

Opening Narrative	File Name	File Size
<p>In this section you will have the opportunity to view examples of real time rehearsal clips to see the problem-solving routine in action. Listen for the director's comments as she explains what she did and why, then, watch the video clip of the rehearsal. Notice that some of the steps occur simultaneously, while others need to be repeated.</p> <p>Women's Chorale [Tape 2] <i>Salut Printemps</i> by Claude Debussy</p>	<p>intro.mp3 introp2.mp3</p>	<p>8.84 MB 0.99 MB</p>

Counter	Script	Narrative	File Name	File Size
<p>IN: 0:12:04 OUT: 0:13:21</p>	<p>Everyone, please, last measure bottom of eight. And I want to hear second soprano and altos.</p> <p>[video clip should end after choir sings staccato passage and before text begins at 0:13:21]</p>	<p>In the section you are about to watch, we have just completed rehearsing the opening of Debussy's <i>Salut Printemps</i>. I've instructed the choir to be alert for problems with pitch in this next segment. As I listen to the choir sing I realize there is a problem, but I can't identify what it is because the second sopranos are too soft. I address the balance problem then ask them to repeat the segment while I listen again. I can tell now that their pitches are insecure, but I'm not sure which ones. I ask them to sing the passage staccato, a strategy which will highlight the pitch problems in addition to illuminating any rhythmic inaccuracies. [Use with "ISOLATE" button]</p>	<p>isolatep2.mp3</p>	<p>1.78 MB</p>
<p>IN: 0:13:21 OUT: 0:14:30</p>	<p>And I want to hear second sopranos and altos. And the E and G# preceding it have to be in tune.</p> <p>[video clip should end after the choir</p>	<p>After they sing the passage in staccato, I can tell that the problem is one of pitch not rhythm and that it is occurring in this short segment, but I still can't pinpoint the exact notes. I do know that the error is not in the first sopranos so I</p>	<p>identip2.mp3</p>	<p>1.48 MB</p>

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	sings and before text begins at 0:14:30]	continue to isolate the problem further by listening to just the second sopranos and altos. I've also asked them to hold their pitches on specific beats, so I can focus clearly on the intonation. In this manner I am able to determine that the specific problem is their tuning of the major second. [Use with "IDENTIFY" button]		
IN: 0:14:18 OUT: 0:15:02	That second one should be a major second. Do it again and hold on four. [video clip should end after text "That's probably [video clip should end after text "That's probably 0:15:02]	In this next segment, I continue to use isolation techniques to identify any further problems that might affect their intonation. As I listen to the altos and sopranos hold the designated pitches, I try to figure out what is causing them to sing out of tune. As I listen, I realize that in order to sing the interval correctly, the preceding notes must also be in tune and the rhythm must be clear. Furthermore I recognize that they are trying to sing a minor third instead of the major third. [Use for "DIAGNOSE" button]	diagnop2.mp3	1.33 MB
IN: 0:15:02 OUT: 0:17:16	Do it again and hold on four. Now, sing it normal, no staccato. [video clip should end after choir sings and before text begins at 0:17:16]	Now that I've identified the specific problem and determined the probable cause, I'm ready to try and solve the problem. In this next sequence I drill the singers on the targeted beats and provide them with feedback after each try. Once they are secure I add the first sopranos but keep the staccato for clarity. This time I realize they are not secure with their pitches on the third beat. To correct the problem I ask them to sustain the chord while	solvep2.mp3	1.58 MB

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		listening carefully to the sonority. I then have them repeat that section until they are confident of their pitches. [Use for "SOLVE" button]		
IN: 0:17:16 OUT: 0:17:43	Now, sing it normal, no staccato. (Laughs) All except for Julie [video clip should end after text at 0:17:43 and before 0:17:50]	At this point, I want to see if they can sing the passage a tempo and using legato phrasing. Since we have not yet incorporated the French into our rehearsals, I have them sing the section on a vowel. They perform correctly and with confidence. Wrap it up with a brief "Okay". To be sure they are comfortable with their parts, I ask one of the students if she thought it was all right. Soliciting feedback from the singers is a way to engage their evaluative skills while reinforcing positive feedback. [Use for "CONTEXT & FEEDBACK" buttons]	cfp2.mp3 summary1.mp3 summary2.mp3	1.41 MB 1.67 MB 4.80 MB