

Vocal Techniques for Songwriters – Facilitator’s Guide

Facilitator:

Date:

Training Title: Vocal Techniques for Songwriters

Training Description: This training will take a total of 80 minutes and involves surveys and breakout discussions. The learners will be of all ages and entry levels.

1. Training Objective(s)

- Learners will be able to identify key anatomy in the vocal tract.
- Learners will be able to identify the pressure systems involved with vocal sound production.
- Learners will be able to identify their individual singing challenges & identify appropriate strategies to address those challenges in the following categories: challenges related to how they feel while singing, challenges related to how they sound while singing, & challenges related to how they story tell while singing.

2. Lesson Outline

- Wait 5 minutes for late-comers who had a difficulty finding the room. (5 minutes)
- Greet learners and introduce your career track with the voice. (5 Minutes)
- Explain that the training will address 3 challenging angles of healthy singing (5 minutes):
 1. How the Voice Feels
 2. How the Voice Sounds
 3. How the Voice Story Tells
- Present the Content (65 Minutes)
 1. Survey – How do learners currently feel when singing their own songs?
 2. Presentation & Lecture
 3. Videos of 3D Diaphragm in motion
 4. Presentation & Lecture
 5. Videos of MRI of Vocal Tract whilst singing & of the vocal folds whilst singing
 6. Q&A
 7. Survey – How do learners currently sound when singing their own songs?
 8. Presentation & Lecture
 9. Listen to samples of common awful sounding singing
 1. Airy
 2. Pitchy
 3. Not Resonant
 4. Tongue Position is Too High
 5. Pharynx Position is Too Large
 10. Q&A

11. Break Out Discussion – Have learners share how they currently use their voices to enhance the storytelling of their songs and report the consensus to the class.
12. Presentation and Lecture
13. Draw in live time the arch of the song storytelling over time & the arc of the vocal performance in 2 ways:
 1. Parallel – to represent the alignment that happens when both arcs work together
 2. Not Parallel – to represent how distracting it is when both arcs DON'T work together.
14. Q&A and Dismissal

3. Materials & Equipment Needed

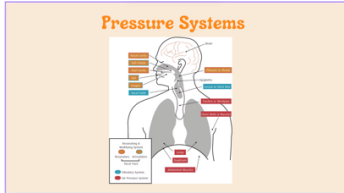
- Laptop
- Laptop to Projector adapter
- Projector screen
- Sound System
- Reliable Internet Connection

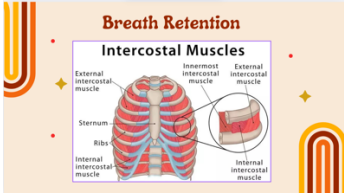
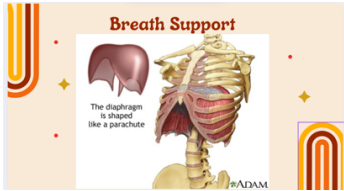
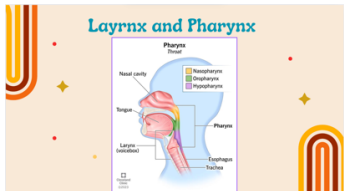
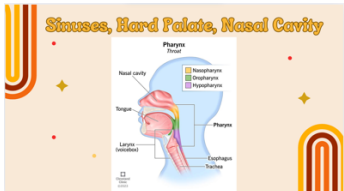
4. Preparation Checklist

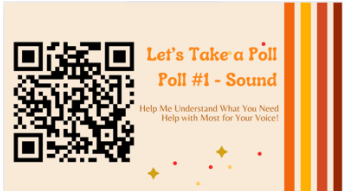
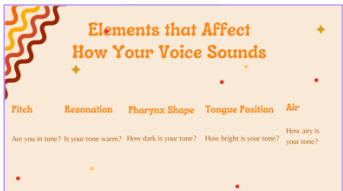
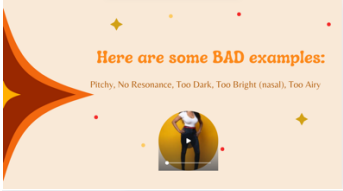
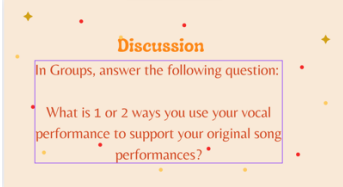
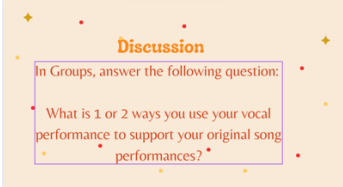
- [] Make sure that your internet is working.
- [] Make sure that the connection between your laptop and projector is working.
- [] Make sure that the sound is working.
- [] Make sure that your videos are queued up & loaded.
- [] Make sure that the surveys are clear of previous class responses.
- [] Make sure that the background music is loaded that you will play while waiting for latecomers and while breakout discussions occur.

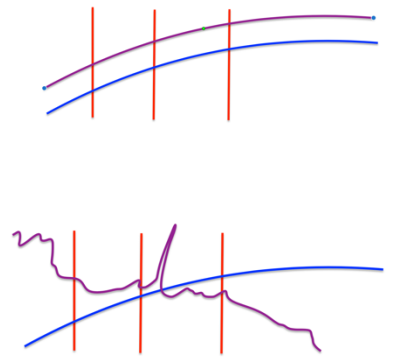
5. Lesson Outline & Timing

Duration	Slide Number and Topic or Activity Title	Slide Image/ Participant Activity	Facilitator Notes
5 min	Slide 1		Display as learners arrive. Welcome learners to training and let them know you are giving folks 5 minutes to find the room.

