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Parts of the Voice - Why Learning Vocal Structure Early Makes a Difference: Annotated Bibliography

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Parts of the Voice - Why Learning Vocal Structure Early Makes a Difference
Annotated Bibliography

Articles-

1. Baker, Vicki D., and Nicki S. Cohen. "University Vocal Training and Vocal Health of Music Educators and Music Therapists." *Update: Applications of Research in Music Education* 35, no. 3 (June 2017): 46–54.

This article describes the study done on music educators and therapists to assess their unique vocal fatigue and other voice-related troubles within their fields. The study shows that many of these professionals were not exposed to the proper vocal hygiene or pedagogy courses in their University educations and as a result they have unhealthy speaking and singing tendencies in their jobs. This article iterates how more education of vocal anatomy and production for teachers would not only benefit them but also the developing voices of the students who they are training. Nicki Cohen has a PhD in music therapy and is able to provide the scientific bases for this study. Dr. Vicki Baker worked in primary and secondary education for 13 years before becoming a professor at TWU in music education, and her time teaching in both elementary and higher education makes her a great example of someone who understands the importance of vocal health in the field of music from the very start of someone's music education.

2. Garvis, Susanne. "What Is Going on in Early Years Music Planning? A Study of Early Years Teachers' Weekly Plans." *Australasian Journal of Early Childhood* 37, no. 2 (2012): 122–126.

This article expresses the importance of music in early education. It displays a study of 73 elementary music educators in Australia who are given very little planning time and even less music-making time. This article shows an example of school systems that do not see the importance of music and how implementing vocal anatomy may be more difficult in some places than it would be in school systems that value music. Susanne Garvis is an internationally known music educator who specializes in building curriculum in early education.

3. Herbst, Christian T. "Registers: The Snake Pit of Voice Pedagogy. I: Proprioception, Perception, and Laryngeal Mechanisms." *Journal of Singing* 77, no. 2 (November 2020): 175–90.

This article offers a variety of explanations for the many definitions of vocal registers. With many different references to well-known vocal pedagogues, Herbst lays out through specific relation to the larynx and vocal production how to navigate vocal registers in both men and women. This kind of article can show how far science

has come in giving clarity around vocal anatomy and production, born from a strong pedagogical foundation thanks to many decades of research. If more teachers had access to this information it could be translated into curricula for young students. Herbst is a voice scientist and pedagogue from Austria who has been studying vocal structure and science for over a decade. He is now a professor at the Antonio Salieri Department of Vocal Studies and Vocal Research in Music Education, University of Music and Performing Arts Vienna.

4. Herbst, Christian T. "Registers: The Snake Pit of Voice Pedagogy. II: Mixed Voice, Vocal Tract Influences, Individual Teaching Systems." *Journal of Singing* 77, no. 3 (January 2021): 345–58.

As a continuation to Part 1 of Herbst article, both can be found incredibly useful. This article goes on to explore the understanding of laryngeal shapes and positions for many singers including young female untrained singers. It emphasizes the importance of this knowledge for vocal instructors. Herbst is a voice scientist and pedagogue from Austria who has been studying vocal structure and science for over a decade. He is now a professor at the Antonio Salieri Department of Vocal Studies and Vocal Research in Music Education, University of Music and Performing Arts Vienna.

5. Williams, Susan E., and Daniel R. George. "Mindful Voice. Finding the Right Metaphor: Strategies to Optimize the Educational Value of Virtual Anatomy Software in the Voice Studio." *Journal of Singing* 73, no. 2 (November 2016): 203–9.

This article displays the importance of incorporating both vocal anatomy software and proper metaphorical descriptions in the classroom and voice studio. It offers both tools to teachers and students. With such innovative technology available to teachers and students, all you need is the right combination of description with the imagery given in the voice technology, and students will be able to understand their vocal anatomy with more clarity and thus promoting long lasting vocal health. These are the kinds of tools that could be included in curriculum planning with some adaptations, depending on the age of the students. Renowned for her singing and teaching, Susan Williams, professor of Opera and Vocal Pedagogy at Cleveland Institute is known for her incorporation of music technology in her voice studio to promote efficient and healthy singing. Daniel George, also a professor at Cleveland institute in the medicine department has utilized his interest in medicine to help support the research in this vocal science heavy article.

6. LaPine, Peter R., and Karen Salvador. "The Relationship between the Physical Aspects of Voice Production and Optimal Vocal Health." *Music Educators Journal* 94, no. 3 (January 2008): 24–29.

