

MAKING THE LEAP

To go from C- to C: Individual emphasis

- Work on posture/alignment
- Work on correct breathing for singing
- Sing simple, short barbershop music
- Sing correct notes and words
- Plan very little choreography
- Work on smiling

To go from C to C+: Individual and sectional emphasis

- Emphasize individual singing skills
- Emphasize sectional singing skills
- Correct and checked notes, words, intervals
- Make vocal production skills a focus of every rehearsal
- Focus on the basics of vocal production—appropriate alignment and breathing for singing
- Concentrate on singing in synch—start with breathing together. Develop a unified breathing plan
- Blend—Develop more supported, open resonance to blend individual voice qualities into sectional units
- Strive for uniform vowel sounds
- Unify phrase onsets and releases
- Work phrasing plan for unit understanding
- Reinforce need for vocal energy at all volume levels
- Concentrate on keeping faces and bodies energized and involved in the message of the song
- Work on maintaining a consistent tempo
- Plan little choreography

To go from C+ to B: Emphasis on sectional duetting

- **100% correct and checked notes, words, intervals**
- **Make vocal production skills a primary focus with all chorus music to build skills and stamina in singing. Emphasis should continue on alignment and breathing but should also include clear phonation and open resonance**
- **Sing as a sectional unit**
- **Tuning/careful listening**
- **Key integrity**
- **Vowel match consistency**
- **Concentrate on singing in synch—starting with breathing together, then moving to unit understanding of rhythms and movement of phrase plan**
- **Better internal synch (within phrases)**
- **Strive for uniform approach to the *resonation* of vowel sounds**
- **Work phrase flow, utilizing vowel-to-vowel singing, with consonants as transportation between vowel sounds**
- **Phrase finish emphasis**
- **Balance of parts and chords**
- **Coning within the range**
- **Forward motion**
- **Better tempo/rhythm—establishment, consistency and maintenance**
- **Reinforce need for vocal energy at all volume levels**
- **Continuous sound**
- **Concentrate on keeping faces and bodies energized and involved in the message of the song**

To go from B- to B: Coaching emphasis

- **100% correct and checked notes, words, rhythms, intervals, and breaths from all singing members**
- **Make vocal production skills a primary focus with all chorus music to build skills and stamina in singing**
- **Concentrate on synchronization within the delivery of phrases as well as at phrase beginnings and endings**
- **Incorporate physical, vocal, and facial energy into all aspects of every song**
- **Work individual part responsibility within chords and phrasing plan**
- **Learn more about swipe control and embellishments**
- **Make chorus responsible for internalizing interpretive plan**
- **Start working on characterization in the visual plan and its delivery**

To go from B to B+: Individual/Coaching Emphasis

- **100% correct and checked notes, words, rhythms, intervals, inflections, dynamics, and breaths from all singing members**
- **Work individual vocal skills to make them habitual with singers and build individual confidence**
- **Attention to musical plan: dynamics, lyrical meaning, structural understanding of arrangement**
- **Creative phrase design; embellishment attention**
- **Work in small performance groups to develop greater sense of responsibility for unit and foster artistry at the individual level**
- **Apply phrase flow skills to artistic delivery of message of the song striving for constant sense of forward motion**
- **More attention to design, fit and detail on costumes**
- **Chorus can perform without director and stay in synch**
- **Characterization is evident in all singing material; theatrical skills are consistent part of performance.**
- **Higher energy apparent/Audience drawn in**

To go from B+ into the levels of A: Performance and artistic emphasis

- **Customized arrangements**
- **100% correct and checked notes, words, rhythms, intervals, inflections, dynamics, and breaths from all singing members with faces and bodies fully engaged in the effort to sell the musical message**
- **Work individual vocal skills to make them habitual with singers and build individual confidence. Strive for a level of quartet proficiency and total vocal freedom for each singer**
- **Intuitive attention to musical plan: dynamics, lyrical meaning, structural understanding of arrangement**
- **Transcending technique**
- **Creative phrase design; embellishment attention**
- **Perform in small groups to develop greater sense of responsibility for smaller choral units and foster artistry at the individual level**
- **Apply phrase flow skills to artistic delivery of message of the song striving for constant sense of forward motion and message delivery.**
- **More attention to design, fit and detail on costumes**
- **Chorus can perform without director, sing in continuous tune, and stay in synch**
- **Characterization is evident in all singing material; theatrical skills are consistent part of performance.**
- **Higher energy apparent**
- **Intuitive choreography delivery**
- **Audience drawn in because musical message is delivered with heart**
- **Chorus develops style, congruence, finesse**
- **Entertainment and audience contact is principal consideration**