Practical Strategies for Inclusive Group Singing

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Imagine a singing community...
i²Choir is based on an inclusive music making vision...

- where equity is commonplace
- where students are treated as people and not as labels
- where all students have access to high-quality, engaging, music/arts instruction
- where all students feel valued
- where all students’ strengths are recognized
- where teachers, students, and peers are partners in creating and problem solving
“When we sing, we announce our existence”
Freedom Singer Bernice Johnson Reagon
The International Quilt Study Center & Museum's mission is to inspire an understanding of the cultural and artistic significance of quilts by collecting, preserving, studying, exhibiting and promoting discovery of quilts and quiltmaking traditions from many cultures, countries and times.

The International Quilt Study Center & Museum is the home of the world's largest publicly held quilt collection.
“Quilts are commonly designed and made by women to commemorate, preserve, illustrate, or express important events in their lives. Likewise, quilts are among those objects that are passed on in matrilineal gifts and bequests. They are a nearly exclusively female means of artistic expression and the meanings embedded in the quilts reflect deep, enduring, interconnected knowledge that resonates in women’s lives across time.”

What is a Quilt?

A quilt is a layered textile composed of a decorative top, a warm filler called batting or wadding, and a practical backing. The three layers are joined together by quilting stitches, or sometimes are held together with regularly spaced yarn or string ties.

Learn More!  Make a Quilt!

Explore the quiltmaking process from fabrics to stitching
Universal Design for Learning

...is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Neural Networks

- **Recognition networks** are specialized to sense and assign meaning to patterns we see; they enable us to identify and understand information, ideas, and concepts.

- **Strategic networks** are specialized to generate and oversee mental and motor patterns. They enable us to plan, execute, and monitor actions and skills.

- **Affective networks** are specialized to evaluate patterns and assign them emotional significance; they enable us to engage with tasks and learning and with the world around us.

Universal Design for Learning

**Principle 1**: To support recognition learning, provide multiple, flexible methods of *presentation*.

**Principle 2**: To support strategic learning, provide multiple, flexible methods of *expression* and apprenticeship.

**Principle 3**: To support affective learning, provide multiple, flexible options for *engagement*.

Universal Design for Learning

Principle 1: To support recognition learning, provide multiple, flexible methods of presentation
How many visual supports do you use every day?
Principle 1 - Presentation

- Visual representations (videos, pictures, graphics, word webs, digital posters)
- Color coding/Font grouping
- Adjusted print materials (declutter, highlight, copy color)
- Music or handouts duplicated on projector
- Manipulatives (note values, phrase contour, form, etc.)
- Teacher-led movement
- Solfege/sight singing - projected or on the board
- Choral/vocal environment (all sing focus of attention on one part)

Lean forward

Relax

Roll your shoulders back
Raise the roof to the right..........Ooooah Ooooah
Raise the roof to the left..........Ooooah Ooooah
Raise the roof in the middle..........Ooooah Ooooah
Raise the roof all night..........Ooooah Ooooah

Rollo Dilworth, 2014 National ACDA
Tss  Tss  Tss  Swish
Solfege Activity

Draw this contour in the air with your hand, nose or head, or on the floor with your toe as you hear the melody being sung.
Solfege Activity

Sing the solfege syllables while you continue the contour
Solfege Activity

Try solfege hand signs or continue with contour painting
Freedom Come

Words and music by Ben Allaway

* two soloists alternating, Tenor & Soprano, or one soloist throughout
Freedom Come-soprano

Fa  Fa  Mi  Re  Re  Do
Freedom Come-alto 2

Do  Do  Do

Sol  Sol  Sol
Freedom Come-alto I
Lynda Hasseler, director

Freedom Come

Words and music by Ben Allaway

\( \text{Solo} \)
\( \text{SA} \)
\( \text{TB} \)

\( \text{mf} \)
\( \text{mp} \)

\( \text{\( \text{\( \frac{4}{4} \) } \text{\( \frac{4}{4} \) } \)} \text{\( \frac{4}{4} \) } \text{\( \frac{4}{4} \) } \frac{4}{4} \)

\( \text{(T.) } \text{In-\( \text{s}\)ide } \text{these } \text{walls,} \)

