

Together, We Sing: Goals for Singing Ensembles & Leaders

Singing Techniques, Artistry, & Musicianship for All Styles
Singer-Centered Co-Creation

		VOCAL TECHNIQUE						MUSICIANSHIP					
		Goals for Resonance and Color				Goals for Body, Breath, and Effort				Artistry		Music Skills	
		RESONANCE & VOWELS	ENSEMBLE SOUND & BALANCE	VOCAL FACILITY & INDEPENDENCE <small>Range, Agility, Clarity, Divisi</small>	INTONATION	BREATH MANAGEMENT <small>Effort, Airflow, Efficiency, Onset</small>	DYNAMICS	DICTION	ARTICULATION	RHYTHM & TEMPO: EXPERIENCING & READING <small>Precision, Clarity, Expressive Qualities</small>	EXPRESSION & ARTISTRY <small>Style, Form, Expression</small>	RHYTHM & MUSICAL NOTATION	AURAL SKILLS: HEARING, READING, & CREATING
Level 1 FOUNDATION	• Shaping vowels with space for singing, basic vowel uniformity is introduced.	• Ensemble sound develops through modeling, call and response, and mimicry.	• Singing range determined by age, gender, vocal quality, and speaking voice, often a 6th to a 10th in all voice parts.	• Clear intonation in unison singing develops.	• Good posture with low, relaxed muscles for breathing is introduced and develops.	• Singing with contrasting dynamics is introduced and develops.	• Pronouncing words together is introduced and develops.	• Singing rhythmically together is introduced and develops.	• Singing with energy, body involvement, and facial expression to convey mood introduced and develops. Expression varies (by age, body awareness, energy, and confidence).	• Oral Traditions, and Rhythmic Practice for All Traditions	• Oral Traditions, and Aural Skills for All Traditions	• Listening & Recognizing: Simple call-and-response melodies and LEVEL 1.	• Creation & Improvisation: Call-and-response with question/answer variations.
	• Resonance introduced as "tall" vowels, expanding resonating spaces.												
Level 2 EXPLORATION	• Body awareness of jaw, lips, tongue, soft palate introduced and develops.	• Ensemble sound is most easily achieved with [u, o, i].	• Singing range determined by age, gender, vocal quality, and speaking voice. Range often a 6th to a 12th, expands with age and experience.	• Intonation consistent in middle voice with LEVEL 2 Resonance & Vowels. Inconsistencies common (challenges of text, diphthongs, range, and dynamics).	• Good posture, and low, relaxed muscles for inhalation develops and becomes consistent.	• Varied dynamics from song to song develops, p-f.	• Clarity of enunciation, projection, and body awareness of articulators introduced and develops.	• Rhythmic clarity develops through unified diction.	• Singing with energy, body involvement, and facial expression to convey mood introduced and develops. Expression varies (by age, body awareness, energy, and confidence).	• Oral Traditions, and Rhythmic Practice for All Traditions	• Oral Traditions, and Aural Skills for All Traditions	• Listening & Recognizing: Call-and-response melodies and musical concepts from LEVEL 2 repertoire.	• Creation & Improvisation: Call-and-response with question/answer melodies and students leading, two part song circles.
	• Resonance is most easily developed with vowel sounds [u, o, i].	• Ensemble sound occurs most easily when all singers sing in a unified mechanism (head/chest).	• Stepwise melodies, slow to moderately fast tempo, and intervals of 3rds, 4ths, 5ths sung clearly.	• Intonation issues due to inconsistent vowels, register, or scooping, is common and can be coached.	• Breathing in appropriate places is introduced (punctuation, ends of words or phrases).	• Expanded, low breath is reinforced, as clavicular breathing is common.	• Crescendo and decrescendo are introduced and develop.	• Vowel clarity reflects LEVEL 2 Resonance & Vowels.	• Singers demonstrate physical sense of pulse when coached.	• Western Notation	• Western Notation	• Note Values: Eighth, simple dotted notes.	• Musical Markings: Adante, Allegro, ritardando, accelerando, pp-ff, crescendo and decrescendo, accent mark >.
