



## Lesson #4: Using Listening Skills to Enhance the Performance

### OVERVIEW

In *Thinking of My Home*, Chen Yi uses interesting vocal techniques to achieve her desired vocal timbre, which has a full, vibrant sound. The words include nuances, or minute differences in sound that enhance the meaning of the text. The vocal quality of this piece is more in the Southern Chinese style, with less of a nasal and high pitched sound generally associated with Chinese vocal music.

### LEARNING GOAL

Students will listen and respond to vocal colors in the piece, and experiment to achieve their expressive choices.

### RESOURCES & MATERIALS

- Music Score to *Thinking of My Home*
- Recording of *Thinking of My Home*
- Recordings of other pieces that the students are learning

### PRIOR KNOWLEDGE

Students will have rehearsed the piece and are secure in its pitch and rhythm (See Skill Builders 1, 2, and 3).

### PROCESS

1. Practice the following excerpts from *Thinking of My Home*:

Example 1: mm. 1-5

The musical score excerpt shows three vocal staves in 4/4 time. The tempo is marked as quarter note = 72. The first staff has lyrics "Yue... Ye... Ye... Ye" with dynamics *p* and *mp*. The second and third staves have lyrics "Yue..." and "Ye..." respectively. The score includes a triplet of eighth notes and a triplet of quarter notes.

Example 2: mm. 11-14

11 on ground on ground I guess Mm

13 I guess. (half sung) p

Example 3: mm. 33-36

33 Mm Woo Mm

35 Woo Woo Woo Mm

2. After rehearsing several times, ask students to listen to the recording of each excerpt. Have a discussion about the differences between their performance and the recording.
3. Using students' suggestions, try performing each excerpt in different ways. Direct them to select which performance they think most closely matches the composer's intent. Note: students may choose different interpretations than the recording depending on their vocal skills.

**ASSESSMENT**

Students create an energetic, vibrant interpretation of the vocal score.

**EXTENSIONS**

1. Apply this technique to other choral pieces students are studying.
2. If flute players are available, play song as a flute trio. Discuss differences between the vocal and instrumental versions.
3. Using a woodwind trio, play a portion of the beginning and ending sections of the piece as an instrumental prelude and coda to the vocal performance.