

Sample Chorus I Learning Plan

Big Idea/Topic

KSU MASTERCLASS: VOCAL HEALTH FOR THE HS SENIOR

Connecting Theme/Enduring Understanding:

Good health is often due to good fitness and our vocal cords are no exception. We need to be “in shape” vocally if we want to sound our best. Like the rest of our body, we need to train intelligently.

Essential Questions:

Why is it important to maintain vocal health?

How can you prepare for a future voice audition?

Standard Alignment

PERFORMING

HSBC.PR.2 Develop and refine musical techniques and works for presentation.

- a. Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation.
- b. Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone.
- c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.

HSBC.PR.3 Convey meaning through the presentation to musical works.

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

Instructional Design

This lesson has a flexible timeline and may span across several days, if necessary. This lesson is intended to reach students in a live or virtual (synchronous or asynchronous) learning environment.

FOUNDATIONAL INFORMATION:

Before the lesson begins, students should have a basic understanding of basic vocal anatomy and health.

CONCEPTS:

- Basic vocal anatomy and vocal health
- Vocal warmups
- Audition preparation
- Audition song selection



VOCABULARY:

Hard palate, Soft Palate, Vocal Folds, Larynx, Head Voice, Chest Voice, Lip/Tongue Trill/Raspberry, Vowels, Consonants, Breath Support, Warmups, Placement

LINKS:

[KSU Masterclass: Vocal Health for the HS Senior](#)

[KSU Masterclass: Music: HS Chorus I: Vocal Health PowerPoint](#)

Supplemental Viewing Material: [KSU Masterclass: Strategies for Aspiring High School Seniors](#)

(for HS Seniors who may be interested in Vocal Performance in college)

STUDENT SUPPLIES:

- A device with audio/video capabilities
- Their voice!

TEACHER SUPPLIES:

- A device with audio/video capabilities
- TV/Projector for viewing KSU Masterclass
- Free Flipgrid account (see below for helpful Flipgrid resources)

PRE-LEARNING ACTIVITY (given prior to this lesson):

STUDENT AND TEACHER PROCEDURES

- **Activity #1: Audition Prep (given prior to this lesson)**

As a pre-learning activity, ask students to think of **ONE SONG** they would like to prepare for performance for a future audition. Encourage students to make appropriate song choices when finding songs to perform for an audition such as mood, tempo, language, vocal range, and style. This activity should be given in advance to give students ample time to select their song prior to this lesson. Ask students to bring their song choice to class at a predetermined date.

WORK SESSION (approx. 40 mins):

STUDENT AND TEACHER PROCEDURES

- **Activity #1: Vocal Warmups (approx. 10 mins)**

Take time to appropriately warm-up students' voices. Using the accompanying PowerPoint, go through each of the Focuses (breathing, placement, energy, and breath support, range extension, diction, vowel unification/purity, relaxation/lower range) in the Vocal Warmup Slides with students (the teacher can choose to show these to students or not). The teacher should model these vocal warmups, then have students echo back. Discuss with students why warmups are important to healthy vocal production. It may also be good to mention to students how the voice can also be damaged (such as nodes/polyps, etc.) if not used properly. Stress to students that warming up your voice is **ESSENTIAL** to develop healthy vocal habits. Every time students sing, they should warm up their voices—even if it is a short warmup!

- **Activity #2: Diagnostic Discussion (approx. 5 mins)**

Ask students prompting questions about audition and performance etiquette to engage them in the lesson. Allow time for discussion and any tangents about the voice that may come up from student interest. Here are some sample questions you could ask students:

- Why is it important to maintain vocal health?
- What do you think is the most important factor in the success of an audition?
- What factors do you think you should consider when choosing a song for an audition?



- **Activity #3: KSU Masterclass Video (approx. 40 mins)**

Have students watch the KSU Masterclass on Vocal Health for the High School Senior. While students are watching the masterclass, have them participate along with the activities throughout the video. If needed, take additional time to pause the video and discuss topics further with students. Ask the students prompting questions to engage them in watching the masterclass. Here are some sample prompts you could ask students:

- How are athletes and singers alike?
- Do you participate in any of the vocal health strategies that you previously didn't know were good for your voice?
- What are some practices or exercises that you might need to personally change to maintain good vocal health?
- How did this video change your perception of having good vocal health?

