NCCO Webinars

Part 2

Series 1, Webinar 5 - 6 April 2020: Recitals, Auditions, and Juries, Oh My!

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[33:20] Miguel: How are you refocusing your instruction. Stephanie, in the applied studio how have your instruction and expectations changed?

Stephanie: In general my standards haven't changed, but how I evaluate those standards has. There is a big difference between being in the room with someone and having a screen between you. We're all sympathetic with the vibrations in the room, and now we don't have those. It has added a level of self-awareness in my teaching.

My students were worried about how their lessons would go, and much to their surprise I think they've been very pleased. Because I've known these students for at least a semester, we've been able to get some good work done because I can equate what I know of their voice with what is coming through the technology. Working around bad wifi connections has been an adjustment.

You can work on language [diction], and I've found we've gone even further with language online then we would have in person because we have more time due to performance limitations. Working with Appcompanist or other things they've found to provide in-the-room accompaniment presents challenges.

Miguel: You mentioned diction -- are there tools specifically for the IPA [International Phonetic Alphabet] that allow for those special characters to be used in chat windows? How would you address that?

Stephanie: Dictionpolice is a fantastic resource.

[see also:

https://www.stmpublishers.com/listening.html, https://singersbabel.com, https://ipasource.com]

I have music ed and music therapy students who have not taken diction, so I teach them IPA or they develop their own version of IPA to get the correct sounds.

Maya: I live on an island, so my musical life is contingent upon staying connected through the internet. My own voice teacher is in NY City, so this has been my reality for several years. The biggest adjustment for my students has been the first lesson, because it is very exposed. But they quickly see that it works quite well. I've been using Facetime because where I am (Hawai'i) the sound is better than Zoom.

Greg: At Oberlin we're trying to work with whatever technological situation the student is in. For students without fast internet, we're finding that recording in advance and sending files that can upload more slowly is working.