

Connecting with Your Voice: The Enhancement of Brass Performance through Vocal Techniques

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Suggested Exercises

Exercise #1

Vocal Onset exercise

♩ = 40

[a' a' a' a' a']
variation: [ɑ' ɑ' ɑ' ɑ' ɑ']

These steps should be followed in order:

- 1) Think the starting pitch
- 2) Open the mouth to ready for the intake of air
- 3) Silent breath
- 4) Brief Suspension
- 5) Balanced Onset
- 6) Balanced Release, leaving the vocal bands open
- 7) Progress to next pitch repeating each onset and release

Exercise #1A

Incorporation of nasal consonants to encourage simultaneous onset of phonation and tone

♩ = 40

[ŋa' ŋa' ŋa' ŋa' ŋa']

Exercise #2

Exercise to address tongue root tension



[ga ga ga ga ga ga ga ga ga]

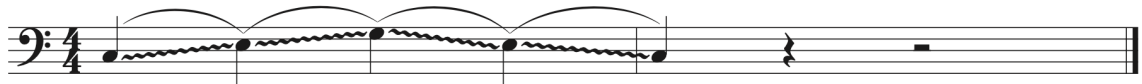
[ki ki ki ki ki ki ki ki ki]

[ŋe ŋe ŋe ŋe ŋe ŋe ŋe ŋe ŋe]

Exercise #3

Exercise to Address Airway Constriction and to Encourage a Comfortably Low Larynx

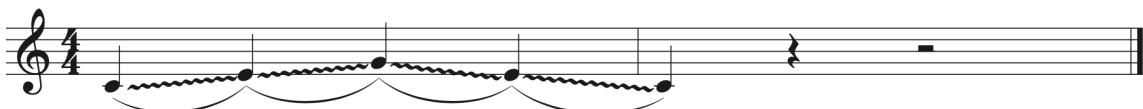
Largo



[u ʌ ɔ ʌ u]

variation: [ɪ ɛ æ ɛ ɪ]

Largo



[u ʌ ɔ ʌ u]

variation: [ɪ ɛ æ ɛ ɪ]

Largo

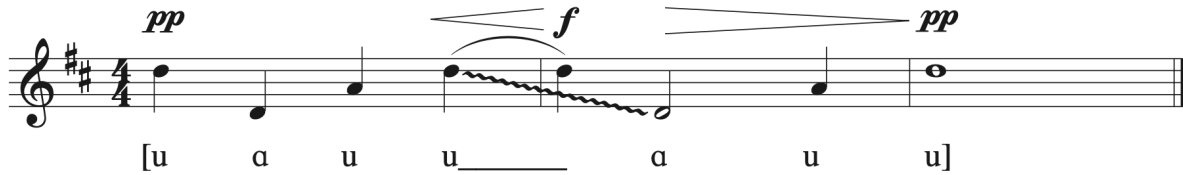


[u ʌ ɔ ʌ u]

variation: [ɪ ɛ æ ɛ ɪ]

Exercise #4

Head Voice to Chest Voice Exercise to encourage the proper balance of muscular engagement and air pressure



A musical staff in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. The melody consists of the following notes: a quarter note G4 (labeled *pp*), a quarter note A4, a quarter note B4, a half note C5 (labeled *f* with a crescendo hairpin), a quarter note B4, a quarter note A4, a quarter note G4, and a half note F#4 (labeled *pp* with a decrescendo hairpin). Below the staff, the phonetic transcription is [u a u u _____ a u u].

Exercise #5

Larger Cavitation Vowel Progression for Low to Mid Frequencies

Jaw position should shift fluidly as tongue moves between the vowels

Exercise #6

Smaller Cavitation Vowel Progression for mid to high Frequencies

Jaw position should shift fluidly as tongue moves between the vowels



A musical staff in treble clef with a key signature of one flat (Bb) and a 4/4 time signature. The melody consists of a single half note G4. Below the staff, the phonetic transcription is [ʌ ~ æ ~ ε ~ e ~ I ~ i].

Exercise #7:

Exercise for addressing Articulation and Agility of the Tongue (Single Tonguing)



[tɪ tɪ tɪ tɪ tɪ tɪ tɪ tɪ tɪ]

[dɪ dɪ dɪ dɪ dɪ dɪ dɪ dɪ dɪ]

[ðɪ ðɪ ðɪ ðɪ ðɪ ðɪ ðɪ ðɪ ðɪ]

Exercise #8

For further study: Proposed variation for double or triple tonguing



[tɪ kɪ tɪ kɪ tɪ kɪ tɪ kɪ tɪ]

[dɪ gɪ dɪ gɪ dɪ gɪ dɪ gɪ dɪ]

Abridged International Phonetic Alphabet (IPA) Symbols and Descriptions for Brass Musicians

Justification for the use of International Phonetic Alphabet: The use of International Phonetic Alphabet allows for precise and concise communication regarding articulation of specific speech symbols. It allows for the use of a single symbol to represent a

single sound and can be used as a short-hand in both practice and score study and is far more reliable than the spelling of these sounds. For instance, how would one distinguish between the “oo” sound as in “moon” or the “oo” sound as in “book” when deciding upon the correct vowel posture for a given note within a passage in repertoire or etude? The use of specific symbols representing each sound ensures clarity and precision when progressing from the practice room to the studio to the concert hall. Furthermore, the spectrum of recognizable vowel colors in English are numerous, and the use of the phonetic system encourages a thoughtful approach to the application of these sounds in shaping the oral cavity. Once the shorthand is mastered, it is easily applicable to exercises and the demarcation of scores in lessons, practice, and performance which can lead to precision when recalling desired vowel posture for passages once consistently relied upon.

Index of Symbols referenced

| Vowels | Consonants |
|-------------------|--------------------|
| [i] as in “feet” | [b] as in “boy” |
| [ɪ] as in “kid” | [d] as in “doe” |
| [e] as in “chaos” | [f] as in “find” |
| [ɛ] as in “fed” | [g] as in “girl” |
| [æ] as in “add” | [h] as in “hello” |
| [ʌ] as in “up” | [dʒ] as in “judge” |
| [u] as in “mood” | [k] as in “cake” |
| [ʊ] as in “book” | [l] as in “like” |
| [o] as in “open” | [m] as in “mom” |
| [ɔ] as in “lock” | [n] as in “none” |
| [ɑ] as in “mall” | [p] as in “pop” |
| | [r] as in “rare” |
| | [s] as in “sent” |
| | [t] as in “tight” |
| | [v] as in “vivid” |
| | [w] as in “west” |
| | [j] as in “yes” |
| | [z] as in “zest” |
| | [ð] as in “this” |
| | [θ] as in “thin” |
| | [ʃ] as in “she” |
| | [ʒ] as in “beige” |