STUDENT ACTIVITY (allows for flexible timeline):

STUDENT AND TEACHER PROCEDURES

- **Activity #4: At-Home Activity: Flipgrid Recording and Student Self-Evaluation (approx. 15+ mins)**

For this activity, students will use [Flipgrid.com](https://flipgrid.com) to submit a recording of themselves singing their selected song selection on their own time at home. See the Flipgrid Student Assignment document to share with students. After recording their video, students will complete the self-evaluation rubric and return it to the teacher. This can be seen as a diagnostic assessment for the student.

- **Activity #5: At-Home Activity: Practice Audition Song (approx. 15+ mins per day)**

Students will take self-directed time (at home) to practice their song selection following the steps to prepare their selected song/music for an audition, based on the steps in the KSU Masterclass video.

1. With good breath, speak the text of the music in elongated and exaggerated speech.
2. Vocalize the melody on a lip trill, tongue trill, raspberry, or hum.
3. Vocalize the melody on vowels only.
4. Sing the song with crisp and clear, intelligent consonants that never overshadow the vowel.

The teacher will set the timeline for students to practice and prepare their song selection for final performance. This can be seen as a formative assessment for the teacher and student to work together for feedback and assistance, if needed.

- **Activity #6: Student Audition Performances (approx. 15+ mins)**

This activity may be split up as the teacher sees fit. It could be done all in one class period, or it could be split across several class periods and scheduled out with students. Have students perform their chosen song for their classmates in a faux audition environment. Each student will receive a peer evaluation form from 3 classmates that are randomly assigned. These peer evaluation forms are found below. The student will also fill out a self-evaluation form. For a summative assessment, the teacher will fill out the accompanying rubric for grading purposes. This summative assessment opportunity shows both the student and the teacher the amount of growth from each students' first recording through their practice to their final performance. Did the quality of their performance grow as a result of good vocal health and practice techniques?



Evidence of Student Success

DIAGNOSTIC ASSESSMENT

- Informal discussion of audition preparation and presentation.

FORMATIVE ASSESSMENT

- Informal teacher observation of students' understanding of KSU Masterclass information and students' audition preparation via [Flipgrid.com](https://flipgrid.com)

SUMMATIVE ASSESSMENT

- Teacher observation of students' audition preparation and singing performances via in-class performances graded by rubric. Peer feedback forms are informal and are meant to be constructive.

Learning Supports

DIFFERENTIATED LEARNING:

INCREASED RIGOR:

Students can teach another person such as a family member about proper vocal health, vocal anatomy, and its importance in everyday life. Students can serve as peer mentors for another student.

ADAPTED ASSIGNMENT:

Students requiring a simplification can be paired with a peer mentor who can guide them through the process one on one, or with the teacher.

Engaging Families

All activities and resources should be previewed prior to student use. Adjustments should be implemented to provide for individual abilities, needs, and safety.



SUPPORT MATERIALS: (See Below)

- Flipgrid Assignment Student Instructions
- Vocal Anatomy/Breathing Diagram Visuals
- Vocal Warmups to Practice at Home (PowerPoint Slides)
- Self/Peer Feedback Form
- Student Checklist
- Student Rubric

