

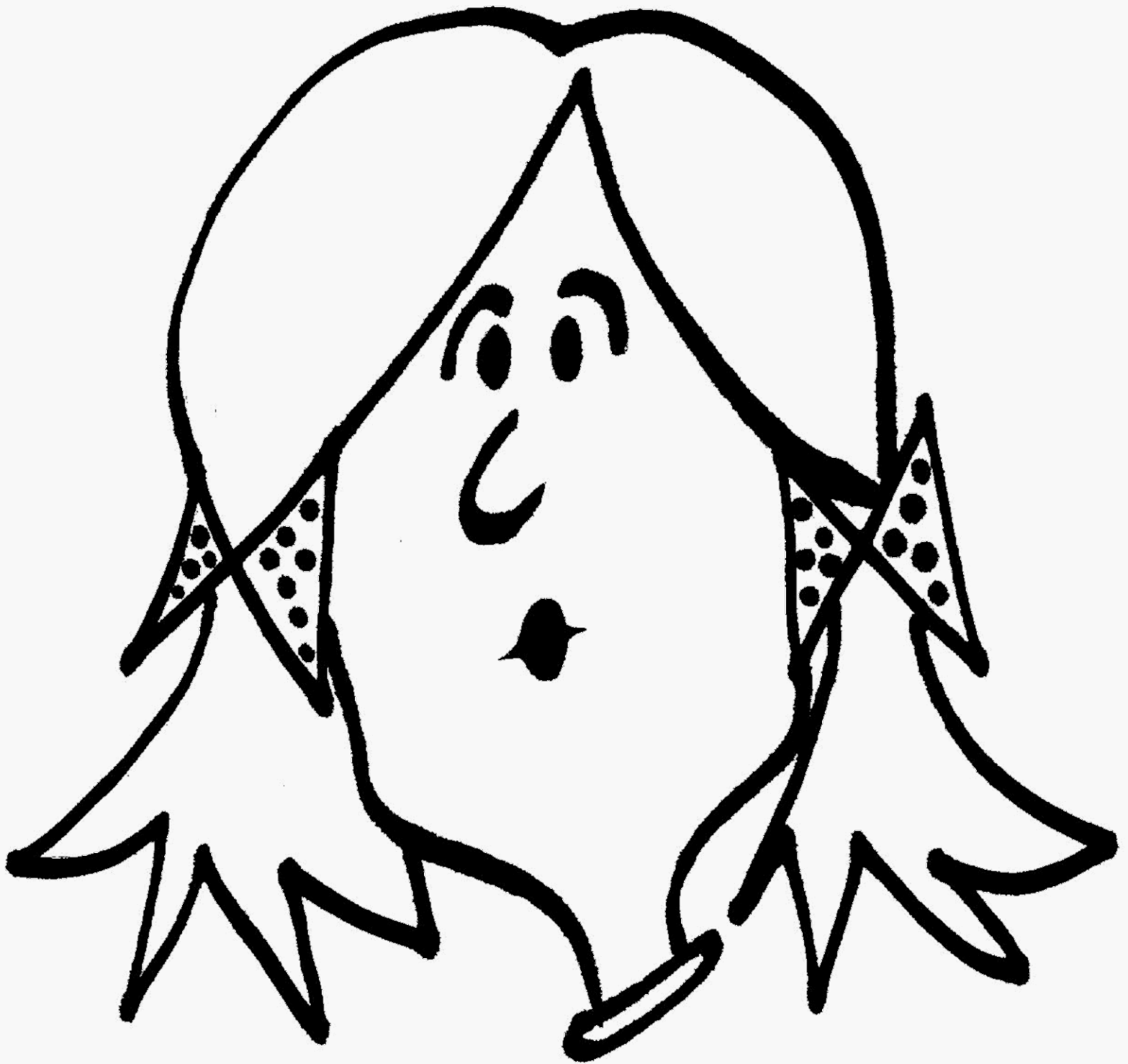
# CLAP



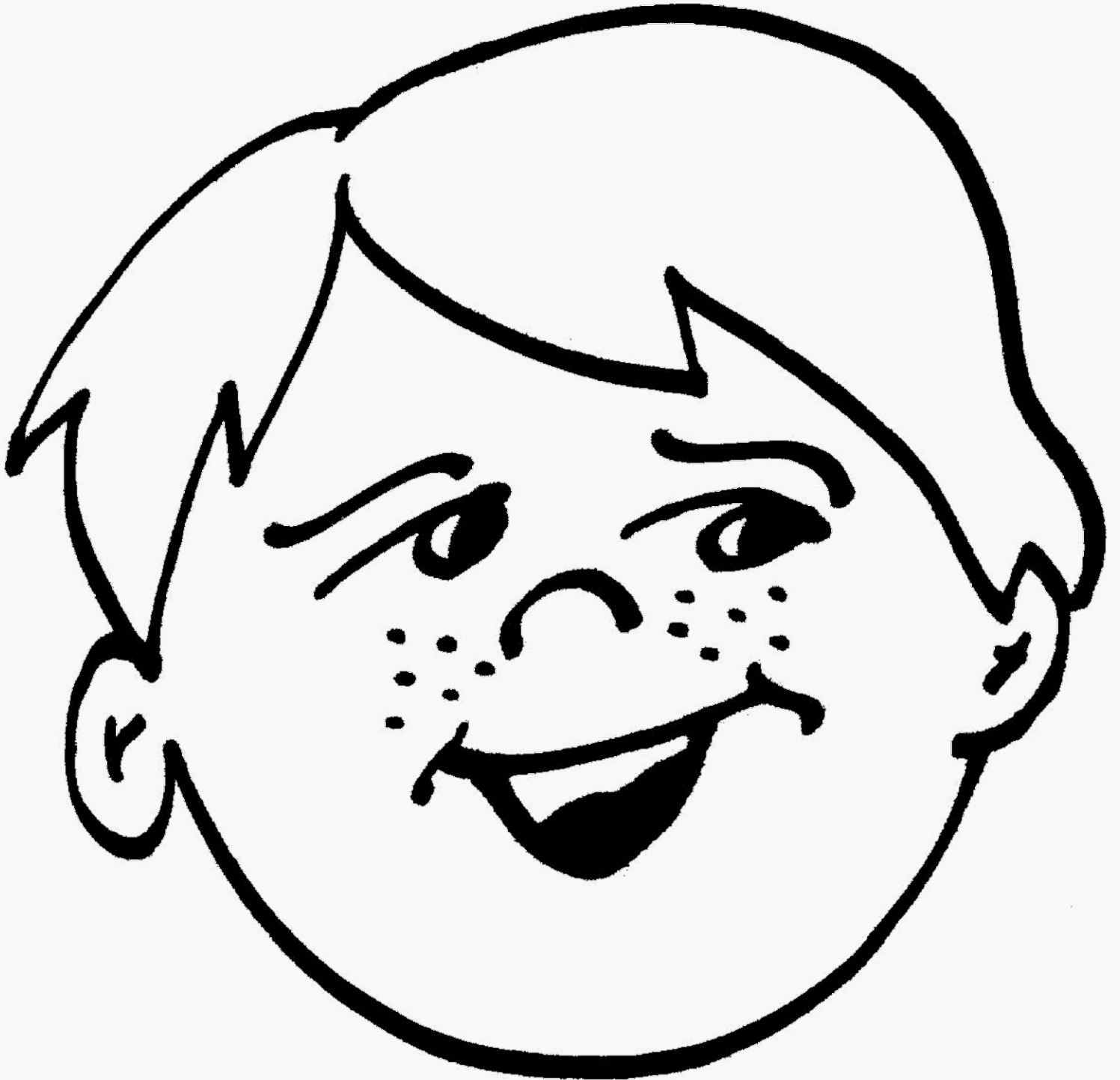
# SHOUT



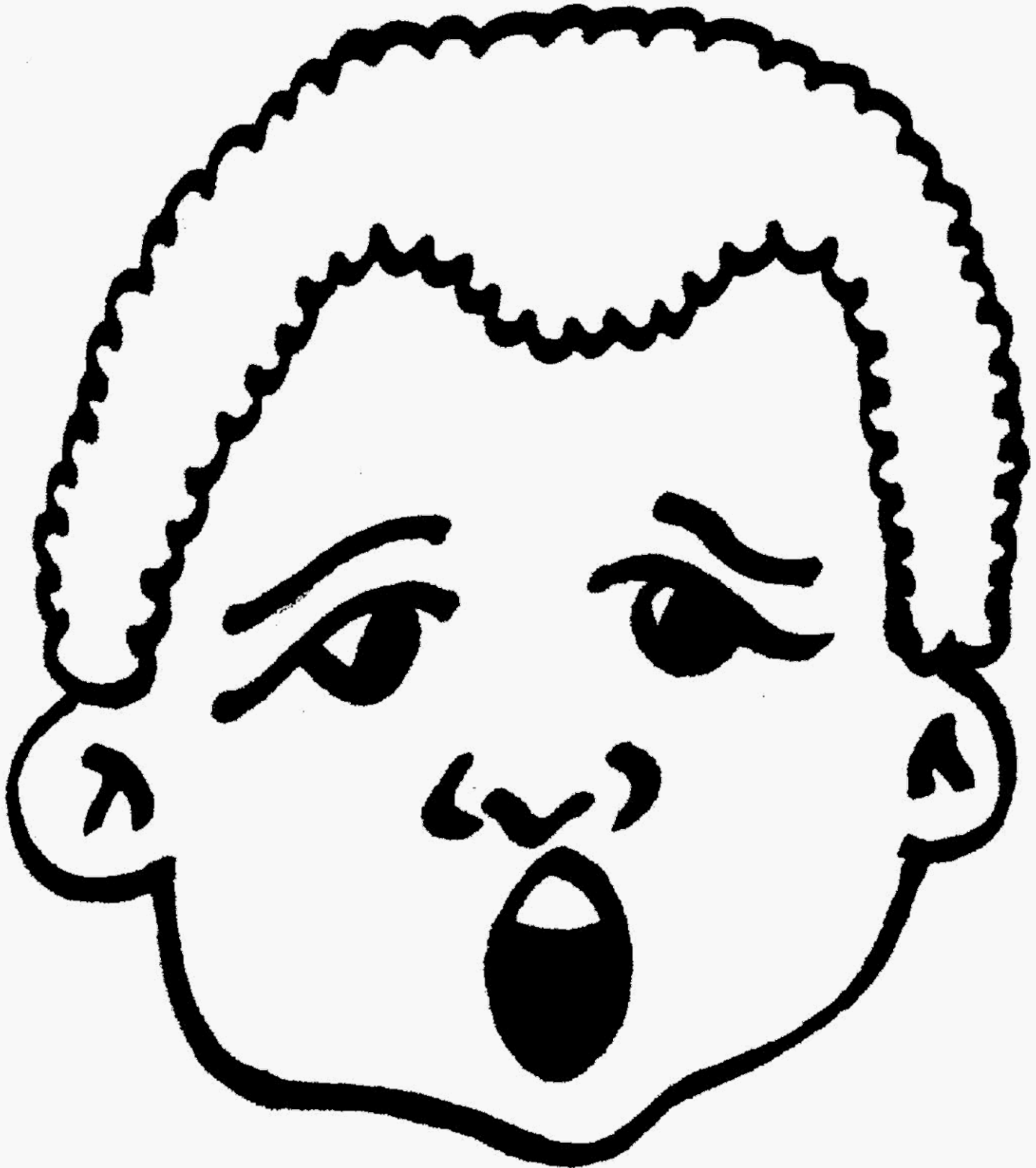
# WHISPER



# TALK



# SING



# VOICE CARDS

## Concepts:

- ❖ Talking voice vs singing voice
- ❖ Rhythm of the words - rhythm vs steady beat
- ❖ Rhythmic phrases
- ❖ Dynamics
- ❖ Tone Color
- ❖ Moods expressed musically
- ❖ Inner Hearing



## Process:

- ❖ Begin with a simple rhyme that has four phrases (e.g. "Two four six eight, Meet me at the garden gate, If I'm late don't wait, Two four six eight")
- ❖ Introduce the talk, whisper, shout and sing cards, placing them in a row as you talk about each. The sing card can be sung with a "so-mi-la" melody that you create. Stress the lightness of voice required to sing properly.
- ❖ Have students perform the rhyme, with each phrase performed according to the order of the voice cards.
- ❖ Perform again, rearranging the voice cards.
- ❖ Perform several more times, allowing the students to decide the order of the cards.
- ❖ Replace one of the voice cards with a "clap" card. Explain that now they will put the words in their clapping hands, and no voice will be used. Students will be using their skill of "inner hearing" during the clapped phrases.
- ❖ Perform the rhyme again.
- ❖ Have students replace another card with a clap card. Perform.
- ❖ Continue replacing each voice card with a clap card until students are clapping the entire rhyme. Tell the students this is called "rhythm of the words".

## Extensions:

- ❖ Experiment with tempo changes, dynamic changes, moods
- ❖ Try more difficult rhymes
- ❖ Create more cards - including instrument sounds, etc. using students' suggestions.

**THINK**