Level 3 EXPANDING	• Chest and head resonance is introduced (light/heavy mechanism, thick/thin folds).	• Ensemble sound is often inconsistent even if singers are aware (not uniform register or space, difficult vowels [r, a, etc.], singing in a new language).	• Singing range determined by age, gender, vocal quality, and speaking voice. Range often a 6th to a 12th, expands with age and experience [i, e, a, o, u].	• Individual tuning issues due to inconsistent register, volume, or scooping, can be coached.	• Good posture, and low, relaxed muscles for inhalation develops and becomes consistent.	• Varied dynamics from phrase to phrase is introduced and develops.	• Clarity of enunciation, projection, and body awareness of articulators introduced and develops.	• Rhythmic clarity develops through unified diction.	• Singing with energy, body involvement, and facial expression to convey mood introduced and develops. Expression varies (by age, body awareness, energy, and confidence).	• Oral Traditions, and Rhythmic Practice for All Traditions	• Oral Traditions, and Aural Skills for All Traditions	• Listening & Recognizing: Call-and-response melodies and musical concepts from LEVEL 3 repertoire.	• Creation & Improvisation: Call-and-response with question/answer melodies and students leading, two part song circles.
	• Singing in head voice is lifted, chest voice is relaxed.	• Ensemble sound occurs most easily when all singers sing in a unified mechanism (head/chest).	• Stepwise melodies, slow to moderately fast tempo, and intervals of 3rds, 4ths, 5ths sung clearly.	• Intonation issues due to inconsistent vowels, register, or scooping, is common and can be coached.	• Breathing in appropriate places is introduced (punctuation, ends of words or phrases).	• Expanded, low breath is reinforced, as clavicular breathing is common.	• Crescendo and decrescendo are introduced and develop.	• Vowel clarity reflects LEVEL 2 Resonance & Vowels.	• Singers demonstrate physical sense of pulse when coached.	• Western Notation	• Western Notation	• Note Values: Eighth, simple dotted notes.	• Musical Markings: Adante, Allegro, ritardando, accelerando, pp-ff, crescendo and decrescendo, accent mark >.
Level 4 EMBODYING	• Resonance often inconsistent (vowel formation, inappropriate space, chest voice).	• Ensemble sound is often inconsistent even if singers are aware (not uniform register or space, difficult vowels [r, a, etc.], singing in a new language).	• Singing range determined by age, gender, vocal quality, and speaking voice. Range often a 6th to a 12th, expands with age and experience [i, e, a, o, u].	• Individual tuning issues due to inconsistent register, volume, or scooping, can be coached.	• Good posture, and low, released muscles for inhalation develops and becomes consistent.	• Varied dynamics from phrase to phrase is introduced and develops.	• Clarity of enunciation, projection, and body awareness of articulators introduced and develops.	• Rhythmic clarity develops through unified diction.	• Singing with energy, body involvement, and facial expression to convey mood introduced and develops. Expression varies (by age, body awareness, energy, and confidence).	• Oral Traditions, and Rhythmic Practice for All Traditions	• Oral Traditions, and Aural Skills for All Traditions	• Listening & Recognizing: Call-and-response melodies and musical concepts from LEVEL 4 repertoire.	• Creation & Improvisation: Call-and-response with question/answer melodies and students leading, two part song circles.
	• Resonance develops by discovering inner resonating space, relaxed jaw, and shaping mouth.	• Ensemble sound develops through modeling, call-and-response, and mimicry. Students can model for each other.	• Stepwise melodies, slow to moderately fast tempo, and intervals of 3rds, 4ths, 5ths sung clearly.	• Intonation issues due to inconsistent vowels, register, or scooping, is common and can be coached.	• Breathing in appropriate places is introduced (punctuation, ends of words or phrases).	• Expanded, low breath is reinforced, as clavicular breathing is common.	• Crescendo and decrescendo are introduced and develop.	• Vowel clarity reflects LEVEL 2 Resonance & Vowels.	• Singers demonstrate physical sense of pulse when coached.	• Western Notation	• Western Notation	• Note Values: Eighth, simple dotted notes.	• Musical Markings: Adante, Allegro, ritardando, accelerando, pp-ff, crescendo and decrescendo, accent mark >.
Level 5 FLUENCY	• Resonance develops by discovering inner resonating space, relaxed jaw, and shaping mouth.	• Ensemble sound develops through modeling, call-and-response, and mimicry. Students can model for each other.	• Singing range determined by age, gender, vocal quality, and speaking voice. Range often a 6th to a 12th, expands with age and experience [i, e, a, o, u].	• Individual tuning issues due to inconsistent register, volume, or scooping, can be coached.	• Good posture, and low, released muscles for inhalation develops and becomes consistent.	• Varied dynamics from phrase to phrase is introduced and develops.	• Clarity of enunciation, projection, and body awareness of articulators introduced and develops.	• Rhythmic clarity develops through unified diction.	• Singing with energy, body involvement, and facial expression to convey mood introduced and develops. Expression varies (by age, body awareness, energy, and confidence).	• Oral Traditions, and Rhythmic Practice for All Traditions	• Oral Traditions, and Aural Skills for All Traditions	• Listening & Recognizing: Call-and-response melodies and musical concepts from LEVEL 5 repertoire.	• Creation & Improvisation: Call-and-response with question/answer melodies and students leading, two part song circles.
	• Resonance develops by discovering inner resonating space, relaxed jaw, and shaping mouth.	• Ensemble sound develops through modeling, call-and-response, and mimicry. Students can model for each other.	• Stepwise melodies, slow to moderately fast tempo, and intervals of 3rds, 4ths, 5ths sung clearly.	• Intonation issues due to inconsistent vowels, register, or scooping, is common and can be coached.	• Breathing in appropriate places is introduced (punctuation, ends of words or phrases).	• Expanded, low breath is reinforced, as clavicular breathing is common.	• Crescendo and decrescendo are introduced and develop.	• Vowel clarity reflects LEVEL 2 Resonance & Vowels.	• Singers demonstrate physical sense of pulse when coached.	• Western Notation	• Western Notation	• Note Values: Eighth, simple dotted notes.	• Musical Markings: Adante, Allegro, ritardando, accelerando, pp-ff, crescendo and decrescendo, accent mark >.
Level 6 ARTIST & TEACHER	• Resonance develops by discovering inner resonating space, relaxed jaw, and shaping mouth.	• Ensemble sound develops through modeling, call-and-response, and mimicry. Students can model for each other.	• Singing range determined by age, gender, vocal quality, and speaking voice. Range often a 6th to a 12th, expands with age and experience [i, e, a, o, u].	• Individual tuning issues due to inconsistent register, volume, or scooping, can be coached.	• Good posture, and low, released muscles for inhalation develops and becomes consistent.	• Varied dynamics from phrase to phrase is introduced and develops.	• Clarity of enunciation, projection, and body awareness of articulators introduced and develops.	• Rhythmic clarity develops through unified diction.	• Singing with energy, body involvement, and facial expression to convey mood introduced and develops. Expression varies (by age, body awareness, energy, and confidence).	• Oral Traditions, and Rhythmic Practice for All Traditions	• Oral Traditions, and Aural Skills for All Traditions	• Listening & Recognizing: Call-and-response melodies and musical concepts from LEVEL 6 repertoire.	• Creation & Improvisation: Call-and-response with question/answer melodies and students leading, two part song circles.
	• Resonance develops by discovering inner resonating space, relaxed jaw, and shaping mouth.	• Ensemble sound develops through modeling, call-and-response, and mimicry. Students can model for each other.	• Stepwise melodies, slow to moderately fast tempo, and intervals of 3rds, 4ths, 5ths sung clearly.	• Intonation issues due to inconsistent vowels, register, or scooping, is common and can be coached.	• Breathing in appropriate places is introduced (punctuation, ends of words or phrases).	• Expanded, low breath is reinforced, as clavicular breathing is common.	• Crescendo and decrescendo are introduced and develop.	• Vowel clarity reflects LEVEL 2 Resonance & Vowels.	• Singers demonstrate physical sense of pulse when coached.	• Western Notation	• Western Notation	• Note Values: Eighth, simple dotted notes.	• Musical Markings: Adante, Allegro, ritardando, accelerando, pp-ff, crescendo and decrescendo, accent mark >.