

DEVELOPING THE LITERATE MUSICIAN

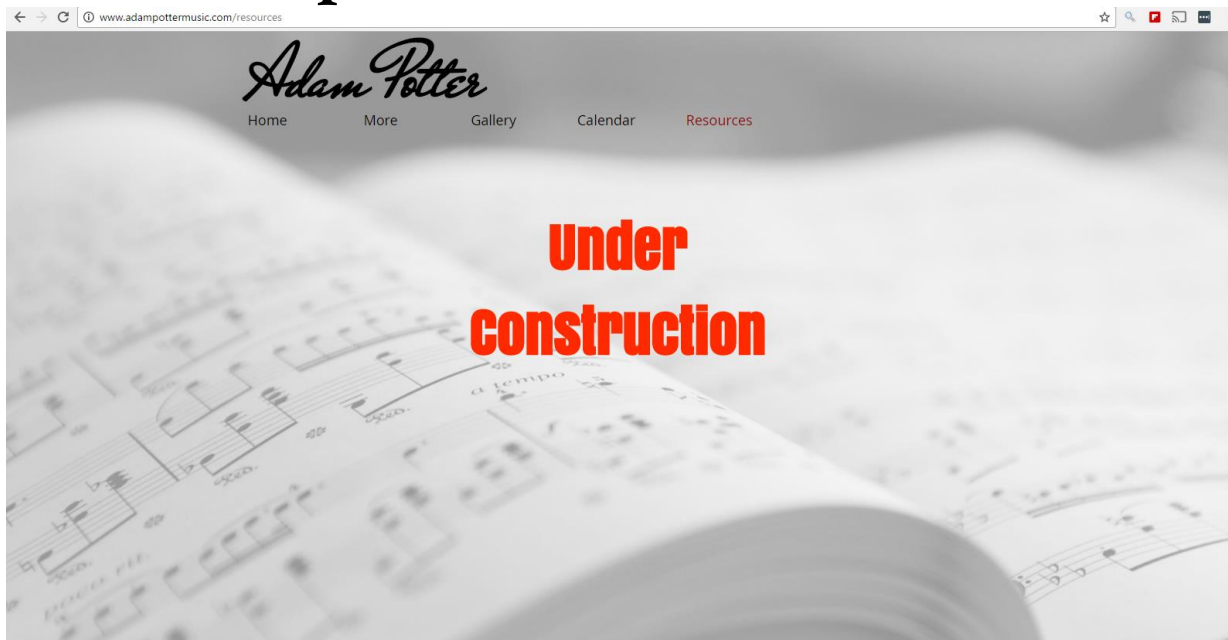
Music Literacy: Classroom & Rehearsal Application

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Today's Materials

Available at
adampottermusic.com/resources



LET'S SING



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Join in. Stand out.

Teacher Imitation

- Neutral syllable (bum, bum, bum) → neutral syllable
- Solfege syllable (w/ handsigns) → solfege syllable (w/ handsigns)
- Neutral syllable (w/ handsigns) → solfege syllable (w/ handsigns)
- Neutral syllable (w/out handsigns) → solfege syllable (w/ handsigns)

Board Reading

- Find Do
- Stepwise motion
 - ascending
 - descending
- Steps plus skips
- Steps and skips plus leaps

Flash Cards

- Find Do
- Solfege syllable (w/ handsigns) → solfege syllable (w/ handsigns)
- Neutral syllable (w/ handsigns) → solfege syllable (w/ handsigns)
- Neutral syllable (w/out handsigns) → solfege syllable (w/ handsigns)
- Independent reading

FOUR-STEP PROCESS



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Four-Step Sight-Singing Process

1. Establish an aural *vocabulary* (**aural/oral**)
2. Flashcards (**symbolic association**)
3. Group reading (**synthesis**)
4. Individual reading/move to score (**synthesis and independence!**)

Establish an Aural Vocabulary

- Solfège drills
- Hand signs
 - sign & sing simultaneously
 - sign & sing patterns
 - point & sing simultaneously
 - point & sing patterns
 - play or sing on neutral syllable & sing back on solfege
 - alternate b/t sections or b/t students & teacher

Flash Cards

Group Reading

Individual Reading

QUESTIONS?



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Next Session

“Choral Construction:
Building Beautiful Voices
in the Choral Setting”