\( \text{(S.) } \text{in-\( \text{s}\)ide } \text{these } \text{come, } \text{one } \text{a\( \text{n}\)d } \text{al\( \text{l}\)l,} \)

\( \text{Freedom come, freedom come. } \text{come.} \)

\* two soloists alternating, Tenor & Soprano, or one soloist throughout
Heart and Solfege SATB

Original Melody/Lyrics
Carmichael/Loesser

\( \text{arr. J. Armstrong (ed. Fuelberth)} \)

\( \text{Bass} \)
\( \text{Sol} \) \( \text{Do} \) \( \text{La} \) \( \text{Ti} \) \( \text{Ti} \) \( \text{La} \) \( \text{Sol} \) \( \text{Do} \) \( \text{La} \) \( \text{Ti} \) \( \text{Ti} \) \( \text{La} \)

\( \text{B} \)
\( \text{Sol} \) \( \text{Do} \) \( \text{La} \) \( \text{Ti} \) \( \text{Ti} \) \( \text{La} \) \( \text{Sol} \) \( \text{Do} \) \( \text{La} \) \( \text{Ti} \) \( \text{Ti} \) \( \text{La} \)
Part-predominant recordings

Tracking notation

With Energy and Celebration \( \frac{\text{♩}}{\text{♩}} = 108 \)

My life flows on in

With Energy and Celebration \( \frac{\text{♩}}{\text{♩}} = 108 \)

My life flows on in

My life flows on in
Verse 1:
Somewhere over the rainbow
Way up high
There's a land that I heard of
Once in a lullaby

Verse 2:
Somewhere over the rainbow
Skies are blue
And the dreams that you dare to
Dream really do come true

Chorus: Some day I'll wish upon a star
And wake up where the clouds are far behind me
Where troubles melt like lemondrops
Away above the chimney tops
That's where you'll find me

Verse 3:
Somewhere over the rainbow
Bluebirds fly
Birds fly over the rainbow
Why then, oh why can't I?

Ending: If happy little bluebirds fly
Beyond the rainbow
Why, oh why can't I?
Verse 1:
Somewhere over the rainbow
Way up high
There's a land that I heard of
Once in a lullaby

Verse 2:
Somewhere over the rainbow
Skies are blue
And the dreams that you dare to
Dream really do come true

Chorus: Some day I'll wish upon a star
And wake up where the clouds are far behind me
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Beyond the rainbow
Why, oh why can't I?

David Woods
Kooser Elementary
Lincoln Public Schools
Universal Design for Learning

Principle 3: To support affective learning, provide multiple, flexible options for engagement.
Principle 1-engagement/motivation

Recruiting student interest-Encouraging autonomy
- Student input on musical decisions
- Focus on student interests
- Social/cultural relevance
- Student-generated and led movement-actions/dances

Comfort in Routine
- Work through performance anxiety issues as a group
- Frequent opportunities to play solos, duets to lessen pressure in assessment situations

Singing with expression
Let the River Run
This part of the website is for i2Choir members. Here you can find links to recordings, and a variety of other resources designed to support the work we do together in rehearsal. We will add materials throughout the spring session. Just click on the title of the song you want to sing.

Here are links to files on iTunes. These are optional to purchase, but if you would like them for your library, you are welcome to purchase them.

- **Bumble Bee**—Since this piece is flexible, it is recorded in several versions. This one includes children's voices.
- **Let the River Run**—Recorded by Conspirare
- **How Can I Keep from Singing**—Recorded by Albany Pro Musica
- **Bridge Over Troubled Water**—Recorded by Paul Simon (not our choral version, but a wonderful addition to your

iTunes Library
i²Choir Concert & Community Sing

A Choral Quilt of Hope

I Dream a World...
... where all will live in peace
... where every person has a place in the choir!
... where all will be treated with love and dignity

I dream a world...
... where everyone is treated like a prince or princess
... where LOVE is all that matters!
... where people can live like Dwayne Johnson!
... where all is like a movie!
... where I am in the Lied Center Spotlight!
... where everyone is nice to each other
... where everyone is loved and accepted for who they are
... where people wouldn’t use the “R” word
... where unique is what everyone strives for!
... where no one is labeled and all individuals are treated with equality and respect
... all students are accepted and given a change to be heard!