



FULL VOICE MUSIC

What to do when your singing student can't (shouldn't) sing?

The **NO SINGING** Voice Lesson

Musical activities that allow singers to rest their voice

REVIEW VOCAL HYGIENE

Common sense is never common practise. Perhaps this would be a great opportunity to gently remind young singers (and parents) how to take care of their precious instruments.

MUSIC THEORY

Hopefully music theory is included in every vocal lesson - but now is a great time for written work. It doesn't have to be formal textbook work either. Theory can easily be applied by analyzing current repertoire and **asking simple questions about keys signatures, dynamics, musical terms and form.**

DISCUSS LYRICAL CONTENT

Do they really know what the song is about? Every little detail? I bet there is a word or phrase that is outside of their understanding. There is **a great teaching opportunity here to discover deeper meaning in the song.** Another great exercise for more expression is to identify all the descriptive words (adjectives) and underline them.

EAR TRAINING

Important skills for all musicians, singers can benefit from exercises of **identifying intervals, triads, scales and melodic dictation (for more advanced students).** Make it fun and introduce your favourite ear training app to your student.

RHYTHM READING/CLAP-BACK

Rhythmic clap-back is always a challenge and yet a fun activity for young music students. Have your singers listen to a piece of music and practice tapping on beats 2 & 4. (This is very difficult for many vocal students) **Better yet - teach your young singers how to count in the accompanist.**

INTRODUCE NEW SONGS

Let them rest their voices while you sing/play some future repertoire. **Give them a few selections and let them choose what their next song will be.** Then discuss the lyrics and story of the new material.

DISCOVER NEW VOCALISTS

Why not play them a recording/video of your favourite singers. Discuss the uniqueness of the voice and why this singer is one of your favourites. Then allow them to share one of their favourite singers with you. Ask them to describe the vocal qualities of this performer with you.

CRITIQUE A PERFORMANCE

Perform for your student and ask them to critique it. (Hopefully they will go easy on you!) Throw in some 'not so awesome' moments (negative practice) and see if they notice. Let them be the teacher and offer you some suggestions for improvement.

No-singing voice lessons can be incredibly productive and allow our singers to focus on other important musical skills that sometimes get overlooked. We have taken our favourite non singing activities from the FULL VOICE Workbooks and included some sample lessons - Happy NO-SINGING! ~ Nikki



NO Singing Lesson

NO SINGING VOICE LESSON

Date: _____



Singers! Rest your voice. **Make your teacher perform the following exercises.**

1. Sign the entire scale **ascending** and **descending** while your **teacher sings it for you. Ask them to perform this scale using:**

- a) proper singing posture
- B) different dynamics (piano/forte)
- c) descending only

2. Write your own tonic sol-fa melody.

3. Make your teacher sing it for you. Did they sing it correctly?

--	--	--	--	--

4. Clap and count the rhythms aloud.

a)

b)

5. Look carefully at a song from your repertoire and find: *(1 mark each)*

- | | |
|--|--|
| a) <input type="checkbox"/> a time signature. | f) <input type="checkbox"/> dynamic markings. |
| b) <input type="checkbox"/> bar lines. | h) <input type="checkbox"/> notes moving in skips. |
| c) <input type="checkbox"/> measures. | l) <input type="checkbox"/> notes moving in steps. |
| d) <input type="checkbox"/> whole, half and quarter notes. | j) <input type="checkbox"/> a slur marking. |
| e) <input type="checkbox"/> a treble clef. | k) <input type="checkbox"/> a quarter rest. |



NO Singing Lesson

NO SINGING VOICE LESSON

Date: _____

- ✓ Choose a song that you are currently studying.

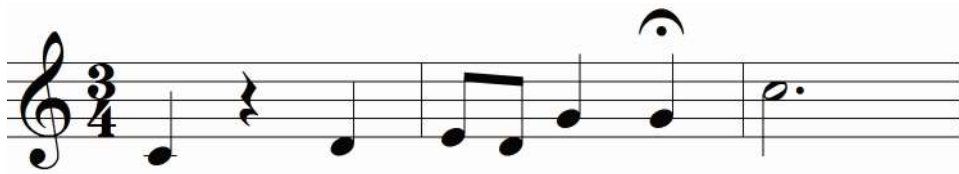
Song: _____ Composer: _____

- 🗨 Explain the meaning of the title of the song.
- 🗨 Find and explain all **dynamic markings** in the song.
- 🗨 Find and explain all **articulation markings** in the song.
- 🗨 Find and explain all **tempo markings** in this song.
- ✎ List any terms, symbols or markings that you do not know.

- 🧠 Identify the following intervals after your teacher has played them.

Ascending	identify:	Descending	identify:	
Major 2nd	<input type="checkbox"/>	minor 3rd	<input type="checkbox"/>	Major Triad <input type="checkbox"/>
Major 3rd	<input type="checkbox"/>	Perfect 4th	<input type="checkbox"/>	Minor triad <input type="checkbox"/>
Perfect 4th	<input type="checkbox"/>	Perfect octave	<input type="checkbox"/>	
Perfect 5th	<input type="checkbox"/>			
Perfect octave	<input type="checkbox"/>			

- 🗨 Look at the melody below. Identify the tonic sol-fa syllables aloud.
- 👏 Clap and count the rhythms.
- 🧠 Have your teacher sight sing this melody. Did they do it correctly?





NO Singing Lesson

NO SINGING VOICE LESSON

Date: _____

1. ✓ Choose a song that you are currently studying.

Song: _____ Composer: _____

2. 🗨 Identify the **key signature** and **time signature** for this song.

3. 🗨 Find and explain all **dynamic markings** in the song.

4. 🗨 Find and explain all **tempo markings** in this song.

5. 🗨 Explain the meaning of all **musical terms** in this song.

6. ✎ List any terms, symbols or markings that you do not know.

7. ✎ Name the notes.

8. ✎ Identify if the notes are a whole tone apart (WT) or semitone apart (ST) and circle the correct answer.



WT ST

WT ST

WT ST

WT ST

9. 🖐 Clap and count the rhythms slowly.



10. 🧠 Identify the following intervals after your teacher has played them.

Major 2nd minor 3rd Perfect 4th Perfect octave
Major 3rd Perfect 4th Perfect 5th Major 6th



NO Singing Lesson

NO SINGING VOICE LESSON

Date: _____

1. ✓ Choose a song that you are currently studying.

Song: _____ Composer: _____

2. 🗨️ Identify the **key signature** and **time signature** for this song.


3. 🗨️ Find and explain all **dynamic markings** in the song.

4. 🗨️ Find and explain all **tempo markings** in this song.

5. 🗨️ Explain the meaning of all **musical terms** in this song.

6. ✎️ List any terms, symbols or markings that you do not know.

7. ✎️ Identify the music examples by circling the correct answer.

a)  **tone**
semitone
enharmonic equivalent

b)  **D Major**
F Major
G Major

c)  **slur**
tie
accent

d)  **D sharp**
D natural
D flat

e)  **tone**
semitone
enharmonic equivalent

f)  **D Major**
F Major
G Major

8. ✎️ Look at the melody below. Identify the key signature. _____

9. 🖐️ Clap and count the rhythms slowly.

10. 🗣️ Have your teacher sight sing the melody. Did they do it correctly?

