

## **Oral Fluency Lesson**

One hour lesson

### **Objective:**

Students will be able to demonstrate an understanding of the connection between solfeggio and musical notation by

- singing the C-major scale on solfeggio syllables
- singing corresponding pitch patterns on solfeggio syllables
- Deciphering aural pitch patterns into oral patterns using solfeggio syllables
- appropriately singing indicated pitches on solfeggio syllables
- sight-reading a selection of music on solfeggio syllables correctly

### **Materials:**

Piano, Chalkboard, Chalk, Sight-Reading Passages, Pitch Pattern Lists, Liner Tool

### **Sequence:**

#### **Warm-Up**

Being with vocal warm-ups along with piano as follows:

Sol-Fa-Mi-Re-Do on “Blah” starting at G4

Do-Mi-Sol-Mi-Do on “Bop” starting at C5

Sol-Sol-Sol-Sol-Sol-Fa-Mi-Re-Do on “Beep” starting on G4

Have student sing C-major scale on solfeggio syllables along with the piano

#### **Pre-test**

Student sings the c-major 5 note scale

Student sings the c-major tonic triad

Give student an appropriate tempo and give them an eight-count pick-up beat

As student performs the selection, mark errors as follows:

1. Slows down tempo
2. Incorrect pitch (flat, sharp)
3. Incorrect rhythm
4. Incorrect corresponding solfege syllable
5. Skip or add notes/rests

Mark amount of errors performed in the assessment to determine sight-reading level

Primary One- 8 or more errors

Primary Two- 5-7 errors

Primary Three- 2-4 errors

Primary Four- 1 or less errors

**Instruction:**

***Echo Sing:***

Student begins formal lesson by echoing pitch patterns as sung by the teacher  
Please see reference to 4.1, 4.2, 5.1, 5.2 pitch pattern excerpts  
Transpose patterns down to c-major  
Sing on solfege and have student echo on solfege

If the student echos back the pitch pattern correctly, move on to the next

If the student does not echo the pitch pattern correctly:

1. Play pitch pattern on the piano and sing solfege
2. Break pattern into parts, focusing on one interval at a time

***Aural-Oral Connection:***

Teacher sings pitch pattern on neutral syllable “Deh”  
Student echos the pitch pattern on solfege syllables according to reading level:  
Primary One Level: 4.1  
Primary Three Level: 5.1

***Point-Sing Exercise*** (See attached stage breakdown):

Stage One:

Solfege syllables in a staggered vertical line

Point to notes in segments of 4 note pitch patterns and have students sing along as you point

Stage Two:

Draw circles around the staggered syllables

Point to notes in 4 note pitch patterns and have students sing along

Stage Three:

Erase the solfege syllables from within the circles

Repeat point and sing exercise with empty circles representing syllables

Stage Four:

Draw lines through the circles that represent the notes C-E-G-B in order to show the connection that those notes rest on a line in the scale

Spaces in between the lines represent the notes F-A-C which rest in spaces

Repeat point and sing exercise

Stage Five:

Erase vertical lines

Draw a large staff on the board and draw in the c-major scale using half notes

Explain that they are the exact same notes as before, they are just horizontal rather than vertical

Student sings C-major scale pointing as they sing up the scale

Stage Six (not pictured):

Use the liner tool to draw a smaller staff

Draw in pitch patterns from 4.2 (primary one) or 5.2 (primary three)

Have students sing pitch patterns, connecting sound to symbol on staff

**Post-Test**

Student sings c-major 8 note scale

Student sings the c-major 5 note scale

Student sings the c-major tonic triad

Give student an appropriate tempo and give them an eight-count pick-up beat

As student performs the selection, mark errors as described above to determine primary sight-reading level

Compare the results of the pre-test and post-test to determine level of improvement