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    Teaching Kids to Sing
    Chapter 2: The Psychomotor Process
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Summary
I. The psychomotor process for singing is provided in four steps
    A. The teacher provides a model or stimulus
    B. The student perceives and decodes the model
    C. The student imitates the model
    D. The student analyzes feedback regarding his or her effort
II. Aural Acuity
    A. Sharpness of hearing
    B. Two psychological sides of hearing and processing
        i.   Pitch perception-in attention to pitch, feedback problems, and improper
             teaching modes affect this
        ii. Teachers do not sing with students, monitoring singing achievement will
             help this
        iii. Tonal memory-affected by age and amount of material to be remembered
             at a given time, children benefit from repetition
III. Pitch Discrimination
    A. Edwin E. Gordon is best known for aptitude tests and developed The Gordon
        Music Learning Theory
    B. As children mature, so does their ability to hear and audiate
    C. Singing inaccurately doesn't mean a singer is "tone deaf" or lacking audiation
        skills, it simply means they were not taught properly.
    D. Energize the Ear-young children don't hear or recognize subtle changes in
        tonal or rhythm patterns like "high-low" and "same-different"
IV. Motor Coordination
    A. Physical
    B. Coordination of body, breath, vocal folds, resonators, and articulators
    C. Pitch is the product of 2 physical actions 1) The movement of vocal folds, and
        2) the flow of pressure through the air column
    D. Vocal fold and register adjustment
        i.   Head or upper voice requires thinning and lengthening of vocal folds, part
             of the crycothyroid register
        ii. Children sing more naturally in lower, thyroarytenoid or chest register
             because it's the voice they experience when speaking
        iii. Children are encouraged to combine crycothyroid and thyroarentenoid
             muscles.
    E. Breath Management

        i.   Children breathe in upper chest meaning there is a lack of energy, resulting in poor quality, lack of vocal freedom and accuracy, and injury to vocal folds because of a pressed voice

       ii. Bimodal- breathing mostly with intercostal muscles

     iii. Instruction on proper breathing should begin in early years and reflect levels of maturity and endurance exhibited at each state of development

V. Inaccurate Singing
   A. Causes of Inaccurate singing
      i. Environment
      ii. Organic
      iii. Psychological
      iv. Poor vocal control because of poor breath management
   B. Students with musical involvement at home have greater advantages in singing
   C. Students with no involvement at home can be helped in preschool and kindergarten levels with strong programs
   D. An important period of musical growth is eighteen month to three years
   E. TKTS advocates that music teachers educate their administration about the academic value of music, arguing that all children have music potential
   F. Remediation for inaccurate singing
      i. Pitch perception and/or discrimination-students distinguish the difference between their speaking and singing voices at different times
      ii. Additional drills in the singing of songs and exercises
      iii. Instruction of vocal technique
   G. All students must learn to sing
   H. Singing is a learned behavior, a psychomotor skill, and attitudes toward singing and music changes when you learn to sing.

Discussion

        This chapter talked about how students learn to sing and the psychomotor process to which it takes place. It discusses how students perceive pitch, develop tonal memory, use their vocal folds and registers, breath management, and causes and remediation for inaccurate singing. It was interesting to learn the processes by which students grow as singers and how they can develop their voices and without the proper instruction, how they can become inaccurate singers. It will be interesting in my own classroom to see how students grow and what sorts of aspects of this chapter I can incorporate into my lessons, and witness in my everyday life. By reviewing the problems and solutions that were given at the end of the chapter, I believe I will learn how to handle these same problems and more when they arise in my classroom.