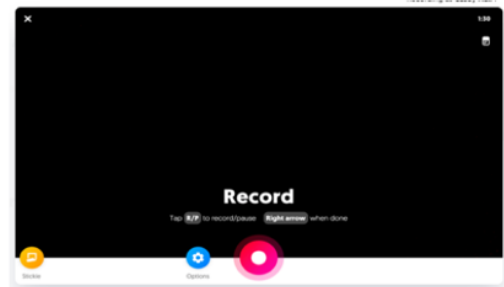


FLIPGRID ASSIGNMENT INSTRUCTIONS

INSERT
QR CODE
HERE

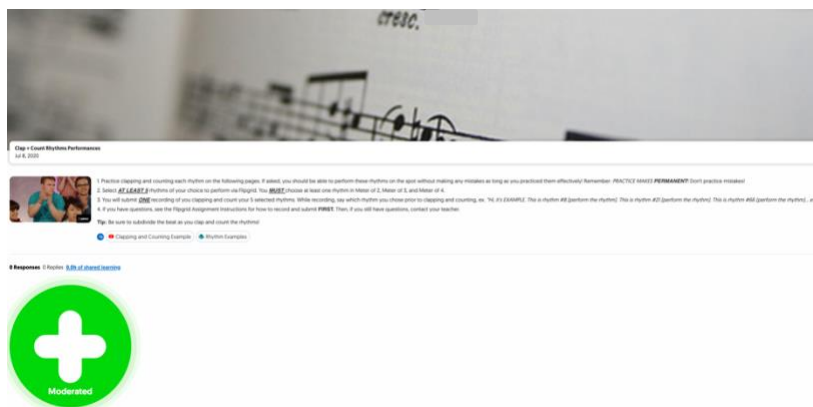
1. Go to www.flipgrid.com or download the Flipgrid app.
2. Enter this code: **INSERT CODE HERE** that says:  Or scan this QR code in the app:
3. Once in the grid, click on: 
4. Then type **YOUR FIRST + LAST NAME** in the space provided! You DO NOT need to put in an email.
5. Practice the steps to prepare your chosen song based on the KSU Masterclass video (see steps below).
6. It's time to record your performances! Record yourself performing these steps on the song that you chose to perform based on class discussion and submit via Flipgrid. You have 1 minute and 30 seconds to perform and answer the following:

- With good breath, speak the text of the music in elongated and exaggerated speech.
- Vocalize the melody on a lip trill, tongue trill, raspberry, or hum.
- Vocalize the melody on vowels only.
- Sing the song with crisp and clear, intelligent consonants that never overshadow the vowel.

