

FOUR STAGES OF ADOLESCENCE

Pre- Adolescence: 9 - 11 Years

Characteristics:

- Begin to form ties outside the family
- Boys want to be “part of the gang”; girls choose “best friend” to share secrets
- “bathroom humor”
- Physical restlessness; fidgeting
- Arguments with parents over rules, neatness, time management

Early Adolescence: 12-13 Years

Characteristics:

- Gains some independence from parent rules and values
- Adjusting to new body image
- Self-absorbed; “touchy”
- Impulsive, inconsistent mood swings
- Constantly hungry, but can be finicky eater
- “bedroom humor”
- Develops close friend, often someone with qualities wished for in self.
- May develop “crush” on older man or woman
- Special athletic, artistic, academic, or musical talents may emerge

Adolescence: 14-16 Years

Characteristics:

- Discovering personal strengths and capabilities
- Strong sense of “fairness”
- Develops ability for abstract thought
- Turns toward relationships with opposite sex
- Form sexual identity
- Intense emotional life
- Heightened senses (especially eye and ear)
- Analyzes ideas and considers own values
- First “tender love”
- Tests own limits
- Excessive risk taking or physical exertion

Late Adolescence: 17-19 Years

Characteristics:

- Consolidates personality
- Self-regulates behavior
- Gains physical independence from parents
- Predictable
- Takes responsibility for self and actions
- Chooses vocational goals
- Prepares for marriage and parenthood
- Onset of adulthood may lead to worry, frustration and depression

Characteristics of the Young Voice

(Dr. Diane Clark)

- ❖ Insecurities of pitch
- ❖ Lack of breath support
- ❖ Noticeable register breaks
- ❖ Limited range
- ❖ Lack of low notes
- ❖ Inconsistent range
- ❖ Undeveloped ear
- ❖ Improper singing
- ❖ Lack of stamina
- ❖ Poor speech habits
- ❖ Breathy quality

TIPS FOR LEARNING NOTES

By Richard Davis

1. Play notes on piano, or use tape of notes or song.
2. Set up proper conditions for concentrated practice, eliminate distractions
3. Look carefully at the first musical phrase. Note any unusual markings
4. Read the text aloud. Speak the words in rhythm.
5. Close your eyes and visualize the measure with all your markings
6. Sing each line through once with eyes open, then with eyes closed.
7. Repeat Step 5 five times. If more repetition is needed, repeat Steps 1-4
8. Continue to add small sections to your memory repertoire until the whole piece is memorized.
9. Think through the memory piece just before falling asleep, and again upon waking.
10. Reinforce memorization every day. Memory must be practiced.

THE A B C's of WORKING WITH PARENTS

- A**cknowledge parents' contributions and support.
- B**egin all encounters with a positive statement.
- C**reate a feeling of partnership right from the start.
- D**o not argue. Accept criticism politely.
- E**ncourage parents to talk about their expectations.
- F**ind out how well parents understand their child's work or curriculum.
- G**ive strategies that might help the child.
- H**andle conversations in a relaxed manner and allow time for discussion.
- I**nvolve parents in their child's musical education.
- J**oin with parents in developing practice procedures. Be consistent.
- K**eep students' names out of discussions.
- L**isten! Listen! Listen!
- M**ake parents feel welcome at all rehearsals.
- N**otice details.
- O**mit negative comments about students.
- P**ut yourself in parents' shoes.
- Q**uestion parents to determine their goals for their child.
- R**ecognize your own limitations.
- S**how enthusiasm.
- T**ake time to connect with parents.
- U**nderstand parents' concerns.
- V**ary your approach.
- W**arn parents about vocal health and speech issues.
- X**-cept parents and students as they are.
- Y**ou, the teacher can make a difference!
- Z**ero in on praise as well as problems.