3 min	Slide 2		Introduce Your Self & Your Careers in: - Performance - Teaching Voice Inform learners about your 15 minute office hour that they should sign up for immediately.
5 min	Slide 3		Survey learners with the question about how they currently are feeling when they sing their own songs. Read the anonymous responses for the class, responding with either: - A tip. - A note that their pain point will be addressed in the current segment.
7 min	Slide 4		Lecture that, among more elements, the 4 elements we will examine that pertain to how folks feel when they sing are: - Breath: Explain that without air, the vocal folds will not vibrate. - Pressure: Explain that there are 3 pressure systems that work together to support healthy singing & let learners know you will show these to them with images on the next slide. - Pharynx Shape: Direct learners to point to where they think the pharynx is before pointing to it on your own body, explaining that it's where your best voice lives. - Tongue Position: Explain that the position of your tongue directs the sound of your voice throughout your oral cavity, nasal cavity, pharynx and other resonators so that your voice has enharmonics sounding off and warmth. Sing a line of a song you enjoy once with your tongue too high and another time with your tongue at a good height.
3 min	Slide 5		Talk through the elements of each pressure system mentioning that there is some debate as to whether the pharynx lives in the Resonance Pressure system or the Vibration Pressure system because it is so large an area. Let learners know that you will be discussing elements of each pressure system in detail in coming slides.
5 min	Slide 6		Announce that you are discussing the Air Pressure System, Lecture About & Have Learners Demonstrate that they can breath using: - Chest "superman" breaths. - Belly "santa claus" breaths.

5 min	Slide 7		Explain what Breath Retention is and how the intercostal Muscles work together to make that happen. Use the analogy of your unmanipulated intercostal muscles acting like a rubber band around the center of your 'bright red balloon lungs' and that their job is to keep their ribs open as they sing, resisting gravity and the natural urge to collapse. Remind the learners that they naturally open their ribs like this all the time to: - Keep a strapless bra from falling - Make other girls think they are developing at speed - Intimidate other humans with torso size Have the class demo that they can indeed open their ribs without inhaling, have them inhale, and have them notice how much more deeply they can breath because their ribs were already open. Explain what the diaphragm is and how it moves as you inhale and exhale, using gestures with your hand that model the diaphragm
2 min	Slide 8		
2 min	Video	https://youtu.be/hp-gCvW8PRY?si=EKLiEp3jy0LZ4tF3 https://youtu.be/Y0W_sueD3Gc?si=PwHL8HX37_80X-dM	Mute each of these videos and audibly breath, inviting the class to as well, appropriately with the movement of the diaphragm (as it flattens, you should be inhaling; as it raises, you should be exhaling)
2 min	Slide 9		Announce that you are discussing the Vibration System and Show, using the cursor, where the pharynx is, that it has 3 parts to it, and that when you refer to it for this lecture, you are referring to the area labeled as the 'oropharynx.'
5 min	Video	https://youtu.be/3j92IXSwJHY?si=flGeNE-9MPi2xHfc	Lecture about the other elements of the vibration system pictured. Show a video of 4 vocalists singing with a camera pointing at their vocal folds
2 min	Slide 10		Announce that you are discussing the Resonation System, Lecture About how the tongue position directs some of sound into the sinuses, oral cavity, nasal cavity and other resonators in the face.
5 min	Video	https://youtu.be/J3TwTb-T044?si=mJvOr2OWDrn7EdNs	Show a video of an MRI scan of a vocalist singing in multiple styles, pausing it as needed so learners can examine the stills.

3 min	Slide 11		Ask if there are questions.
7 min	Slide 12		Explain & Have Learners Demo with You physical stretches (neck stretches, yawn stretches, tongue stretches)
5 min	Slide 13		Survey learners with the question about how they currently are sounding when they sing their own songs.
2 min	Slide 14		Read the anonymous responses for the class, responding with either: - A tip. A note that their pain point will be addressed in the current segment.
3 min	Slide 15		Explain the elements and Ask the questions for learners to ponder.
30 sec	Slide 16		Explain that you will play a recording of a vocalist singing the first lines of “Somewhere Over the Rainbow” with each of the 5 previously explained elements.
3 min	Slide 17		Briefly show this slide to let learners know there is an activity coming up, but that you will take questions first
5 min	Slide 16		Ask if there are any questions Group off learners randomly and instruct them to answer the question on the slide, letting them know that you will expect one person from each group to share the consensus with the class.

5 min	Slide 18		Lecture through the layers of storytelling that happen in the song alone before lecturing (and providing sung line examples) of how the listed vocal stylings can either be used to evoke emotion appropriately with the song's arc of story OR be distracting.
3 min	Live Drawing		Illustrate on a blank space on a PDF shown in the Preview application 3 vertical lines that represent the beginning of a song to the 1st Chorus, from that point to the 2 nd Chorus, and from that point to the Bridge. Then draw an arc in another color to represent the arc of the song storytelling. Copy and drag that arc, making it another color, to represent the arc of the vocal storytelling when there is alignment. Remove the last arc, replacing it with a Ziggy-zagged line to show a vocal performance that does NOT support the arc of the song storytelling and to show how distracting that line is.
5 min	Q&A	Q&A	Ask if there are any questions & dismiss them.