



## Vocal Warm-Ups for *When I Sing*

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The following warm-ups may be used in conjunction with rehearsal strategies found in the Skill Builder Lessons.

### **Rhythmic Accuracy - syncopation in eighth and dotted note rhythms**

In preparation for learning this piece, there are syncopated rhythm patterns that occur in the music that can be reinforced as part of a rehearsal. Practice clapping and counting the following rhythms. Clap each pattern as a call and response with the teacher; then count out loud while clapping. Strive to make the rhythms very accurate.



Follow this activity with Skill Builder Lesson #1 – Rhythmic Accuracy – Syncopation.

### **Singing with *tenuto* articulation**

Students will find *tenuto* (    ) markings over several notes in *When I Sing*. They should be held slightly longer than the rest of the eighth notes in the phrase.

Practice the following solfege patterns taken from melodies in *When I Sing*. First sing the line without *tenuto* and then add *tenuto* where indicated.

do re mi mi fa **sol** re re do re mi

do do do do **la** **ti** ti re **do**

do re **mi** do re **mi** mi re **do**

After rehearsing lines individually, try combining parts, focusing on the *tenuto* markings.

### Intonation with 3-part Harmony

Singing using solfege is important in achieving good intonation. Powell confirms this by including actual solfege melodies in *When I Sing*. In preparation for singing the solfege passage, the following warm-ups both review and prepare for good singing intonation. Ask students to sing each voice in solfege. Then combine parts until all voices can sing independently with good intonation. Follow this by rehearsing mm. 40-45 in *When I Sing* applying the same rehearsal procedure.

Additional solfege exercises are in the rehearsal process found in **Skill-builder Lesson #4 – Intonation with 3-Part Harmony**

## Singing with Legato Phrasing

The lyrical and sometimes tender melodies found in *When I Sing* call for a smooth *legato* singing style.

The following melodies are similar to those found in the piece. Use these as a warm-up to achieve a nice legato sound. Sing on any neutral vowel.



Then take 4-measure lines from the song and sing on a neutral syllable in call-and-response style to help achieve good legato phrasing, breath control and dynamic balance.

Students can do this while singing their individual parts or focusing on just one line.

Listen to another song with the same title of [When I Sing by Russell Robinson](#). Compare legato singing style with Powell's song.