

GOOD TEACHING PRACTICE

- # Try to get 4 or 5 songs covered spending about 10 minutes on each song every choir rehearsal ... this will mean that if you use the teaching notes, everything will be covered in 15 hours.
- # Become totally familiar with the music and mark your score with reminders or tricky bits where necessary before teaching the material.
- # Teach by echo singing, using the CDs as a resource not the teaching medium.
- # Give the students the opportunity to take some responsibility in the learning process, tell them which new songs will be introduced the following week and ask them to learn specific sections.
- # Rehearse as you intend to perform, include 'bopping' or moving to capture the feel of the song.
- # Teach the most difficult songs first, along with a 'hook' song.
- # Teach the most difficult sections first.
- # Teach rhythm first, by speaking the words in rhythm and echo clapping.
- # Teach the harmony line (usually alto) before the melody (usually soprano).
- # Consolidate parts practicing separately over several rehearsals before putting them together.
- # Regularly listen to the students sing with no piano or vocal support. This will highlight the insecure sections. Do not sing with the choir all of the time!!!!
- # Always correct faulty intonation or incorrect rhythm patterns.
- # Encourage memorisation as early as possible.
- # Note repeated sections –look at the structure by song shapes
under grey box
- # Compare and contrast similar sections.
- # Rests / silence also need to be taught.
- # Vowel pronunciation needs to be uniform.
- # Lengthen the vowel sound in held notes.
- # Hard consonants (ch, t, p, d) should be over enunciated.
- # Voiced consonants (m, n, l) should be formed just before the beginning of the word/ vowel it precedes.
- # If there are no words following, the final consonant ends on the next beat.
- # The softer you sing the more energy you need and consonants require more emphasis.
- # Dynamics should be taught with the song learning, not added later.
- # Never allow a harsh or forced tone.
- # Alto section must be as strong and as vocally competent as the soprano section, so distribute your best, musicians and boys between soprano and alto.
- # Boys with changing voices may do better singing the soprano line an octave lower.

