



## Lesson: Vocal Production & Enunciation

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### OVERVIEW

Students will explore and refine their enunciation with vowels and consonants, toward the production of consistent full tone using healthy vocal techniques. This lesson correlates with Lesson Plans for Creating Music: Vocal Production & Improvisation.

### LEARNING GOAL

After individual exploration, students sing with consistent vowel shaping and consonant articulation for full tones and enunciation, using healthy sound production techniques.

### RESOURCES & MATERIALS

Student copies of:

- [Enunciation Exercise](#) Worksheet

### PROCESS

1. Discuss with the students the multiple parts of the mouth, throat and tongue that are involved in producing the various vowels and consonants.
2. Have students watch a video of how vocal cords change/move when creating different sounds (see video links below). Talk about healthy use and conditioning of the voice. Compare the vocal cords to that of the strings on an instrument when it is tuned up (shorter) or down (longer)
3. Have students pair up, taking turns watching each other as they make the following vowel sounds: **ah, ay, eh, ee, I, oh, uh, oo** (Ask them to notice and share with each other the way their, mouth, throat and tongue move to create the different vowel sounds.)
4. Now have them do the same with the consonants: **b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, z**
5. Combining both vowels and consonants students should then turn their backs to each other and take turns speaking syllables to each other, i.e. **doo, pah, zee, feh, day**, and see if without watching each other's mouth they can understand which vowels and consonants are being spoken.
6. Apply vocal production and enunciation techniques to *Through All Things* being mindful of the following areas:

**Rehearsal areas/concepts to note:**

- ✓ Vowel color (formation) on long notes

- ✓ work toward common vowel sounds/formation on sustained notes at ends of phrases; color to enhance painting the picture of the phrase; mm. 11-12, 20-21, 27-28, 32-33, 36-37, 40-42, 91-92, 97-98, 107-117
- ✓ hold vowels until very end of note such as in the last word “things” by holding the short “i” sound with a very brief “ng” at the cut-off ( a difficult concept on a high note...)

## EXTENSIONS

- In contrast, have students listen or watch vocal/choral music from other cultures or genres that use different vowel shapes or tone/resonance, ie. Asian cultures, India, Africa, Pop Music vs. Opera, etc. Have them try to replicate them and discuss the contrasts.
- Vowel formation activity can also be done at home alone by looking in the mirror
- Students can explore the anatomy of voice production, sound waves, or frequencies
- Students can make a simple stringed instrument.
- Play Vocal Jeopardy (see National Center for Voice and Speech website)

## LINKS

- Pictures of mouth formations: [http://www.animationtaco.com/animation/1semester/ani1\\_sem1\\_5.html](http://www.animationtaco.com/animation/1semester/ani1_sem1_5.html)
- Videos of vocal cords creating varying sounds:
- [http://www.youtube.com/watch?v=ajbcJiYh ... etv\\_mode=1](http://www.youtube.com/watch?v=ajbcJiYh..._etv_mode=1)  
<http://www.voicedoctor.net/media/video/index.html>
- National Center for Voice and Speech (tutorials and games)  
<http://www.ncvs.org/ncvs/tutorials/just4fun/index.html>
- How to make a simple stringed instrument.  
[http://www.wcboe.k12.md.us/custom\\_pages/300/BARNHART/BoxHarps.htm](http://www.wcboe.k12.md.us/custom_pages/300/BARNHART/BoxHarps.htm)

# Enunciation Exercise



Name: \_\_\_\_\_ Class: \_\_\_\_\_

1. Find a partner
2. Taking turns watch each other as you make the following vowel sounds: **ah, ay, eh, ee, I, oh, uh, oo** (Notice and share the way their, mouth, throat and tongue move to create the different vowel sounds.)
3. Now do the same with the consonants: **b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, z**
4. Combining both vowels and consonants, i.e. **doo, pah, zee, feh, day** first write down 5 syllables that you will speak to your partner when your backs are turned. Be sure not to let them see...

Write down 5 syllables that you will say to your partner with backs turned.

- 1.
- 2.
- 3.
- 4.
- 5.

5. Take turns speaking your syllables and see if without watching each other's mouth you can understand which vowels and consonants are being spoken.

Write down what you hear your partner saying when backs are turned.

- 1.
- 2.
- 3.
- 4.
- 5.

How many did you get right?