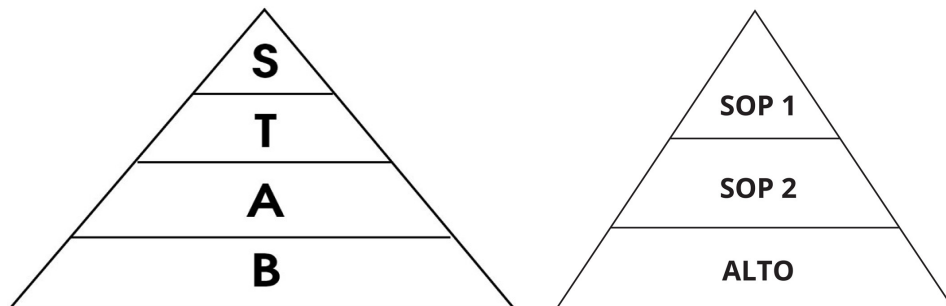


Beyond the Notes

Denise R. Eaton

Choral Editor, Carl Fischer & BriLee Music
High School Choir Director, 29 years, retired

- I. Reflect, Assess, and create a PLAN for everything
 1. Classroom procedures/discipline management
 2. Sequential growth of choir:
 - a. Sound – warm-ups/tone/vowels/balance
 - b. Skills: sight reading and rhythm development
 - c. Selecting appropriate & varied repertoire
 - d. Performance readiness – repertoire refinement
 3. Personal growth as musician and educator
 - a. Workshops
 - b. Choral Error Detection by Paul Hondorp (Carl Fischer CMF7)
Challenge yourself to listen & react in the moment
Explore new repertoire
- II. Sound
 1. Must have a sound in your head in order to evoke change in a choir's sound
 - a. Warm-ups which activate/energize the voice and engage the mind
 - b. Vowel shape & color constantly reinforced:
warm-up -> sight reading/skill development ->repertoire
 - c. Balance



- III. Skill development
 1. System for counting & sequential rhythm development plan
 2. Sequential plan for teaching sight reading (keep skill building in mind)
- IV. Score Study and Sequential teaching
 1. Selecting appropriate repertoire which teaches skills, building upon them from one concert to the next – keeping the end in mind. i.e. work backwards
 2. Score study
 3. Strategies - lesson plans
 4. Sequential teaching which layers in skills, building one upon the next

- V. Eaton's Order of Events for Layering Skills in Sequential Teaching
1. Teach rhythms before looking at song (including all like patterns throughout)
 - a. Extract and breakdown rhythms for better understanding and skill development
 - b. Learning rhythm doesn't only include chanting - singing is also encouraged
 - c. Include emphasis on strong beats - always keep the text in mind
 2. Add solfegge – always with appropriate, desired tone
 - a. Introduce the key of the song through previous sight-reading
 - b. Extract only the melodic contour in solfegge (before looking at song) for greater mastery later
 - c. Chant solfegge in rhythm - add emphasis on strong beats
 - d. Chant text in rhythm to reinforce understanding
 - e. Add syllabic and word stress emphasizing desired vowels
 3. Sing on solfegge – with desired vowels and tone
 - a. Focus on accuracy
 - b. Add in syllabic / word stress
 4. Sing on neutral syllable – with desired vowels and tone
 - a. Focus on accuracy
 - b. Add in syllabic / word stress
 - c. Add in final consonants for rhythmic releases and onset of sound
 5. Monotone chant and sing the text – with desired vowels and tone
 - a. If singing in parts, separate to different notes of the tonic chord
 - b. Add in syllabic / word stress
 - c. Repetition of the release of final consonants will, most likely, be needed
 6. Sing on text – emphasizing desired vowels and tone
 - a. Focus on pitch accuracy
 - b. Add in syllabic / word stress
 - c. Explore combinations of voice parts
 - i. sop 1 / alto
 - ii. sop1 sop 2
 - iii. sop / bass
 - iv. alto /tenor
 - v. alto/bass
 - vi. sop / tenor
 - vii. women
 - viii. men

REPETITION IS YOUR FRIEND and the key to successful learning.
 (Always emphasize and insist on desired tone and vowels)

- VI. Final thoughts (because this profession is challenging & to avoid burn-out):
1. If you are overwhelmed, choose ONE THING
 2. You are only limited to your own creativity but don't let your limitations affect your students' learning (GET IDEAS FROM MASTER TEACHERS)
 3. Use your personal and musical strengths to your advantage
 4. Give yourself a big dose of GRACE every day.
 5. Never forget that HELP is a good four-letter word!

Have a fantastic remainder of the school year!!