In LaPine and Salvador's article you will discover a very simple description of vocal production and many basic definitions of the different vocal health issues in singing. They offer many tips for music teachers to use in the classroom to further promote and model vocal health and understanding. This article is the perfect resource for a teacher who wants to regularly promote healthy singing inside and outside of the classroom. LaPine's background in speech pathology and experience as a member in the College of Osteopathic Medicine's Institute of International Health, Core faculty in the Center for Latin American and Caribbean Studies, and a member of the Vocal Health Team in the College of Music perfectly duo's Karen Salvador's experience as a professor of music education at Michigan State University where she specializes and speaks on her research of elementary education.

7. Leborgne, Wendy D. "From Kindergarten to College: Understanding Young Voices and Keeping Them Healthy" *The Choral Journal* 56, no. 8 (2016): 22–32.

This article serves as a reference for voice teachers and choral directors who want to make sure their students know how to keep their instruments healthy in their specific stage in life and beyond. It offers specific preventative techniques, as well as remedies for fatigue and illness that can affect the voice both short-term and long-term. This is great information to incorporate into a curriculum. Susan is able to offer this information based off of her 20 years as a voice pathologist and singing specialist at ProVoice Center, Cincinnati, OH & BBIVAR, Dayton, OH.

8. R. T. Sataloff. "On the Voice: Vocal Aging and Its Medical Implications: What Choral Conductors Should Know. Part One: Anatomy and Vocal Aging, Childhood through Adulthood." *The Choral Journal* 40, no. 3 (1999): 58–85.

From adults to children and back to adults this article helps to describe the anatomical changes that a voice will experience throughout its life. In detail that is intended for voice professionals this information could be useful for voices of any age. The information listed could be a great tool used in the classroom to inform students and promote healthy singing. Dr. Sataloff holds positions at many institutes in America, as a singing instructor and otolaryngologist. He works at Drexel University, Thomas Jefferson University, Temple University, and the Academy of Vocal Arts. He belongs to the performing, educating, and medical departments within the music community.

Dissertation -

9. Ryder, Christopher Osie. "The Use of Internet-Based Teaching Strategies in Teaching 21. Vocal Anatomy, Function, and Health to High School Choral Music Students, and

Its Effect on Student Attitudes and Achievement.” D.M.A. Diss., Shenandoah University, 2004.

This article reviews a study done on high school music students who were given instruction on vocal pedagogy, anatomy, and health. The successful study showed that students showed great improvement on their knowledge of this material and they felt confident in using this kind of technology moving forward in their studies. This kind of innovative teaching can be implemented in more schooling to introduce or advance knowledge of vocal anatomy. Christopher Ryder received his DMA from Shenandoah University for music education and specializing in vocal pedagogy.

Article in Collection of Essays-

10. Jordan, James Mark, Sean McCarther, Kathy Kessler Price, Corey Everly, and Jonathan Palmer Lakeland. *The Anatomy of Tone: Applying Voice Science to Choral Ensemble Pedagogy*. Chicago: GIA Publications, Inc., 2017.

Anatomy of Tone is a resource for anyone in the choral community, singers, teachers, and conductors. It provides many illustrations, vocal scores, and exercise to create the tones and healthy singing required in performing beautiful choral music as adults. Although choral techniques are still controversial this is one resource that can be used to experiment with vocal health and production in the classroom. All authors are experienced singers and educators at Westminster Choir College where they teach music education, choral studies, and voice pedagogy.

11. Myers, Carol and Marian Demand. *Guidelines for Developing Music Curricula in Pennsylvania Schools*. Place of publication not identified: ERIC Clearinghouse, 1989. ED374028

In this report, we find extensive guidelines for the curricula for all music courses, general, instrumental, jazz, and choral for elementary through 12th grade. This could be extremely useful for new administration and teachers as they develop their lesson plans for the year. In order to implement new concepts into a curriculum, it is important to have these guidelines from many states and school districts because it gives an outline for how much and how little music hygiene and anatomy is incorporated into these curricula. Carol Myers was a secondary school teacher for many years in the Pennsylvania school districts and became a professor at Millersville University in Music Education specializing in choral music until her retirement. Marian Demand was also a primary and secondary music educator for many years before becoming a professor at both Arizona State University and Temple University in music education. Her primary basis of research within the field was in elementary music education.

12. Young, William T. *An Investigation of the Singing Abilities of Kindergarten and First Grade Children in East Texas*. Place of publication not identified: ERIC Clearinghouse, 1971. ED069431

This report shows the research done on seven elementary schools to test the vocal and auditory skills of children in kindergarten and first grade. The report emphasizes the importance of working with children within their range and vocal ability to create optimal music making. This kind of study shows how teachers are working to implement the most attentive and effective curriculum in early music education and could be used as an example study for the benefits of implementing some form of vocal anatomy and hygiene in the same curriculum for children. Both proving lasting benefits for future singers and musicians. William Young was an elementary music teacher for nearly 20 years and became a music professor at SFA in Texas for another 20 before his retirement. He conducted many studies on early education curriculum from band and choir to general music.