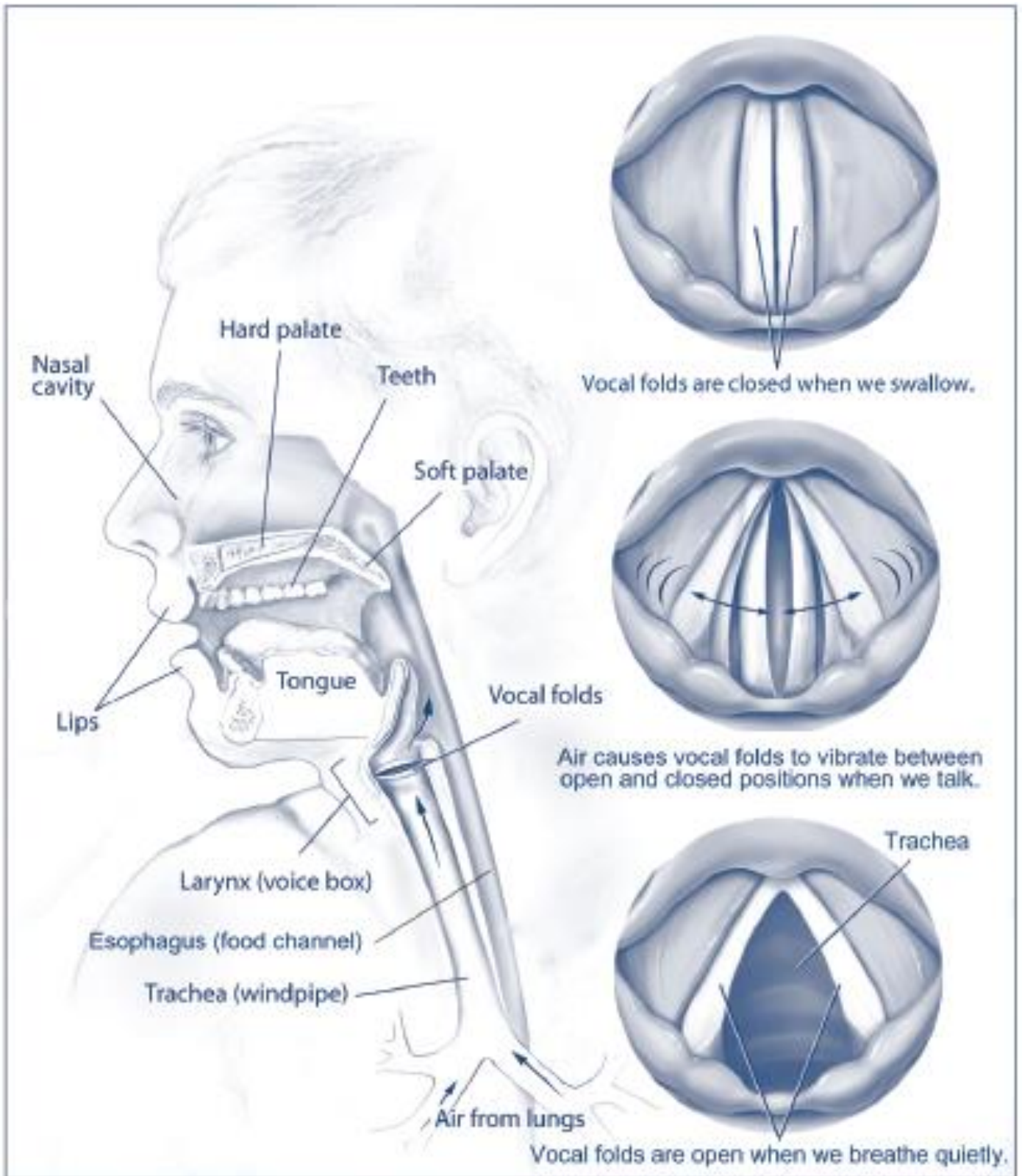


You can record as many times as you may need, but the final video you submit will be the video that is graded. You will submit **ONE** recording.

7. Press next and then review your recording.
8. If you are happy with your recording, **TITLE YOUR VIDEO.**
9. Snap a selfie!
10. Press Submit! Congrats! You sent in your Singing Solfege assignment!
11. The KSU Masterclass Preparation Assignment is due on **INSERT DATE HERE.**



Vocal Anatomy Diagram



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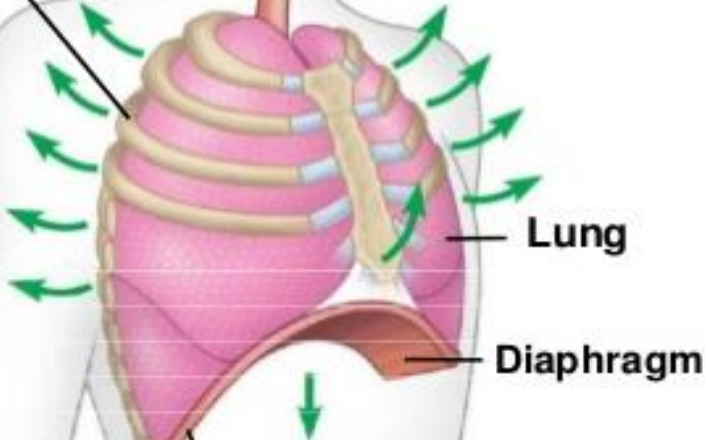
Elements of Breathing Diagram

Rib cage expands as rib muscles contract

Air inhaled

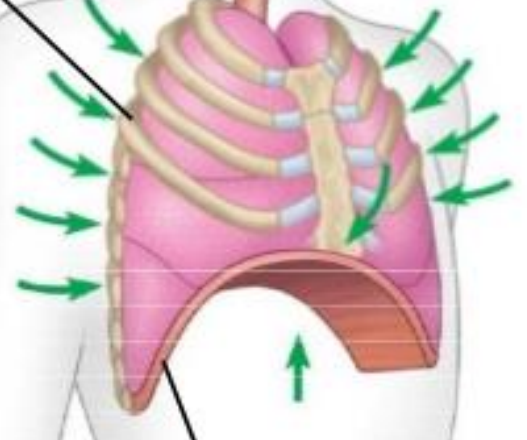
Rib cage gets smaller as rib muscles relax

Air exhaled



Diaphragm contracts (moves down)

Inhalation



Diaphragm relaxes (moves up)

Exhalation

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Negative pressure breathing draws air into the lungs.

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Student Checklist

- I have selected a potential song to perform for an audition.
- Based on the information discussed in class, I have chosen an appropriate song for me to practice and sing for my audition performance.
- I have recorded and submitted a video of my practice via Flipgrid for feedback from the teacher.
- I have practiced the steps of preparing a song for an audition performance outlined by the KSU Masterclass video and maintained good vocal health practices.
- I have performed my song choice for friends and family and performance practice.
- I have performed my song choice for my teacher and classmates for feedback.

Self-Evaluation Rubric

Evaluate yourself and your performance by placing an 'X' in the box for each attribute.

