

Twelve Week Sight-Singing Course (students need to be challenged with individual sight-singing exercises each week)

Pre-Training (sole purpose is to have probationers become proficient in the use of solfege and rhythm syllables before beginning the actual sight-singing course)

- I. Week One 8/27 (Bring copies of treble clef, Tallis Canon)
 - a. Posture overview and review (head, shoulders, lumbar, knees and feet)
 - b. Awareness-always be aware, make it a sixth sense
 - c. Teaching the Sigh
 - i. oo
 - ii. Small cave
 - iii. Soft palate high
 - iv. HSF (high, spacious and forward)
 - v. Lips around the sound
 - vi. Hand on forehead gesture
 - vii. Up, over and back up hand gesture
 - d. Breathing
 - i. Blowing on hot soup while feeling the movements of the stomach (awareness of feeling)
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect previous exercise to this one)
 - e. Exercises: descending fifth on noo, sung pp (especially connect the cave to this exercise)
 - f. Solfege: taught d-s only, up and down, in small groups getting faster each time so students would memorize
 - g. Treble Clef: gave them a picture of the treble clef to color and we named it (nomenclature). I explained how it is also a G clef (wrapped around line G) and that we begin every rehearsal by singing G. I had them sing it then we took our break. I gave a candy bar to the first student who could sing the G back to me after the break. The first student who tried was able to do it.
 - h. Break
 - i. Quarter Note: I introduced the quarter note, explained it had one beat (ta) and we clapped it. Then I passed out the Tallis Canon and asked them to count the number of quarter notes. Then we clapped it. The first time several students were just clapping and not watching and they clapped a couple of times after the song was finished. I compared reading music to reading a book (their eyes must be on what they are reading or else they can't read). We did it again and the students did much better.
 - j. Sang Silent Night as a group and individually so that I could hear voices. I reinforced the open cave and connecting to high notes.
 - k. End of class

- II. Week Two 9/3 (Bring copies of staff, white 4/4 rhythm flash cards)
- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
 - b. Awareness: how does good posture and singing feel
 - c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
 - d. Breathing:
 - i. Piff, poof, puff (how does it feel?)
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to piff...)
 - e. Exercises: (feel the cave)
 - i. sing G
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - f. Solfege:
 - i. Review solfege (d-s) (go down the line, each chorister supplying the next syllable)
 - ii. Introduce s-Hd and learn like last week
 - iii. If time permits, play around the world, where students have to name the syllable which came before and the one that comes after
 - g. Nomenclature:
 - i. Review treble clef (what note is it wrapped around on the staff? G clef)
 - ii. Staff (5 lines and 4 spaces-spaces important). Have students learn the mnemonic devices for names of line and spaces and write them on their own copy of the staff.
 - iii. Play around the world with letter names of notes on the staff
 - h. Break
 - i. Rhythm learning:
 - i. Review and clap quarter note on ta
 - ii. Introduce quarter rest on board
 - iii. introduce ti-ti and clap
 - iv. White 4/4 rhythm flash cards (turn them upside down and clap them again; it doesn't matter which way the stems are pointing; also one still reads the music from left to right)
 - j. Silent Night-continue prepping for Saturday
 - k. End of Class (begin learning Salve Regina)

- III. Week Three (Bring staff with letter names for Katelyn, solfege cards, bar line nomenclature sheet, Ready, Set, Go! worksheet, grey rhythm worksheet, It All Adds Up! worksheet, Salve Regina, Let's Crossword)
- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
 - b. Awareness: how does good posture and singing feel
 - c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
 - d. Breathing:
 - i. Choo-choo (how does it feel?)
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to piff...)
 - e. Exercises: (feel the cave)
 - i. sing G
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - f. Solfege:
 - i. Review solfege (d-Hd) (go down the line, each chorister supplying the next syllable)
 - ii. Use solfege cards and have the students hold up cards as I have them sing different syllables in stepwise motion.
 - iii. If time permits, play around the world, where students have to name the syllable which came before and the one that comes after
 - g. Nomenclature:
 - i. Review
 - 1. Treble clef
 - 2. Staff (5 lines and 4 spaces-spaces important) with letter names and mnemonic devices
 - ii. Introduce bar line and double bar line
 - iii. Use Ready, Set Go! timed worksheets with children
 - h. Break
 - i. Rhythm learning:
 - i. Review and clap quarter note on ta and eighth notes on ti-ti (along with quarter rest)
 - ii. Introduce eighth rest on board
 - iii. introduce ta-a and clap
 - iv. Clap rhythms 1 and 2 on grey rhythm worksheet
 - v. Have students complete It All Adds Up! worksheet
 - j. Silent Night-continue prepping for Saturday
 - k. End of Class (begin learning Salve Regina)
 - l. Homework: Let's Crossword (note names)

- IV. Week Four (Solfege cards, "I Thought I Was Crazy" worksheet, "Note Flashcards" worksheet, grey rhythm worksheet, "I Know That My Redeemer Lives," Salve Regina, "Number of Beats" worksheet)
- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
 - b. Awareness: how does good posture and singing feel
 - c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
 - d. Breathing:
 - i. Blowing through a straw (how does it feel?)
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to blowing through a straw)
 - e. Exercises: (feel the cave)
 - i. sing G
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - f. Solfege:
 - i. Have students arrange the solfege cards and sing through them
 - ii. Use solfege cards and have the students hold up cards as I have them sing different syllables in stepwise motion.
 - iii. At the board, draw Do on a line or space and have children sing with stepwise motion as I point to different lines and spaces (always pointing in stepwise motion) (Just Do through Sol)
 - g. Nomenclature:
 - i. Review
 - 1. Treble clef
 - 2. Staff (5 lines and 4 spaces-spaces important) with letter names and mnemonic devices
 - 3. Bar line and double bar line
 - ii. Note letter names
 - 1. Review "Every good boy..." and "FACE"
 - 2. Have students complete "I Thought I Was Crazy" worksheet
 - h. Break
 - i. Rhythm learning:
 - i. Review and clap half note on ta-a quarter note on ta and eighth notes on ti-ti (along with quarter rest and eighth rest)
 - ii. Introduce half rest on board
 - iii. introduce whole note (ta-a-a-a) and clap
 - iv. Have students complete the Note Flashcards worksheet
 - v. Clap rhythms 5, 6, 3 and 4 on grey rhythm worksheet
 - vi. Apply to Music: clap through "I know that my Redeemer lives"

- j. End of Class (begin learning Salve Regina)
- k. Homework: "Number of Beats" worksheet

- V. Week Five (blue dynamic cards, solfege stair step worksheet, ledger line worksheet, "I can count rests! worksheet, grey rhythm worksheet, Salve Regina)
- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
 - b. Awareness: how does good posture and singing feel
 - c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
 - d. Breathing:
 - i. Laughing in different ways (how does it feel?)
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to laughter)
 - e. Exercises: (feel the cave)
 - i. sing G (*piano*) (bring blue dynamic cards)
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - f. Solfege:
 - i. Sing up and down the scale in solfege
 - ii. At the board, draw Do on a line or space and have children sing with stepwise motion as I point to different lines and spaces (always pointing in stepwise motion) (Do through high Do)
 - iii. Introduce half step and whole step and have children fill in solfege stair step worksheet
 - g. Nomenclature:
 - i. Review treble clef, staff (5 lines four spaces), note names, bar and double bar lines
 - ii. Introduce ledger lines above and below the staff (ledger line worksheet)
 - h. Break
 - i. Rhythm learning:
 - i. Review 8th note through whole note (with corresponding rests) and have students clap with ta, etc.
 - ii. I Can Count Rests! worksheet
 - iii. Clap rhythms 1-8 on grey rhythm worksheet (introduce 4 in 4/4)
 - j. End of Class (Salve Regina)
 - k. I sent parents the link to treble note name flashcards (http://makingmusicfun.net/html/f_printit_lesson_resources/flash-cards-tc.htm) and let them know that their children had to be able to recall the names immediately for a quiz in 2 weeks (October 8)

VI. **Solfedge Training Official Week 1** (dynamic cards, R & A, note flash cards, *Angels We Have Heard on High*, Terminology sheet, I Can Count Rests! worksheet)

- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
- b. Awareness: how does good posture and singing feel
- c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
- d. Breathing:
 - i. Blowing up an innertube (how does it feel?)
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to laughter)
- e. Exercises: (feel the cave)
 - i. sing G (*piano and pianissimo*) (bring blue dynamic cards)
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
- f. Sight-Singing
 - i. Sing the scale up and down (write the scale on the board, beginning with C, as the children sing)
 - ii. Reinforce Doh
 - iii. Review where the half and whole steps are (write notes on the board, all still in stepwise motion, and have children raise their hands when we sing a half-step)
 - iv. Introduce skip and step (sing through the *Alleluia for Sunday* and have students identify steps and skips)
- g. Pitch
 - i. Around the world with note names including ledger lines (flash cards)
- h. Break
- i. Rhythm/Meter
 - i. Beat versus rhythm
 - 1. Beat is steady (like the heart)
 - 2. Rhythm is the way the words go
 - ii. Ask students to clap the beat and then the rhythm of known songs
 - iii. Clap rhythm of *Angels We Have Heard on High* (point out Tai-ti)
- j. Terminology (*Terminology sheet*) Have students write in definitions
 - i. Staccato: detached
 - ii. Legato: connected, smooth
 - iii. Dulce: sweetly
 - iv. Solo: only one
 - v. Tutti: all

- k. Liturgy
 - i. Liturgy of the Word
 - ii. Liturgy of the Eucharist
- l. End of Class (Salve Regina)
- m. Homework: I Can Count Rests! (didn't have time for it last week)

- VII. **Solgege Training Official Week 2** (blue dynamic cards, Angels We Have Heard on High, What Star is This, Note Name quiz, flash cards, Joyful, Joyful, We Adore Thee, I Can Write the Music Alphabet worksheet)
- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
 - b. Awareness: how does good posture and singing feel
 - c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
 - d. Breathing:
 - i. Blowing like the wind in Kansas (how does it feel?)
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to laughter)
 - e. Exercises: (feel the cave)
 - i. sing G (*mezzo piano, piano and pianissimo*) (blue dynamic cards)
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - iv. **Reinforce Doh (introduce tonic, dominant and leading tone)**
 - f. Sight-Singing
 - i. Directional Reading (*Angels We Have Heard on High*)
 - 1. same
 - 2. up
 - 3. down
 - ii. Present C Major
 - 1. Written on board (where are half and whole steps (sing through them))
 - 2. Sing through *What Star is This* 222
 - a. Clap Rhythm
 - b. Where are the half and whole steps and skips and jumps?
 - g. Pitch
 - i. *Note name quiz* (5 minutes)
 - ii. Around the world with note names including ledger lines (*flash cards*)
 - h. Break
 - i. Rhythm/Meter
 - i. Review beat versus rhythm
 - ii. Review quarter note (ta and counting)
 - iii. Clap rhythm of *Joyful, Joyful We Adore Thee* (have students point out Tai-ti—do they remember how to clap the rhythm?)
 - j. Terminology: Have students write in definitions
 - i. Review piano and forte

- k. Liturgy
 - i. Introductory Rites
 - ii. Closing Rites
- l. End of Class (Salve Regina)
- m. Homework: I Can Write the Music Alphabet

VIII. **Solgege Training Official Week 3** (blue dynamic cards, staff paper, **What Star is This, Joyful, Joyful, We Adore Thee**, flash cards)

- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
- b. Awareness: how does good posture and singing feel
- c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
- d. Breathing:
 - i. Laughing
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to laughter)
- e. Exercises: (feel the cave)
 - i. sing G (*mezzo piano, piano and pianissimo—add mezzo forte*) (blue dynamic cards)
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - iv. **Reinforce Sol (reinforce tonic, dominant and leading tone)**
 - v. **Present Tonic triad skips (define triad)**
- f. Sight-Singing
 - i. Review C Major
 1. Firstly on the board
 2. Secondly have students write on staff paper
 3. Sing **What Star is This**
 - ii. Present G Major
 1. Written on board (where are half and whole steps (sing through them))
 2. Sing through **Joyful, Joyful, We Adore Thee 309**
 - a. Clap Rhythm
 - b. Go through same, up or down
 - c. Where are the half and whole steps and skips and jumps?
 - d. Identify the notes of the tonic triad
- g. Pitch
 - i. Review ledger lines
 - ii. Around the world with note names including ledger lines (one game) (flash cards)
- h. Break
- i. Rhythm/Meter
 - i. Review half note (ta-a and counting)
 - ii. Review music for Mass (first rhythms, then pitch—identify key signature, time signature, etc.)
- j. Terminology: Have students write in definitions

- i. Review mezzo piano and mezzo forte
- k. Liturgy
 - i. Review Liturgies of the Word and Eucharist, with the Introductory Rites (including Entrance chant) and Closing Rites in their appropriate places
 - ii. Greeting and Penitential Rite
- l. End of Class (Salve Regina)
- m. Homework:

- IX. **Solgege Training Official Week 4** (blue dynamic cards, staff paper, I Know That My Redeemer Lives 259, write 16th rhythms on board, Rhythm Circle Worksheet, Gray Rhythm Sheet, Liturgy cards, Music Master Mind)
- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
 - b. Awareness: how does good posture and singing feel
 - c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
 - d. Breathing:
 - i. ch, ch, ch, ch, choo
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to choo)
 - e. Exercises: (feel the cave)
 - i. sing G (*pianissimo, piano, mezzo piano, mezzo forte—add forte*) (blue dynamic cards)
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - iv. **Reinforce Sol (reinforce tonic, dominant and leading tone)**
 - v. **Review and Reinforce Tonic triad skips (define triad), especially M-D**
 - f. Sight-Singing
 - i. Review C Major & G Major (begin order of sharps)
 - 1. Firstly on the board
 - 2. Secondly have students write on **staff paper**
 - ii. Present D Major (order of sharps)
 - 1. Written on board (where are half and whole steps (sing through them))
 - 2. Sing through **I Know That My Redeemer Lives 259**
 - a. Clap Rhythm
 - b. Go through same, up or down
 - c. Where are the half and whole steps and skips and jumps?
 - d. Identify the notes of the tonic triad
 - g. Pitch (we did not get to this—it is now scheduled for next week)
 - i. Present Interval numbers (no quality as of yet), including the terms octave and unison
 - ii. Have students identify the intervals in the hymn **I Know That My Redeemer Lives 259**
 - h. Break (**write 16th rhythms on board**)
 - i. Rhythm/Meter
 - i. Review whole, half, quarter and eighth notes (clapping using rhythm syllables and counting) **Rhythm Circle Worksheet** (I didn't get this

- ii. Introduce the 16th note—four in a row only (this is a break from previous years—I think the students are ready for this)
 - iii. Clap rhythms 1-8 on **gray rhythm sheet** using numbers and rhythms 9 and 10 using rhythm syllables
 - iv. Clap 16th rhythms written on board
 - j. Terminology: Have students write in definitions
 - i. Review crescendo, decrescendo and diminuendo
 - k. Liturgy (**Liturgy Cards**)
 - i. Review Liturgies of the Word and Eucharist, with the Introductory Rites (including Entrance chant, Greeting and Penitential Rite) and Closing Rites in their appropriate places
 - ii. Present full Penitential Rite: Confiteor and Kyrie
 - l. End of Class (Salve Regina)
- X. Homework: **Probationer Music Master Mind 1**

XI. **Solgege Training Official Week 4 (continued)** (blue dynamic cards, staff paper, I Know That My Redeemer Lives 259, write 16th rhythms on board, Rhythm Circle Worksheet, Gray Rhythm Sheet, Liturgy cards, Music Master Mind)

- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
- b. Awareness: how does good posture and singing feel
- c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
- d. Breathing:
 - i. Hoo, hoo, hoo, hoo, hoo... (like an owl)
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to hoo)
- e. Exercises: (feel the cave)
 - i. sing G (*pianissimo, piano, mezzo piano, mezzo forte, forte—add fortissimo*) (blue dynamic cards)
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - iv. **Reinforce Do, Sol and Ti (reinforce tonic, dominant and leading tone)**
 - v. **Review and Reinforce Tonic triad skips (review triad), especially M-D**
- f. Sight-Singing
 - i. Around the World with Key Signatures (C, G and D Major)
 - 1. First have students draw on board
 - 2. Review order of sharps
 - 3. Review half steps
 - ii. Sing the following: What Star is This (C Major), Tallis Canon (G Major, and I Know That My Redeemer Lives (D Major)
 - 1. First clap rhythms will I play melody on the piano
 - 2. Have students sing through melody (no rhythm yet—an no piano)
 - 3. Have students put pitch and rhythm together
- g. Pitch
 - i. Present Interval numbers (no quality as of yet), including the terms octave and unison
 - ii. Have students identify the intervals in the hymn **I Know That My Redeemer Lives 259**
- h. Break (write 16th rhythms on board)
- i. Rhythm/Meter
 - i. Review whole, half, quarter and eighth notes (clapping using rhythm syllables and counting) **Rhythm Circle Worksheet**

- ii. Introduce the 16th note—four in a row only (this is a break from previous years—I think the students are ready for this)
 - iii. Clap rhythms 1-8 on **gray rhythm sheet** using numbers and rhythms 9 and 10 using rhythm syllables
 - iv. Clap 16th rhythms written on board
- j. Terminology: Review only if there is time
- k. Liturgy (**Liturgy Cards**)
 - i. Review
 - 1. Liturgies of the Word
 - a. Introductory Rites
 - i. Entrance chant,
 - ii. Greeting and
 - b. Penitential Rite
 - i. Confiteor
 - ii. Kyrie
 - 2. Liturgies of the Eucharist
 - a. Closing Rites
 - ii. Present full Penitential Rite: Confiteor and Kyrie
- l. Singing
 - i. Silent Night
 - ii. O Come All Ye Faithful (G Major)
 - iii. Hark! The Herald Angels Sing (G Major)
- m. End of Class (Salve Regina)
- n. Homework: **Probationer Music Master Mind 2**

- XII. **Solgege Training Official Week 5** (Go Make of All Disciples, 16th note rhythms, Liturgy Cards, Music for singing, Music Master Mind)
- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
 - b. Awareness: how does good posture and singing feel
 - c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
 - d. Breathing:
 - i. Hoo, hoo, hoo, hoo, hoo... (like an owl)
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to hoo)
 - e. Exercises: (feel the cave)
 - i. sing G (*pianissimo, piano, mezzo piano, mezzo forte, forte—add fortissimo*)
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - iv. **Reinforce Do, Sol and Ti (reinforce tonic, dominant and leading tone)**
 - v. **Introduce La (super dominant)**
 - vi. **Review and Reinforce Tonic triad skips (review triad), especially M-D**
 - f. Sight-Singing
 - i. Present A Major (order of sharps)
 - 1. Written on board (where are half and whole steps (sing through them)
 - 2. Sing through **Go Make of All Disciples 374**
 - a. Clap Rhythm
 - b. Go through same, up or down and numerical interval (no quality yet)
 - c. Sing through solfege
 - d. Where are the half and whole steps and skips and jumps?
 - e. Identify the notes of the tonic triad
 - ii. Around the World with Key Signatures (C, G, D and A Major)
 - 1. First have students draw on board
 - 2. Review order of sharps
 - 3. Review half steps
 - g. Pitch
 - i. Review briefly interval numbers (no quality yet) and unison/octave
 - h. Break (**write 16th rhythms on board**)
 - i. Rhythm/Meter
 - i. Review whole, half, quarter and eighth and sixteenth notes (clapping using rhythm syllables and counting)

