

SINGING

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Why Use Singing?

- Everyone has a unique voice, and everyone can use it
- Singing is accessible to everyone in every educational setting
- Singing aids memory – it's easier to remember a song than speech alone
- Assists with language and speech development – when singing or saying a chant speech is slower and more precise and therefore easier to understand and imitate.
- Singing involves everyone and can be part of a game – this forms positive relationships
- Singing games allows students to be a leader, take turns, work with a partner and develop social skills.
- Singing develops confidence and self esteem the ability to signing with others, with a partner or on their own.
- Listening skills are developed through echoing melodic phrases and listening to others around them.
- Singing develops, coordination, fluency and a better understanding of language.
- Singing allows students to be taken to another place and use their creativity to improvise new sounds and parts to songs.
- Singing is fun and makes you feel good.

References;

- Geoghegan, Lucinda (1999) Singing Game and Rhymes for Early Years, National Youth Choir of Scotland

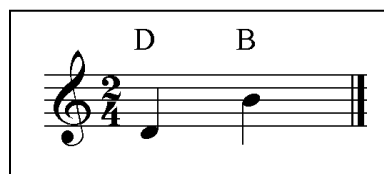
Some Reasons Why Children Sing out of Tune:

- Don't hear the sound of their voices
- Don't understand the different between their singing and speaking voice
- Don't have a good model to learn from – teacher or students
- Too much instrumental accompaniment is used
- Repertoire is not appropriate for age or sung in appropriate keys for children's voices
- Children lack confidence to sing alone
- May have physical or intellectual problems which prevents progress

Assisting Students to Sing in Tune:

Teachers Can Help by:

- Providing a safe, encouraging environment
- Building students confidence
- Be a good role model – every time you sing
- Choose repertoire that suits the age
- Most comfortable range for students to begin singing is D-B
- Present repertoire at a suitable tempo and in a suitable key to match the ability of students
- Establish a clear pitch before singing – create a ready note with your voice, tuning fork, piano tuned percussion instrument
- Seat students who sing well with those who are struggling
- Encourage students to sing alone
- Praise effort but not accuracy unless it is accurate
- Use props to encourage individual singing
- Sing to a friend to help singing to be nonthreatening
- Use games that involve students to sing a response – echo songs
- Use vocal experimentation exercises
- Help students to discover their singing voice – practice, demonstrate and use both speaking and singing voice in exercises
- Encourage students to sing softly – so they can hear the person next to them



- Teach students to be always be listening
- Ask students to hum the first note before they start singing
- Don't always sing with students - listen
- Learn songs in acapella (singing without instruments) – allows students to clearly hear the correct pitch and for you to clearly hear the students
- Teach good singing posture
- Have patience with all students
- Begin using repertoire which contain short and repetitive phrases – change the words to create variety, ownership and repetition
- Use songs with games and movement - the more students are involved in a song the quicker they will learn it

Use:

- Vocalizations
- Activities that develop pitch skills – high & low
- Songs with limited notes – soh and me
- Songs that encourage individual singing
- Echo songs
- Rounds
- Games that involve singing
- Name songs
- Songs that include inner hearing (singing inside your head)

References;

- Johnson, Judith Kodaly Course Notes, Hoermann, Deanna, Bridges, Doreen (1984). A Developmental Music Program Australia: