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 singers 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
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) ❑ a time signature.  
   b) ❑ bar lines.  
   c) ❑ measures.  
   d) ❑ whole, half and quarter notes.  
   e) ❑ a treble clef.  
   f) ❑ dynamic markings.  
   h) ❑ notes moving in skips.  
   l) ❑ notes moving in steps.  
   j) ❑ a slur marking.  
   k) ❑ a quarter rest.
1. Choose a song that you are currently studying.

   Song: __________________________ Composer: ______________________

2. Explain the meaning of the title of the song.

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

4. Find and explain all articulation markings in the song.

5. Find and explain all tempo markings in this song.

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

   __________________________
   __________________________
   __________________________

7. Identify the following intervals after your teacher has played them.

<table>
<thead>
<tr>
<th>Ascending</th>
<th>identify:</th>
<th>Descending</th>
<th>identify:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major 2nd</td>
<td>□</td>
<td>minor 3rd</td>
<td>□</td>
</tr>
<tr>
<td>Major 3rd</td>
<td>□</td>
<td>Perfect 4th</td>
<td>□</td>
</tr>
<tr>
<td>Perfect 4th</td>
<td>□</td>
<td>Perfect octave</td>
<td>□</td>
</tr>
<tr>
<td>Perfect 5th</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perfect octave</td>
<td>□</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Look at the melody below. Identify the tonic sol-fa syllables aloud.

9. Clap and count the rhythms.

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

   \[ \begin{align*}
   \text{WT} & \quad \text{ST} \\
   \text{WT} & \quad \text{ST} \\
   \text{WT} & \quad \text{ST} \\
   \text{WT} & \quad \text{ST}
   \end{align*} \]

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 5th □
    - Major 6th □
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?