

Teacher observed:

Student observed:

If online lesson, please include the URL:

1. Please list all vocalises used in the lesson, notated as best as you can, if possible on the provided music staff, or at least in solfege or scale degree/numbers; **indicate vowels and consonants used in IPA**. Note when an exercise was used in the vocalizing section of the lesson, the *range* it was used in, if the teacher adjusted the exercise as it was transposed, and *why* it was used. You may need to speak to the student or the teacher **AFTER** the lesson is over to answer some of these questions. If no vocalises were used, why not?

- 2. Describe how the vocalises were done.
 - (a) How fast did the teacher have the student move from one exercise to the next?
 - (b) How did the teacher play the piano during vocalises? Did it match the sound they wanted to elicit from the student?
 - (c) Did the teacher demonstrate, and if so, did they demonstrate a particular sound for imitation, or a concept?
 - (d) Would you describe what you witnessed with the vocalises as a warm-up for the music or a vocal problem solving session? How can you tell the difference?

3. All repertoire sung during the lesson. Names of pieces and composers and keys, if possible.

- (a)
- (b)
- (c)

3. Corrective techniques used by the teacher to address vocal problems (may include vocalises, particular terms or imagery used, etc.) – continue on back. More questions on reverse as well.

4. Pacing of the lesson – how much time spent on vocalizing, how much on each piece, etc.

5. Observations you have about the learning style of the student and the teaching style of the teacher; how does the teacher adapt his or her style to meet the needs of this student?

6. Use the space below to indicate other comments that you might have regarding what you saw and heard. Pay particular attention to the body language and eye contact of the student and the teacher.