

EUROPEAN VOCAL PEDAGOGY – DIGITAL RESOURCES TECHNOLOGY EVTA SESSION HELSINKI, JUNE 6 – 10, 2012

TRAINING SESSION – CREATIVE PEDAGOGY AND TECHNOLOGY

Can visualization and sound painting help?

- How does the student's image look?
- How should it look?
- What does he need to do to improve the image?
- What method would I use to convey this information?
- What does he need to be aware of when practising alone?
- How does this look for classical singers? Jazz? Musical? Child, Elderly person, professional singer?
- Applicable to a child?
- What display is good for this purpose?
- Substitute a case study of your own student.
- Any other question or answer you might think of....

Resonance, Articulation and Vowels

1. Student Dababy ignores "n"s and "m"s, sounds as if she has a stuffed nose. Thereby missing the resonant quality she could gain from the nasal consonants. Medical problems have been eliminated.
2. Student Liouia doesn't get the idea of tongue movement to form different vowels so hers all sound more or less the same.
3. My student enjoys hearing her sound, which is beautiful, but she keeps losing the aspirated consonants, either "swallowing" them or leaving them out, especially at the ends of a word.
4. Student Iltenore has the habit of pre-phonating with "n" which makes "ndas" out of the word Das, for example.
5. My student Willig seems to pinch off his tone when he has to sing a voiced consonant such as "Z" as in English "Zebra" or "W" as in German "Weg".

Phonation, vocal sound, registers

1. Student Zaszwa has an imprecise onset – it takes the tone too long to develop and in the end lacks carrying power.
2. Classical singing student Gaga has a weak area in the middle register even though we have done helpful muscular training in that area, she still does not seem to understand how to join the registers in that area. Maybe she doesn't know how her voice should sound there?
3. Student Falala is permanently short of breath and lets the sound collapse at the end of each phrase.
4. Student Ladida is fine on parlando, but doesn't get the idea of a legato phrase. What's more, she doesn't realize she is not singing legato.
5. Student Bingbang would profit from clean staccato exercises but can't seem to get the right idea as to how to do them.
6. Student Whowoo has breathy sound no matter what I do. I wonder if she really understands what I mean when I ask for clear tone?
7. Student Kikiri loses control of her coloraturas. Can she be helped?
8. I have a student Bumbum, who has trouble co-ordinating the pitch he hears with the sound his voice is making.

9. My student sings jazz and has trouble with the upper notes.
10. Student Twitter has a high coloratura voice and her vibrato is too fast.

Musical elements

1. I barely hear a difference in my student Leiselisa's volume when the music calls for a crescendo-decrescendo, but when I hear her yell across the cafeteria at the party, I know she has more potential volume.

Other questions

1. My student Nono refuses to look at the displays, it doesn't interest her. She also doesn't want to listen to recordings, but I think both could help her to understand vocal development.
2. My student Singalong comes from Canada. She is native English speaker, and this is evident in every language she sings. Her German sounds English, her French sounds English, her Italian sounds English....
3. My student Bumerang sings acoustically with clear tone in her lessons, but when she performs with a microphone, something happens and in a way, she depends on the amplification to make the sound.
4. It seems to me that singing through a straw really helps my student Tutu find the right sound, but I think she doesn't hear the difference even when it feels very different. As a result, she can't maintain the sound for more than a couple of phrases.
5. My student Bigbass may be singing the wrong repertoire. How can I find out if my suspicion is correct?