Attribute	Needs Work 1 Point	Good 2 Points	Great 3 Points	Excellent 4 points	Grammy-Worthy 5 Points
I sang with a clear and free tone using breathing techniques.					
My selected song was a good choice for my voice and vocal range.					
I sang with pure vowels and articulated consonants.					
I sang with pitch accuracy and intonation.					
I peer sang with emotion and expressive qualities to convey the meaning of the song.					
I rehearsed for my performance and exhibited excellent performance etiquette.					
				Total Points:	

Write a couple of things you could have done better for this performance:

Write one thing you are proud of about this performance:



Peer Evaluation Rubric

Evaluate your peer's performance by placing an 'X' in the box for each attribute.

Peer Name: _____ Evaluator: _____

Attribute	Needs Work 1 Point	Good 2 Points	Great 3 Points	Excellent 4 points	Grammy-Worthy 5 Points
My peer sang with a clear and free tone using breathing techniques.					
My peer's selected song was a good choice for their voice and vocal range.					
My peer sang with pure vowels and articulated consonants.					
My peer sang with pitch accuracy and intonation.					
My peer sang with emotion and expressive qualities to convey the meaning of the song.					
My peer rehearsed for their performance and exhibited excellent performance etiquette.					
				Total Points:	

Write one thing your peer could have done better for this performance:

Write one thing you are proud of about your peer and their performance:



Audition Preparation and Performance Rubric

Student Name: _____

Song Choice: _____

Criteria	Drifting 0-1 Points	Moving in Right Direction 2-3 points	Valuable Performance 4 points	Our Goal 5 points	Score
HSBC.PR.2a Identify vocal anatomy and employ breathing techniques to support a clear and free tone with accurate intonation.	The student did not produce a clear and free tone with accurate intonation by using breathing techniques throughout their performance.	The student produces a clear and free tone with accurate intonation by using breathing techniques throughout some of their performance.	The student produces a clear and free tone with accurate intonation by using breathing techniques throughout most of their performance.	The student produces an excellent, clear, and free tone with accurate intonation by using breathing techniques throughout their performance.	
HSBC.PR.2b Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone.	The student did not select a song where they considered their vocal register and vocal health.	The student selected a song where they considered their vocal register and vocal health some of the time.	The student selected an adequate song where they considered their vocal register and vocal health most of the time.	The student selected an excellent song where they considered their vocal register and vocal health throughout the song.	
HSBC.PR.2c Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.	The student did not demonstrate pure vowel sounds and consonants throughout their performance.	The student demonstrates pure vowel sounds and consonants throughout some of their performance.	The student demonstrates good pure vowel sounds and consonants throughout most of their performance.	The student demonstrates excellent pure vowel sounds and consonants throughout their performance.	
HSBC.PR.2d Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.	The student did not perform their song with good pitch accuracy and intonation.	The student performs their song with some pitch accuracy and intonation.	The student performs their song with good pitch accuracy and intonation.	The student performs their song with excellent pitch accuracy and intonation.	
HSBC.PR.3a Convey meaning through the presentation of music work by demonstrating technical accuracy and expressive qualities in performance.	The student did not convey meaning and emotion, vocal techniques, or expressive qualities throughout their performance.	The student conveys meaning and emotion demonstrating some vocal techniques and expressive qualities throughout some of their performance.	The student conveys meaning and emotion by demonstrating good vocal techniques and some expressive qualities throughout most of their performance.	The student conveys meaning and emotion by demonstrating excellent vocal techniques and expressive qualities throughout their performance.	
HSBC.PR.3d Exhibit appropriate rehearsal and performance etiquette.	The student did not appropriately rehearse for their performance or show appropriate etiquette.	The student insufficiently rehearsed their selected song and did not exhibit good performance etiquette.	The student adequately rehearsed their selected song and exhibited good performance etiquette.	The student appropriately rehearsed their selected song and exhibited excellent performance etiquette.	
				Total Points:	



Vocal Warmups Focus: Energy and Breath Support

Start in D Major

- Lip Buzz
Do-Re-Mi-Fa-Sol-Fa-Mi-Re-Do
- Busy Busy Busy Busy Bee, Buzz Buzz
Do-Re Mi-Fa Sol-Fa Mi-Re Do Sol Do

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Vocal Warmups Focus: Range Extension

Start in F Major and Ascend

- Ha-Ha-Ha-Ha-Ha
Do Mi Sol Mi Do
- Zee- he- ahhhhhhh
Do Mi Sol Fa Mi Re Do

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Vocal Warmups Focus: Diction