- ii. Clap 16th rhythms written on board
- j. Terminology: Review only if there is time
- k. Liturgy (Liturgy Cards)
 - i. Review
 - 1. Introductory Rites
 - a. Entrance chant,
 - b. Greeting and
 - 2. Penitential Rite
 - a. Confietor
 - b. Kyrie
 - 3. Liturgy of the Word
 - 4. Liturgy of the Eucharist
 - a. Closing Rites
 - ii. Present Gloria and Collect
- l. Singing
 - i. Music for Mass
 - ii. Music for Lessons and Carols
- m. End of Class (Salve Regina)
- n. Homework: Probationer Music Master Mind 3

XIII. **Solgege Training Official Week 6** (Alleluia, Alleluia, Give Thanks 264, O Come, All Ye Faithful, Extra terminology sheets, Liturgy Cards, Music Master Mind)

- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
- b. Awareness: how does good posture and singing feel
- c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
- d. Breathing:
 - i. Tee, tee, tee, tee, tee
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to tee)
- e. Exercises: (feel the cave)
 - i. sing G (*pianissimo, piano, mezzo piano, mezzo forte, forte—add fortissimo*)
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - iv. **Reinforce Do, Sol, Lah and Ti (reinforce tonic, dominant, super dominant and leading tone)**
 - v. **Review and Reinforce Tonic triad (I chord) skips (review triad), especially M-D**
- f. Sight-Singing
 - i. Present E Major (order of sharps)
 1. Written on board (where are half and whole steps (sing through them)
 2. Sing through Alleluia, Alleluia, Give Thanks 264
 - a. Clap Rhythm
 - b. Go through same, up or down and numerical interval (no quality yet, except for unison or octave)
 - c. Sing through solfege
 - d. Where are the half and whole steps and skips and jumps?
 - e. Identify the notes of the tonic triad
 - ii. Around the World with Key Signatures (C, G, D, A and E Major)
 1. First have students draw on board
 2. Review order of sharps
 3. Review half steps
- g. Pitch
 - i. Review briefly interval numbers (no quality yet) and unison/octave
 - ii. Introduce Perfect 5th and Perfect 4th (identify in O Come, All Ye Faithful)
- h. Break
- i. Rhythm/Meter

- i. Review whole, half, quarter and eighth and sixteenth notes (clapping using rhythm syllables and counting)
 - ii. Introduce the Dot
- j. Terminology: adagio, andante, moderato and allegro (bring extra terminology sheets)
- k. Liturgy (Liturgy Cards)
 - i. Review
 - 1. Introductory Rites
 - a. Entrance chant,
 - b. Greeting and
 - 2. Penitential Rite
 - a. Confietor
 - b. Kyrie
 - 3. Gloria
 - 4. Collect
 - 5. Liturgy of the Word
 - 6. Liturgy of the Eucharist
 - a. Closing Rites
 - ii. Present 1st Reading, Responsorial Psalm, 2nd Reading, Gospel Acclamation and Gospel
- l. Singing
 - i. Music for Mass
 - ii. Music for Lessons and Carols
- m. End of Class (Salve Regina)
- n. Homework: Probationer Music Master Mind 4

XIV. **Solgege Training Official Week 7 (Keyboards, Liturgy cards,)**

- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
- b. Awareness: how does good posture and singing feel
- c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
- d. Breathing:
 - i. Tee, tee, tee, tee, tee
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to tee)
- e. Exercises: (feel the cave)
 - i. sing G (*pianissimo, piano, mezzo piano, mezzo forte, forte—add fortissimo*)
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - iv. **Reinforce Do, Sol, Lah and Ti (reinforce tonic, dominant, super dominant and leading tone)**
 - v. **Review and Reinforce Tonic triad (I chord) skips (review triad), especially M-D**
- f. Sight-Singing
 - i. Present B Major (order of sharps)
 1. Written on board (where are half and whole steps (sing through them)
 - ii. Around the World with Key Signatures (C, G, D, A, E and B Major)
 1. First have students draw on board
 2. Review order of sharps
- g. Pitch
 - i. Review briefly interval numbers (no quality yet) and unison/octave, P4 (5 half steps) and P5 (7 half steps)
 - ii. Introduce Major and minor 3rd (3 and 4 half steps, respectively)
- h. Break
- i. Rhythm/Meter
 - i. Introduce the Dot
 1. Adds half the beat of the note (dotted whole, half and quarter notes)
- j. Terminology: (bring extra terminology sheets)
- k. Liturgy (Liturgy Cards)
 - i. Review
 1. Introductory Rites
 - a. Entrance chant,
 - b. Greeting and
 2. Penitential Rite

- a. Confietor
 - b. Kyrie
 - 3. Gloria
 - 4. Collect
 - 5. Liturgy of the Word
 - a. 1st Reading
 - b. Responsorial Psalm
 - c. 2nd Reading
 - d. Gospel Acclamation
 - e. Gospel
 - 6. Liturgy of the Eucharist
 - a. Closing Rites
- l. Singing
 - i. Music for Mass
 - ii. Music for Lessons and Carols
 - m. End of Class (Salve Regina)
- XV. Homework:

Review Week (key signature flash cards, grey rhythm sheet, liturgy cards, music for the Holy Hour)

- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
- b. Awareness: how does good posture and singing feel
- c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
- d. Breathing:
 - i. Blowing on soup
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to above)
- e. Exercises: (feel the cave)
 - i. sing G (*pianissimo*, *piano*, *mezzo piano*, *mezzo forte*, *forte*, *fortissimo*)
 - ii. **Reinforce Do, Sol, Lah and Ti (reinforce tonic, dominant, super dominant and leading tone)**
 - iii. **Review and Reinforce Tonic triad (I chord) skips (review triad), especially M-D**
- f. Sight-Singing
 - i. Review of Keys (C Major and Major keys with sharps)
 - 1. Written on board (where are half and whole steps (sing through them))
 - ii. Around the World with Key Signatures (C, G, D, A, E and B Major)
 - 1. First have students draw on board
 - 2. Review order of sharps
 - 3. Review half steps
- g. Pitch
 - i. Review briefly interval numbers—no quality except unison/octave, P4 and P5, major/minor 3rd
- h. Break
- i. Rhythm/Meter
 - i. Review whole, half, quarter and eighth and sixteenth note
 - ii. Review the Dot
 - iii. Clap Rhythms on grey rhythm sheet
- j. Terminology: adagio, andante, moderato and allegro (bring extra terminology sheets)
- k. Liturgy (Liturgy Cards)
 - i. Review
 - 1. Introductory Rites
 - a. Entrance chant,
 - b. Greeting and
 - 2. Penitential Rite
 - a. Confietor

- b. Kyrie
 - 3. Gloria
 - 4. Collect
 - 5. Liturgy of the Word
 - a. 1st Reading
 - b. Responsorial Psalm
 - c. 2nd Reading
 - d. Gospel Acclamation
 - e. Gospel
 - 6. Liturgy of the Eucharist
 - a. Closing Rites
 - ii. Present Homily, Creed and General Intercessions
- l. Singing
 - i. Music for the Holy Hour
- m. End of Class (Salve Regina)
- n. Homework: Probationer Music Master Mind 5

XVI. Solfege Training Official Week 7

XVII. **Solfège Training Official Week 8** (Lord, Who throughout These Forty Days, Keyboards, grey rhythm sheets, Kruegger, Liturgy cards, Music Mastermind)

- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
- b. Awareness: how does good posture and singing feel
- c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
- d. Breathing:
 - i. Tee, tee, tee, tee, tee
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to tee)
- e. Exercises: (feel the cave)
 - i. sing G (*pianissimo, piano, mezzo piano, mezzo forte, forte—add fortissimo*)
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - iv. **Present Re-Do and Dominant Triad (S, T, R)**
 - v. **Reinforce Do, Sol, Lah and Ti (reinforce tonic, dominant, super dominant and leading tone)**
 - vi. **Review and Reinforce Tonic triad (I chord) skips (review triad), especially M-D**
- f. Sight-Singing
 - i. Present F Major (flats)
 1. Written on board (where are half and whole steps (sing through them)
 2. Sing through **Lord, Who throughout These Forty Days 238**
 - a. Clap Rhythm
 - b. Go through same, up or down and numerical interval (quality if they know)
 - c. Sing through solfège
 - d. Where are the half and whole steps and skips and jumps?
 - ii. Around the World with Key Signatures (C, G, D, A, E, B and F Major)
 1. First have students draw on board
 2. Review order of sharps and flats
- g. Pitch (**keyboards**)
 - i. Review briefly interval numbers and unison/octave, P4 (5 half steps) and P5 (7 half steps); major/minor 3rd (3 and 4 half steps)
 - ii. Introduce Major and minor 2nd (1 and 2 half steps, respectively)
- h. Break
- i. Rhythm/Meter
 - i. Review the dot (dotted whole and half notes)

1. Really review the dotted quarter note (use Kodály rhythm syllables)
- j. Sight-Singing Practice
 - i. Gray rhythm sheet
 - ii. Kruegger 14 (221) & 24 (223) (write on board)
- k. Terminology: (bring extra terminology sheets) marcato, ritardando, tutti
- l. Liturgy (Liturgy Cards)
 - i. Review
 1. Introductory Rites
 - a. Entrance chant,
 - b. Greeting and
 2. Penitential Rite
 - a. Confietor
 - b. Kyrie
 3. Gloria
 4. Collect
 5. Liturgy of the Word
 - a. 1st Reading
 - b. Responsorial Psalm
 - c. 2nd Reading
 - d. Gospel Acclamation
 - e. Gospel
 - f. Homily
 6. Creed
 7. General Intercessions
 8. Liturgy of the Eucharist
 - a. Closing Rites
 - ii. Present Offertory, Prayer over the Gifts, Preface Dialogue, Preface and Sanctus
- m. Singing
 - i. Music for Mass
- n. End of Class (Salve Regina)
- o. Homework: Music Master Mind

XVIII. Solfege Training Official Week 9 (All Glory, Laud and Honor, Keyboards, grey rhythm sheets, Kruegger, terminology sheet, Music Mastermind)

- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
- b. Awareness: how does good posture and singing feel
- c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
- d. Breathing:
 - i. Tee, tee, tee, tee, tee
 - ii. Breathe in for 4, out for 12-20 (shoulders down, connect to tee)
- e. Exercises: (feel the cave)
 - i. sing G (*pianissimo, piano, mezzo piano, mezzo forte, forte—add fortissimo*)
 - ii. sing e5 on hum 8 counts (think down to the note and remain on pitch the entire time); then oo
 - iii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - iv. **Present V7 chord (s, t, r, f) (use the board)**
 - v. **Reinforce tonic, super tonic, mediant, dominant, super dominant and leading tone**
 - vi. **Review and Reinforce Tonic triad (I chord) and Dominant triad (V chord)**
- f. Sight-Singing
 - i. Present Bb Major (flats)
 1. Written on board (where are half and whole steps (sing through them)
 2. Sing through **All Glory, Laud and Honor 244**
 - a. Clap Rhythm
 - b. Go through same, up or down and numerical interval (quality if they know)
 - c. Sing through solfege
 - d. Where are the half and whole steps and skips and jumps?
 - ii. Around the World with Key Signatures (C, G, D, A, E, B, F and Bb Major)
 1. First have students draw on board
 2. Review order of sharps and flats
- g. Pitch (**keyboards**)
 - i. Review briefly interval numbers and unison/octave, P4 (5 half steps) and P5 (7 half steps); major/minor 3rd (3 and 4 half steps); major/minor 2nd (1 and 2 half steps)
 - ii. Introduce Major and minor 6th (8 and 9 half steps, respectively)
- h. Break
- i. Rhythm/Meter

- i. Introduce/review time signature
 - ii. Review the dot (dotted whole and half notes)
 - 1. Really review the dotted quarter note (use Kodály rhythm syllables)
- j. Sight-Singing Practice
 - i. Gray rhythm sheet
 - ii. Kruegger 1 (220) & 2 (220) (write on board)
- k. Terminology: (bring extra terminology sheets)
- l. Liturgy (Liturgy Cards)
 - i. Review
 - 1. Introductory Rites
 - a. Entrance chant,
 - b. Greeting and
 - 2. Penitential Rite
 - a. Confietor
 - b. Kyrie
 - 3. Gloria
 - 4. Collect
 - 5. Liturgy of the Word
 - a. 1st Reading
 - b. Responsorial Psalm
 - c. 2nd Reading
 - d. Gospel Acclamation
 - e. Gospel
 - f. Homily
 - 6. Creed
 - 7. General Intercessions
 - 8. Liturgy of the Eucharist
 - a. Offertory
 - b. Prayer over the Gifts
 - c. Preface Dialogue
 - d. Preface
 - e. Sanctus
 - 9. Closing Rites
 - ii. Present Eucharistic Prayer (Mystery of Faith, Amen), Our Father, Sign of Peace, Agnus Dei
- m. Singing
 - i. Music for Mass
- n. End of Class (Salve Regina)
- o. Homework: Practice for Exam

XIX. **Solfège Training Official Week 10** (Now Thank We All Our God, keyboards, Grey Rhythm Sheets, Kruegger)

- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
- b. Awareness: how does good posture and singing feel
- c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
- d. Breathing:
- e. Exercises: (feel the cave)
 - i. sing G (*pianissimo*, *piano*, *mezzo piano*, *mezzo forte*, *forte*—add *fortissimo*)
 - ii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - iii. **Present la-doh and lat-ti-do**
 - iv. **Reinforce tonic, super tonic, mediant, dominant, super dominant and leading tone**
 - v. **Review and Reinforce Tonic triad (I chord) and Dominant triad (V chord) and V7 chord**
- f. Sight-Singing
 - i. Present Eb Major (flats)
 1. Written on board (where are half and whole steps (sing through them))
 2. Sing through **Now Thank We All Our God 321**
 - a. Clap Rhythm
 - b. Go through same, up or down and numerical interval (quality if they know)
 - c. Sing through solfège
 - d. Where are the half and whole steps and skips and jumps?
 - ii. Around the World with Key Signatures (C, G, D, A, E, B, F, Bb and Eb Major)
 1. First have students draw on board
 2. Review order of sharps and flats
- g. Pitch (**keyboards**)
 - i. Review briefly interval numbers and unison/octave, P4 (5 half steps) and P5 (7 half steps); major/minor 3rd (3 and 4 half steps); major/minor 2nd (1 and 2 half steps); major/minor 6th (8 and 9 half steps)
 - ii. Introduce Major and minor 7th (10 and 11 half steps, respectively)
- h. Break
- i. Rhythm/Meter
 - i. Introduce simple verses compound time signature (2/4, 3/4, 4/4 or Common Time & 6/8) (2/4: Praise, My Soul, the King of Heaven;

