

Sing Back 1

Developing aural awareness and the inner ear including singing or humming of phrases of performance pieces.
 Auditory Memory: sing, tap, count, and beat in time to music.
 Examples to use : Sing/ tap/ clap/beat and Da with the students at a comfortable pitch.
 A short phrase played/ sung several times.
 Range within a 5th, or based on the pentatonic scale- using Soh-Mi-La.

Sing back or with piano or teacher a short phrase . It is better to sing with the student rather than have the student sing with the piano. It helps develop pitch and memory. Played several times. Range within a 5th. Start with 2 notes, one bar, then gradually increase length, combining 2 -3 -4bars.

1 2 3 4 5
 6 7 8 9 10
 11 12 13 14 15

6

Sing Back 6

Examples to clap, or sing or play back. Play and or sing the examples at least 4-5 times.
 The examples maybe used for the following, name tonality, the final cadence , the time signature, tempo, chord changes.

1 C G7 C or Am
 2 C G7 G7 C Am Dm C G7 C
 3 C Em Am C C G C

Songs 8 for Aural

Songs for students to work out by ear, sing or clap back.
Name tonality, time signature, cadence. Try adding chords to the tunes. Start with I-IV and V.

Excerpt Minuet Beethoven



Excerpt Wedding March Wagner

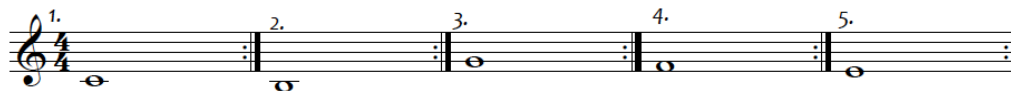


Phrases in 4 for Aural

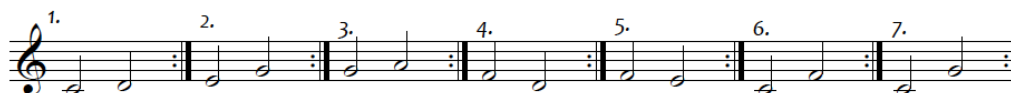
Developing aural awareness, inner ear and auditory memory.
Pieces for -playing by ear, finding the notes, tapping the beat, clapping the rhythm.
Play each example at least 3-4 times.

Suggested sequence of learning

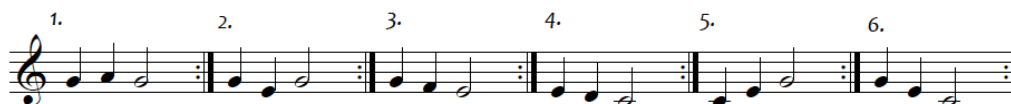
Find this note



Find and play these 2 notes



Find and play 3 notes



Phrases in 6 for Aural

Developing aural awareness, inner ear and auditory memory.

Pieces for - tapping the beat, clapping the rhythm, name the time signature.
Work out by ear, sing or tap back.

Folk Song Excerpt



Traditional Song



Fanfare



Singing Below the Melody

Developing awareness of pitch: higher, lower. Hearing, recalling, the lower voices. This is a skill that can be learned and developed with regular practice and confidence. Start with 1 lower note, then 2 then 3 building up from stepwise and triadic movements to more difficult leaps.

Sing the lower part either while it is played and or sing with the teacher.

Once the student is confident with singing lower notes, ask them to sing 1-2 notes of a lower part back after singing it with them, then move to the student singing it back without support. Play and sing the parts several times.

Sing the lower note of two notes.



Sing the lower part of two notes in sequence.

