



Building Child Singers

Equipping our children for a lifetime of meaningful worship, enjoyment and personal expression!



Our goal: To equip our children with the skills and confidence to participate in all aspects of worship!

Why did God give us the gift of music?



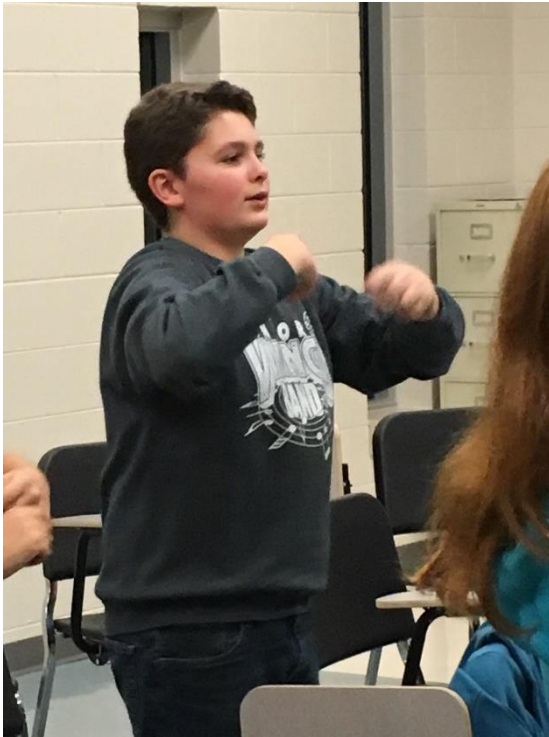
- To praise God and glorify His name!
- To proclaim His Word!
- Beauty in a sin-filled world!
- To strengthen us as a community!

I love singing.....

- When everyone else also loves to sing.
- When we sound good and everyone sings in tune.
- When you can sing in parts.
- When you sing with tall vowels and good consonants. (I also add good breathing – all three make the sound resonant)
- When you sing with dynamics and stuff like that.

- When the music is interesting.
- When the music is different and doesn't all sound the same.
- When you sing with feeling.
- When rehearsals are enjoyable and you get a lot accomplished.
- When you understand you are praising God, proclaiming His Word, sharing beauty, and building up yourself and others. Not doing these is a loss for the student and others!

If you don't have #1, you're missing something in #2-10. If you have #2-10, you'll have #1.



Sequence of Skills

- In-tune singing (K-8)
- Music literacy (1-8)
- Vocal technique (3-8)
- Part Singing (3-8)
- Managing the adolescent changing voice (7-8)



Finding My Singing Voice



Skills

- Sounds our voice can make
- How our bodies create sound
- Finding our singing voice
- Using our ears to sing: the concept of in-tune singing
- Creating a beautiful singing sound



Sounds Our Voice Can Make

- Speaking
- Whispering
- Shouting
- Singing



Finding our Singing Voice

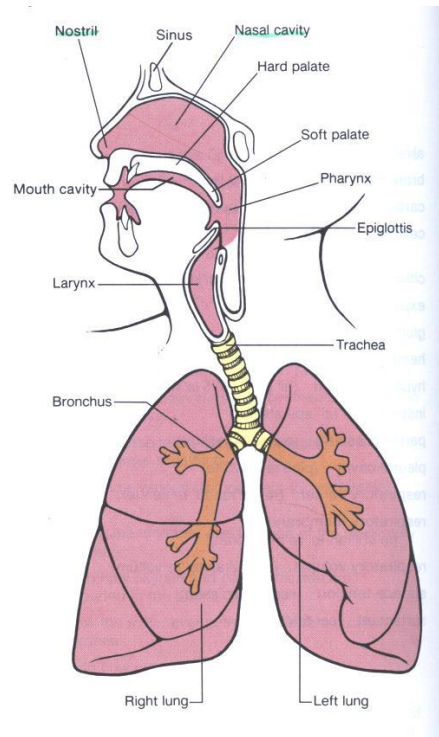
- The Slide Whistle
- Soft Siren Sounds with movement and pictures
- Poems
- Animal sounds
- Singing games



Older Students: Use a singing game!

- Students will get so involved in the game, they will forget about singing and naturally sing with good vocal quality.
- Singing games are done unaccompanied, allowing students to really hear the melody.
- It's fun and older students (grades 3-6) will love them!
- *Note: In my original presentation, this slide was a video. Contact me for resources!*

Our Bodies and Singing



- The Larynx
- The Lungs and Diaphragm
- Our lips, teeth, and tongue
- Our mouth and the rest of our head
- Our brain
- The rest of the body

Vocal Chords



Using Our Ears To Sing

- Introduce the concept of in-tune singing
- Tuning forks
- Echo patterns
- Limited range songs
- Singing without piano or accompanying instruments
- Give time to listen and think when needed



Vocal Technique

- Posture
- Breathing
- Tall Vowels
- Crisp Consonants
- Volume



Toys that Teach!



Posture

- Posture Cat
- Use a sports analogy
- Practice the wrong way to sit and stand and identify the tension and lack of balance that is created
- Posture Rap



The Poster Rap by Ken Philips

Feet on the floor, one slightly ahead,
Relax those knees, don't lock 'em dead.
Hips rolled under, let your spine grow tall,
Sternum up, don't let it fall!
Shoulders should be back and down,
Head is high, don't wear a frown,
This is how you stand to sing,
If you want your voice to ring!

Breathing

- Taking a low breath.
- Taking a full breath
- Taking a silent breath
- Using the breath over a period of time
- Balloon analogy
- Ring of noses
- Hoberman Sphere
- Physical movement
- Chinese yo-yo
- Sing the alphabet on one breath
- Sing a short song on one breath
- Lip trills (older students)

Tall Vowels=Resonance



- Find the pinna
- Feel the face
- Voiceman
- Vowels carry sound
- Experiment with sound!
- Work for a round, resonant sound
- Good breathing must be present

Crisp Consonants

- Diction is done with the tip of the tongue and the teeth!
- Dinosaur and hammer
- Tongue twisters
- Vowels carry the sound, but consonants shape and project the sound!



Volume in Singing

- Use the handshake analogy
- Experiment with volume
- Dynamics are relative
- Never louder than lovely!
- Employ good vocal technique
- Separate the divas!



Working with Individuals



- Retrace steps on an individual basis
- Biggest culprits: breathing, finding the singing channel, and good listening skills
- Listen
- Ask: What did you hear? How does that feel? What did you do differently?

How to use this information

- Formal presentation (small chunks!)
- As part of your vocal warm-ups (older children)
- To fix issues as they occur



Have fun and enjoy the journey!

