

Movin' On Up

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Class Goals: Identify your present level and what it takes to move up a level.
Identify musical skill builders, which will lead to improvement in musical knowledge and performance level.

Knowledge for singers:

Understand the four judging categories – the rules of our “game”

Where are you now as a singer? Where is your chorus?

Do you have personal performance goals?

Do you know your chorus goals? One year? Five years?

Understand singing skills and how they change as performance level changes

Discriminating listening

Tonal memory, tonal accuracy and clean interval singing

Ability to create the best resonating space for each vowel on any pitch

Energized vocal/physical performance without vocal tension

Take the pulse of your chorus/quartet:

Who can read music? Who is learning to read music?

Who has basic keyboard skills and is able to plunk out parts?

Do you practice listening vertically as well as horizontally?

Harmony effects the emotion and treatment of each chord and each phrase

Do chorus members work independently of the director or section leader?

Does each chorus/quartet member use pitch pipe/keyboard to focus on tonal center of each song?

Have members developed relative pitch abilities?

Do members listen to lots of barbershop recording and different kinds of music?

Do members attend varied musical and theatrical performances?

Are members keen on sectionals and small group rehearsing?

Do members record themselves each rehearsal?

How many times does an instruction need to be repeated before it is automatic?

Musical skill builders and focusing techniques to improve singing skills:

Partner pitch match for discriminating listening

Chromatic scale for half step interval tuning

Human pitch pipe for remaining in key

Human metronome for maintaining tempo

Use of hand signs to focus mental imaging vowel sounds:

Finger on nose for mask singing

Two pointer fingers held together for clean sound

Fist in palm for continuous sound

Sweep hand up/down the arm to delineate a phrase

Arm lift for phrase extension

Conducting gesture (ictus) for clean entrances

Conducting cut off for clean phrase endings

Finger on larynx to encourage a seated larynx

Use of partners to encourage facial sell, unit appearance, energized/polished choreography (feedback)

Use of smaller ensembles for instant level check