Start in D Major

Mama Made Me Mash My M & M's I Cried
Do Re Mi Fa Sol Fa Mi Re Do Sol Do

She Sells Sea Shells By The Sea Shore
Do Mi Sol Sol So Fa Mi Re Do

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Vocal Warmups Focus: Vowel Unification/Purity

Start in D Major

Nee-Neh-Nah-Naw-Noo
D-M R-F M-S F-R Do

Neeeeeeeeee
La Ti Do Ti La

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Vocal Warmups Focus: Relaxation/Lower Range

Start in D Major and Descend

Double Bubble Double Bubble Gum
Sol Sol Fa Fa Mi Mi Re Re Do

Vee Vah Vee Vah Vee Vah Vee Vee
Sol Mi Fa Re Mi Do Re Ti Do

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Discussion

- Why is it important to maintain vocal health?
- What do you think is the most important factor in the success of an audition?
- What factors do you think you should consider when choosing a song for an audition?

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KSU Masterclass Video Discussion

- How do you choose the best song for an audition?
- How can you calm yourself when you are nervous about an audition?
- What are some steps to sound your best as you are preparing a song for an audition?

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Teacher's Additional Resource Guide

GaDOE Fine Arts Resources:

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx>
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Fine-Arts/Digital%20Teaching%20%26%20The%20Arts.pdf>

KSU Masterclass:

- https://arts.kennesaw.edu/community-programs/masterclass_series.php

Flipgrid Resources:

- Flipgrid Getting Started Guide: <http://blog.flipgrid.com/gettingstarted>
- Flipgrid Tips and Tricks for Remote Learning: <https://blog.flipgrid.com/news/remoteteaching>
- Flipgrid Educator Guide: <https://drive.google.com/file/d/0BzZGEfOtEWqPcGUzcFd2RzRjYTQ/view>



Here is an example of how you could use Flipgrid:

Grid Details



Chorus I

Jul 8, 2020

Flip Code: [chorustexample](#)

[Add a CoPilot](#)

[Share](#)

Actions



Topics

Students

Add New Topic

1 Topic

0 videos

0 views

0 hours of engagement

[Export Data](#)

Actions



Title

Last Response

SINGING SOLFEGE

0 Videos + Pinned Topic

[View](#)

Jul 13, 2020

Active

[Share](#)

Actions



The screenshot shows the sharing interface for the 'SINGING SOLFEGE' topic. At the top, it says 'SINGING SOLFEGE' and 'Share the Topic link with your students.' Below this is a text input field containing the link 'flipgrid.com/f8ea3674' and a 'Copy' button. To the right of the link field are social media sharing icons. Below the link field are icons for code, Teams, email, and chat. A red circle highlights the 'Topic Guest Mode' section, which includes a toggle switch that is turned on. Below this is another text input field containing the link 'flipgrid.com/605c2eb0' and a 'Copy' button. At the bottom left, there is a checkbox labeled 'Allow guests to record' which is checked. To the right of this checkbox is a 'Create new link' link.

Make sure that when you share the assignment with students that you select the "Topic Guest Mode" and "Allow guests to record" options so that students do not have to login with an email to record their performances. Be sure to send them THIS link/code, not the one above.

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8.15.2020 • Page 14 of 17



Topic Details

Singing Solfege

1. DO RE MI SOL | LA LA SOL SOL
2. MI RE DO RE | MI SOL DO' DO'
3. DO RE MI FA | SOL SOL MI DO
4. DO MI SOL MI | SOL LA TI DO'
5. DO' TI LA SOL | MI RE RE DO
6. SOL FA MI FA | SOL LA TI DO'
7. DO' SOL MI DO | RE MI FA SOL
8. MI DO RE MI | FA SOL MI MI
9. DO TI LA SOL | SOL LA DO' DO'
10. MI FA SOL LA | TI DO' DO DO'

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SINGING SOLFEGE

 Share  Actions 

Jul 8, 2020  Flip Code: f8ea3674  Guest Code: 605c2eb0

1. Describe how the vocal apparatus creates sound using props (like a rubber band, if possible)
2. Singing Solfege/Major Scale using Curwen Hand signs (Up AND Down)
3. Singing AT LEAST 3 solfege patterns of your choice (see Focus Image)

Tip: Be sure to subdivide the beat as you clap and count the rhythms!

**Assignment View (Teacher)
Topics = Assignments**

0 Responses

0 replies 0 views 0 hours of engagement

 Export Data

 Search Responses

Start the discussion!