- 3/4: Praise to the Lord; 4/4: Joyful, Joyful; 6/8: Hail Mary, Gentle Woman)
- ii. Review rhythms, especially the dotted quarter note (use Kodály rhythm syllables)
- j. Sight-Singing Practice
 - i. Gray rhythm sheet
 - ii. Kruegger 1 (220) (write on board)
- k. Terminology:
 - l. Liturgy (Liturgy Cards)
 - i. Review
 - 1. Introductory Rites
 - a. Entrance chant,
 - b. Greeting and
 - 2. Penitential Rite
 - a. Confietor
 - b. Kyrie
 - 3. Gloria
 - 4. Collect
 - 5. Liturgy of the Word
 - a. 1st Reading
 - b. Responsorial Psalm
 - c. 2nd Reading
 - d. Gospel Acclamation
 - e. Gospel
 - f. Homily
 - 6. Creed
 - 7. General Intercessions
 - 8. Liturgy of the Eucharist
 - a. Offertory
 - b. Prayer over the Gifts
 - c. Preface Dialogue
 - d. Preface
 - e. Sanctus
 - 9. Eucharistic Prayer (consecration)
 - a. Mysterium fidei
 - b. Amen
 - 10. The Lord's Prayer
 - 11. Kiss of Peace
 - 12. Agnus Dei
 - 13. Closing Rites
 - ii. Present Communion Rite, Communion Chant, Prayer after Communion
- m. Singing
 - i. Music for Mass
- n. End of Class (Salve Regina)
- o. Homework: Practice for Exam

XX. **Solfège Training Official Week 11** (Great God, We Sing that Mighty Hand, Grey Rhythm Sheets, Kruegger)

- a. Posture: review good posture (head, shoulders, lumbar, knees and feet)
- b. Awareness: how does good posture and singing feel
- c. Sigh (review)
 - i. oo
 - ii. Small cave
 - iii. HSF
 - iv. Wrap lips around the sound
 - v. Reinforce with gestures
- d. Breathing:
- e. Exercises: (feel the cave)
 - i. sing G (*pianissimo*, *piano*, *mezzo piano*, *mezzo forte*, *forte*—add *fortissimo*)
 - ii. begin on e5 and hum down octave (2 counts on, 2 off), then oo
 - iii. **Present mi-re-doh**
 - iv. **Reinforce tonic, super tonic, mediant, dominant, super dominant and leading tone**
 - v. **Review and Reinforce Tonic triad (I chord) and Dominant triad (V chord) and V7 chord**
- f. Sight-Singing
 - i. Present Ab Major (flats)
 1. Written on board (where are half and whole steps (sing through them))
 2. Sing through **Great God, We Sing That Mighty Hand**
 - a. Clap Rhythm
 - b. Go through same, up or down and numerical interval (quality if they know)
 - c. Sing through solfege
 - d. Where are the half and whole steps and skips and jumps?
 - ii. Around the World with Key Signatures (C, G, D, A, E, B, F, Bb, Eb and Ab Major)
- g. Pitch (**keyboards**)
 - i. Review briefly interval numbers and unison/octave, P4 (5 half steps) and P5 (7 half steps); major/minor 3rd (3 & 4 half steps); major/minor 2nd (1 & 2 half steps); major/minor 6th (8 & 9 half steps); major/minor 7th (10 & 11 half steps)
 - ii. Introduce augmented/diminished
- h. Break
- i. Rhythm/Meter
 - i. Review simple versus compound time signature (2/4, 3/4, 4/4 or Common Time & 6/8)
 - ii. Review rhythms, especially the dotted quarter note (**use Kodály rhythm syllables**)
- j. Sight-Singing Practice

- i. Gray rhythm sheet
 - ii. Kruegger 2 (220) (write on board)
 - k. Terminology:
 - 1. Liturgy (Liturgy Cards)
 - i. Review
 - 1. Introductory Rites
 - a. Entrance chant,
 - b. Greeting and
 - 2. Penitential Rite
 - a. Confictor
 - b. Kyrie
 - 3. Gloria
 - 4. Collect
 - 5. Liturgy of the Word
 - a. 1st Reading
 - b. Responsorial Psalm
 - c. 2nd Reading
 - d. Gospel Acclamation
 - e. Gospel
 - f. Homily
 - 6. Creed
 - 7. General Intercessions
 - 8. Liturgy of the Eucharist
 - a. Offertory
 - b. Prayer over the Gifts
 - c. Preface Dialogue
 - d. Preface
 - e. Sanctus
 - 9. Eucharistic Prayer (consecration)
 - a. Mysterium fidei
 - b. Amen
 - 10. The Lord's Prayer
 - 11. Kiss of Peace
 - 12. Agnus Dei
 - 13. Communion Rite
 - a. Communion Chant
 - b. Prayer After Communion
 - 14. Closing Rites
 - a. Final Blessing
 - m. Singing
 - i. Music for Mass
 - n. End of Class (Salve Regina)
- XXI. Homework: Practice for Exam

XXII. Solfege Training Official Week 12

Concepts and skills learned:

- I. Pre-training week 1 (posture; solfege d-s; treble clef or G clef, quarter note-ta)
- II. Pre-training week 2 (solfege s-d; staff with 5 lines and four spaces; note names-letters- on staff; Every Good...; FACE, quarter rest-ta; eighth note-ti-ti)
- III. Pre-training week 3 (bar and double bar line; eighth rest; half note-ta-a)
- IV. Pre-training week 4 (half rest; whole note-ta-a-a-a)
- V. Pre-training week 5
- VI. Week 1

