

Vocal Pitch Exercises

Vocal pitch exercises (intervals, scales, chords, and so on) are designed to aid in the development of tonal vocabulary skills. Consistent practice will be necessary if the ability to hear the tones as scale degrees in relation to the tonic pitch and tonic chord tones (Reference Tones) is to be mastered.

To visually aid in the development of tonal vocabulary skills, graphs depicting the appropriate tonal sequence were created. Please notice that whole and half steps are represented spatially (not evident on a staff) and background or letter colors are frequently used to indicate quality (major, minor, augmented, and diminished). Each graph should be practiced using the indicated exercise variations. The graphs may be used on individual student computers or in the classroom setting.

Please note that pitches below the tonic are shown by a subscript prime on the syllable (so<sub>1</sub>) and the octave above the tonic and all subsequent pitches above the octave are shown by a superscript prime on the syllable (do<sup>1</sup>). The exercises should also be sung using a variety of rhythm patterns to facilitate aural/oral preparation before visually integrating tonal and rhythm patterns in symbolic notation.

Consistent practice will be necessary if skills are to be mastered.

Vocal Pitch Exercise 01B: Directions

- a. Basic Additive Pentachord Scale: [Major, Graph 01B]  
*Tonic, Ascending-Descending:*  
 do-re-do; do-re-mi-re-do; do-re-mi-fa-mi-re-do;  
 do-re-mi-fa-so-fa-mi-re-do;  
*Dominant, Descending-Ascending:*  
 so-fa-so; so-fa-mi-fa-so; so-fa-mi-re-mi-fa-so;  
 so-fa-mi-re-do-re-mi-fa-so;
- b. Variation 1: Sing the Basic Additive Scale using a variety of rhythm patterns. For example: half, quarter, quarter.
- c. Variation 2: Sing the Basic Pentachord Scale labeling the distance before each pattern is sung.

ADDITIVE PENTACHORD-MAJOR							
			S <sub>↓</sub>	↓S	↓S	↓S	↓S
		f <sub>↓</sub>	f	f <sub>↑</sub>	f	f	f
	m <sub>↓</sub>	m	m		m <sub>↑</sub>	m	m
r <sub>↓</sub>	r	r	r			r <sub>↑</sub>	r
↑d	↑d	↑d	↑d				d <sub>↑</sub>

- Tonic, Ascending-Descending:*  
 M2: do-re-do; M3: do-re-mi-re-do;  
 P4: do-re-mi-fa-mi-re-do;  
 P5: do-re-mi-fa-so-fa-mi-re-do
  - Dominant, Descending-Ascending:*  
 M2: so-fa-so; m3: so-fa-mi-fa-so; P4: so-fa-mi-re-mi-fa-so; P5: so-fa-mi-re-do-re-mi-fa-so;
- **Do NOT sing the interval quality or the exercise will become one unit and the students will not be able to transfer the various intervals to literature. Instead stop and speak the quality and then sing the pattern.**
  - Vary the order in which the patterns are sung. Remember to speak the label prior to singing.
  - Integrate appropriate rhythm patterns.
- d. Variation 3: Sing only the ascending patterns from tonic and the descending patterns from dominant; REMEMBER to label prior to singing.
  - Tonic, Ascending:* M2: do-re; M3: do-re-mi; P4: do-re-mi-fa; P5: do-re-mi-fa-so;
  - Dominant, Descending:* M2: so-fa; m3: so-fa-mi; P4: so-fa-mi-re; P5: so-fa-mi-re-do;
  - Vary the order in which the patterns are sung. Remember to speak the label prior to singing.
  - Integrate appropriate rhythm patterns.
- e. Variation 4: Sing only the descending patterns to tonic and the ascending patterns to the dominant; REMEMBER to label.
  - Descending to Tonic:* M2: re-do; M3: mi-re-do; P4: fa-mi-re-do; P5: so-fa-mi-re-do
  - Ascending to Dominant:* M2: fa-so; m3: mi-fa-so; P4: re-mi-fa-so; P5: do-re-mi-fa-so;
  - Vary the order in which the patterns are sung. Remember to speak the label prior to singing.
  - Integrate appropriate rhythm patterns.
- f. Variation 5: Using the appropriate flashcards, read and sing the iconic tonal pattern and then label the interval (distance) covered between the pitches.
  - Vary the order in which the patterns are sung. Remember to speak the label.