Add a video or share this Topic with your students to have them record.

 Record a Response  Share Topic





Topic Essentials

Title

SINGING SOLFEGE

16/35

Prompt

  **B** *I* U  

1. Describe how the vocal apparatus creates sound using props (like a rubber band, if possible)
2. Singing Solfege/Major Scale using Curwen Hand signs (Up AND Down)
3. Singing AT LEAST 3 solfege patterns of your choice (see Focus Image)

234/1000

Recording Time

1 minute 30 seconds 

Video Moderation

New videos will be hidden from students until you activate them. Previously submitted videos will remain active.



[Learn more about Moderation.](#)

Focus Optional

Add a media resource to engage your students.

Singing Solfege

1. DO RE MI SOL | LA LA SOL SOL
2. MI RE DO RE | MI SOL DO' DO'
3. DO RE MI FA | SOL SOL MI DO
4. DO MI SOL MI | SOL LA TI DO'
5. DO' TI LA SOL | MI RE RE DO
6. SOL FA MI FA | SOL LA TI DO'
7. DO' SOL MI DO | RE MI FA SOL
8. MI DO RE MI | FA SOL MI MI
9. DO TI LA SOL | SOL LA DO' DO'
10. MI FA SOL LA | TI DO' DO DO'

**Editing a Topic/Assignment View
(Teacher)**



Topic Tip

Add a tip to help your students best answer the Topic.

Be sure to subdivide the beat as you clap and count the rhythms!

Editing a Topic/Assignment View (Teacher)... continued

Topic Attachments

Attach up to 9 external links (OneNote, Google Docs, Dropbox, YouTube, etc.) to this Topic.

Feature Link

 <https://www.youtube.com/watch?v=FNmxLvtXewU8>

Attachment Title

Clapping and Counting Example 29/30 

Feature Link

 <https://shealy-my.sharepoint.com/:b:/g/personal/cas>

Attachment Title

Rhythm Examples 15/30 

[Add another Attachment](#)

Topic Status

Status

Make your Topic Active, Frozen (view-only) or Hidden.

Active

Launch & Freeze Dates

Schedule an Active [12:01am] and Frozen [11:59pm] date. Your timezone is set to America/New_York. [Update your timezone.](#)

07/23/2020 → Never 


Video Features

Video and Selfie Styles

Students can add filters, stickers, drawing, and text to their videos and selfies.

Selfies Only


Video Editing

Students can trim and rearrange video clips. 

Video Title

Students can add a title (80 characters max). Add hashtags for searchability. 

Attachment Link

Allow students to include an external link with their video (e.g., OneNote, Google Doc, etc.). 

View Count

Display the number of views a video has received. 


Likes

Allow students to like other student videos. 

Sticky Notes

Allow students to add sticky notes while they are recording. 

Student-to-Student Replies

Allow students to Reply via video to another student. 

Feedback

Basic Feedback

Provide basic feedback on a Response based on student verbalization and clarity of expressed ideas.

Provide basic feedback on a video based on student verbalization and clarity of expressed ideas.

Ideas

Performance

Custom Feedback

Build and assign custom feedback rubrics based on the needs and qualifications of your classroom.

Save changes to my default settings

Cancel

Update Topic





Chorus I

Casey Hall

SINGING SOLFEGE
Jul 8, 2020

Singing Solfege

1. DOO RE MA SOL, LA LA SOL, SOL
2. MA RE DOO RE | MA SOL, DOO DOO
3. DOO RE MA MA | MA SOL, SOL, MA DOO
4. DOO MA SOL, RE | SOL, LA TI DOO
5. DOO TI LA SOL, MA RE RE DOO
6. SOL MA RE RE | SOL, LA TI DOO
7. DOO SOL, MA DOO | RE MA LA SOL
8. MA DOO RE RE | LA SOL, MA MA
9. DOO TI LA SOL, LA SOL, LA DOO DOO
10. MA MA SOL, LA, TI DOO DOO DOO

[View](#)

1. Describe how the vocal apparatus creates sound using props (like a rubber band, if possible)
2. Singing Solfege/Major Scale using Curwen Hand signs (Up AND Down)
3. Singing AT LEAST 3 solfege patterns of your choice (see Focus Image)

Tip: Be sure to subdivide the beat as you clap and count the rhythms!

0 Responses 0 Replies 0.0h of shared learning

