working together in an ensemble and listening to each other.

THE FOUR POINTS OF BREATH:

- ◇ Breathe deeply with the diaphragm.
- ◇ Breathe on the vowel sound so no one can hear.
- ◇ Control the exhale to support the sound.
- ◇ Maintain a relaxed but alert facial and body posture.

BREATHE₂

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1 Breathe in with the di-a-phragm; sit up straight and start to jam!



3 Catch a breath so no-one hears, and put some mus-ic in their ears.

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Add the accompaniment!

Musical notation for the accompaniment of 'BREATHE 2'. It consists of five staves: SX (Saxophone), AX (Alto Saxophone), Woodblock, Triangle, and BX (Bass Drum). The key signature is D major and the time signature is 4/4. The SX and AX parts play a simple melody of quarter notes. The Woodblock and Triangle parts play a rhythmic pattern of eighth notes. The BX part plays a steady eighth-note accompaniment.

THE FOUR POINTS OF VOWELS:

- ◇ Vowel formation is essential.
- ◇ Singing the Vowels colors the tone from dark to light.
- ◇ Vowels are sung “North and South.”
- ◇ Singing vowels opens the voice and releases the head tone.

HUSH LITTLE BABY

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1. 2.

The first two lines of the musical score are shown. The first line is labeled '1.' and the second line is labeled '2.'. Both lines are in treble clef, key of D major (two sharps), and 4/4 time. The melody consists of quarter and eighth notes with some slurs.

1. Hush lit - tle ba - by, don't you cry.
 2. An - gels_ guard_ you while you sleep.
 3. Al - le - lu - ia, Al - le - lu,

3. 4.

The last two lines of the musical score are shown. The third line is labeled '3.' and the fourth line is labeled '4.'. Both lines are in treble clef, key of D major, and 4/4 time. The melody continues with quarter and eighth notes.

3 You'll be an an - gel by_ and_ by.
 Pray to the Lord your soul_ to_ keep.
 Al - le - lu - ia, Al - le - lu.

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Add the accompaniment!

The accompaniment notation consists of four staves. From top to bottom, they are labeled: SG/AG (Soprano/Guitar), SM/AX (Soprano/Mandolin), AM/AX (Alto/Mandolin), and BM/BX (Bass/Bassoon). The key signature is D major (two sharps) and the time signature is common time (C). The accompaniment features a simple harmonic structure with chords and moving lines.

THE FOUR POINTS OF CONSONANTS:

- ◇ Consonants make it easy to understand words.
- ◇ Consonants highlight the rhythm.
- ◇ Consonants must be articulated “Al Dente.”
- ◇ Consonants are fun to practice with Tongue Twisters!

SOME LIKE IT!

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1. 2. 3. 4.

Some_ like it cold and some like it hot! But

5
some_ just don't like it wheth-er or not!

Detailed description: The image shows two staves of musical notation in treble clef, key of D major (two sharps), and 2/4 time. The first staff contains measures 1 through 4, with lyrics 'Some_ like it cold and some like it hot! But'. The second staff contains measures 5 through 8, with lyrics 'some_ just don't let like it wheth-er or not!'. The melody consists of quarter and eighth notes, with some notes beamed together. Measure 1 has a fermata over the first note.

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Add the accompaniment:

Detailed description: This block contains the accompaniment for the song, consisting of six staves. From top to bottom, they are: SG/AG (Saxophone/Guitar/Alto Saxophone), AX (Alto Saxophone), Cowbell, Guiro, Claves, and BX (Bass Saxophone). The music is in 2/4 time and D major. The SG/AG and BX parts play a simple melody of quarter notes. The AX part plays a rhythmic accompaniment of eighth notes. The Cowbell, Guiro, and Claves parts provide a steady rhythmic accompaniment with various patterns of eighth and quarter notes.

AND FINALLY, RHYTHM!

Laugh Canon

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1. 2.

Soprano Recorder
 Ha ha ha ha, hee hee, hoh hoh, hoo hoo.

Hand Drum

SR
 Ha ha ha ha, hee hee hee hee, hoh hoh hoh hoh, hoo!

HD

PROCESS:

- Read the Hand Drum Rhythm at sight using rhythm syllables of choice.
- Transfer to body percussion. Use a variety of sounds letting the timbre reinforce the strong and weak beats. Play in 2-part canon.
- Read the melody rhythm at sight using rhythm syllables or numbers, then letter names. Sing letter names in 2-part canon.
- Transfer to recorders. Play in 2-part canon.
- Add the text and sing the canon in unison reinforcing the vowels and good breathing technique with the aspirate “H.”
- Sing and Play drum part and melody in unison, then 2-part canon.

Add movement:

- Move in one direction for every four measures in self-space (down, around, up, sway). The directions can be extended with arm and hand movements.
- Expand the movements to shared space with a partner. Use locomotor movement in different directions (forward, backward, sideways), changing direction every 4 measures.
- Perform as a song with movement and hand drums. 2 groups, each includes recorders, singers, and drummers.
- Try this body percussion routine: (From bottom to top: step, patsch left, patsch right, clap, bass tone.)