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 bars.

Sing Back 6

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

C | G7 | C or Am
C | G7 | G7 | C | Am | Dm | C | G7 | C
C | Em | Am | C | C | G | C
Songs 1 for Aural

For the development of aural memory, accurate listening, and the ability to work out music, hear chord changes, identify tempo, rhythm and tonality.

The below songs can be used in the following ways:
Tap beat in time. What is the metre? Duple/ Triple.
Tap or clap back the rhythm.
What is the tonality?
Play and or work out the tune or finish the tune.
Name the chords, the chord changes.
Transpose the tune.

Oh When The Saints

Songs 3 for Aural

Use all or parts of these for clapping, singing back, or reading.
Play each at least 4-5 times to develop confidence.

Excerpt Harmonious Blacksmith Handel

Useful for the development of aural memory, accurate listening, and the ability to work out music, hear chord changes, identify tempo, rhythm and tonality.
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.
Intervals

Developing ability to hear and name identify intervals in music.

The ability to hear and name the interval between 2 notes, will grow naturally from the earlier work of singing back 2-3 notes, and short phrases. There are several ways to teach intervals, using Soh Fa, known tunes, and singing up and down the scale. Regular practice with this will build confidence and improve student’s ability to hear and name the intervals accurately. Start with 5ths, 2nds. Once the student is secure with these, teach 3rds, and octaves, then 6ths then 4ths. Limit the choices at first so that students can gain confidence and do not become confused.

Identify and name the intervals of a Major 2nd, major 3rd, and perfect 5th

Example 1  Example 2  Example 3

Example 4  Example 5  Example 6