**Part-Singing**

- a. Basic Additive Pentachord Scale: [Major, Graph 01B]  
 Group/Individual A sings the Ascending-Descending Additive Pentachord while Group/Individual B sings Descending-Ascending Additive Pentachord:  
*Ascending-Descending:* do-re-do; do-re-mi-re-do; do-re-mi-fa-mi-re-do; do-re-mi-fa-so-fa-mi-re-do;  
*Descending-Ascending:* so-fa-so; so-fa-mi-fa-so; so-fa-mi-re-mi-fa-so; so-fa-mi-re-do-re-mi-fa-so;  
 Exchange tasks.
- b. Variations 2, 3, and 4 can each be sung in two-part harmony with or without the labels.

**Flashcards for Variations 3, 4, and 5.**

Flashcards can be used with the entire ensemble or in cooperative learning groups of 3-6 to reinforce skills;

- Game 1: Game of Thrones:** This flashcard competition can be played between two or more teams (Alto vs Soprano; Woodwinds vs Brass, etc.) Teams receives 1 point for each correct answer; a wrong answer can be stolen by another other team for 2 points. There isn't a penalty for a wrong answer; guesses are encouraged.
  - Variation 5 ONLY Additional Option:  
 One student from Team A labels the pattern and another student from Team B sings the pattern.
- Game 2: Family Feud:** The above flashcard competition could also be played using a call bell. The first competitor to hit the bell earns the right to answer first; if they are incorrect, their competitor then answers, etc.
- Game 3: Treble Trek, Bass Clef Boogie or C Clef Challenge:** The team flashcard competition can also be played like Candy Land using one of these game boards. Large, round, colored magnet can be used as for each team. One step forward for correct answer; one step back for a wrong answer; two steps forward for correctly answering your competitors incorrect answer.



Gameboards are located in a sub file in CHARTS.

- Game 4: Last Singer/Musician Standing:** Form cooperative learning groups of 3-5 members. Participants should take turns being the moderator. A participant is shown a flashcard and sings the indicated pattern. If the participant sings the correct pattern, they remain in the circle. If it is incorrect, they are eliminated from the circle and the next participant has the opportunity to sing the correct pattern.
  - Variation 5 ONLY Additional Option: One participant sings the pattern and next participant labels it. An incorrect response results in the participant being eliminated from the circle.

**Flashcards: Additive Major Pentachord-Variation 3**

Major Pentachord Flashcards A	Tonic M2	↑	Tonic M3	↑	Tonic P4	↑	Tonic P5	↑	Major Pentachord Flashcards A
	Stepwise Ascending		Stepwise Ascending		Stepwise Ascending		Stepwise Ascending		
	Dominant M2	↓	Dominant m3	↓	Dominant P4	↓	Dominant P5	↓	
	Stepwise Descending		Stepwise Descending		Stepwise Descending		Stepwise Descending		

**Flashcards: Additive Major Pentachord-Variation 4**

Major Pentachord Flashcards B	M2	↓	M3	↓	P4	↓	P5	↓	Major Pentachord Flashcards B
	Stepwise Tonic Descending		Stepwise Tonic Descending		Stepwise Tonic Descending		Stepwise Tonic Descending		
	M2	↑	m3	↑	P4	↑	P5	↑	
	Stepwise Dominant Ascending		Stepwise Dominant Ascending		Stepwise Dominant Ascending		Stepwise Dominant Ascending		

