

**Teacher:** Taryn O'Keefe

**Date:** 10/14/16

**School:** University of Washington

**Class:** MUSED 304 Choral Methods

**Objective:** SWBAT demonstrate accuracy in singing legato phrasing with proper vowel placement for common diphthongs ("ou" and "i") by performing a simple warm-up exercise.

**Assessment:** T informally observes S throughout segment to listen for legato singing and proper vowel placement.

**Materials:**

Page 14, exercise G in "Choral Warmup Manual" by Demorest and Ross.



vowel placement: diphthong 'ou'

**Washington K-12 Arts Standards Addressed:** 1.1.2, 1.1.4, 1.2.1, 2.1.1, 3.2.1, and 4.2.1

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**SEQUENCE:**

1. T: "Listen to me first"
  - a. T sings to demonstrate the exercise, moving up a half step each time to let Ss know that this will be the progression
2. T: "Now let's do it together" --- go back down to C chord and cue them in (i.e. "ready and sing")
  - a. Ss begin singing with T beginning on a C chord and moving up chromatically.
  - b. T gives Ss specific feedback.
3. T: "This time, take your pointer finger and draw a mountain in the air while you sing the exercise" --- demonstrate while you sing with them.
  - a. T demonstrates, and continues to sing with Ss while performing the action
  - b. If necessary, T stops to comment on how the peak of the mountain should match the peak of the music.
  - c. Once Ss succeed, T comments on how beautifully they sang that in a legato style with no break at the peak.
4. T: "Now...Can anybody tell me what vowel is heard in the word 'Mountain'?"

- a. T calls on raised hands.
  - b. T responds to answers: "It's sort of a trick question. In the middle of the word 'mountain,' we say 'ow' -- which is not a REAL vowel. It's sort of a combination between 'aahh' (as in cat) and 'ooo' (as in food)"
5. T: "Let's experiment with that diphthong. Let's take our hands and put it right here *((demonstrate))* -- this is where our hand's will be when we sing 'aahh'. When our hands go here *((demonstrate))*, we'll sing the 'ooo' vowel. So follow my hand motions and match me."
  - a. T cues Ss in by playing a high C on the piano and providing a prep gesture. T motions for Ss to follow T actions to move between "aaaahh" and "ooo" during performance
  - b. *Motions: hands are cupped around the mouth on the "ooo" vowel, and become spread out and opened on the "aahh" vowel.*
6. T: "Okay, so which one of those vowels do you think we'll use to *sing* the word 'mountain' to make it sound pretty?"
  - a. T calls on raised hands
  - b. T responds to answers: "Yeah, so what we really need to do is compensate between the two...which would be an "ah" (as in hot). So it would sound like this:" (say the word "mountain" with that vowel in a sigh-ing type of way).
    - i. T: "Now it's your turn". (Ss echo T)
7. T: "So we have the same issue in the word 'side', where we have a diphthong on the i vowel. It's a combination between "ahh" (as in hot) and 'eee'. So let's go back to that thing we were doing before, but this time your hands will be here for the ahh *((demonstrate))* and here for the eee *((demonstrate))*."
8. T: "Okay, so out of those two vowels, which one do you think we'll use for SINGING the word 'side'?"
  - a. T calls on raised hands
  - b. T responds to answers with full explanation: "So in this case, we would probably stick with the "ahh" vowel because it just sounds good. So it would sound like this:" --- *T says the word "side" with the ahh vowel in a sigh-ing type of way similar to before.*
  - c. When Ss have that down, T says both words in the sighing way: "Mountain side" and has Ss echo.
9. T: "Okay, so if I go back and take out those diphthongs and use the corrects vowels while singing, it would sound like this:" *((demonstrate))*
10. T: "Now let's do that together, and don't forget to draw your mountain with your finger while you sing"
  - a. Ss perform the exercise until they have successfully achieved the desired sound