

## Repertoire Learning Guide

1. **Learn the words to your piece first and memorize your text.**
2. Please IPA and translate all your foreign language songs. It would be best to have the translation under the staff in your music and the IPA directly under each word (see sample). Please include your foreign language monologue in your dropbox folder marked monologues. Before singing your song, please show me your music with your IPA and translations in lessons.
3. **Learn the music separately on an /u/ vowel** (open to an /ɔ/ as you move through your passaggio and above). Place an /Sh/ in front to start each phrase on the breath to avoid glottal stops. Your goal in this exercise of technique polishing is to solve all the kinks. It would be best if you focused on your:
  - a. breath flow moving for all the ascending lines, and there is no restriction
  - b. singing on an even legato line throughout, using ample breath energy with forward resonance
  - c. Blend your lower middle voice avoiding dropping out/using too much heavy mechanism. Generally, the mix is:
    - between C4 to F5 or C#4 to F#5 for soprano
    - between Bb3 to Eb5 B4 to E5 for mezzo
    - the swampland for all females is usually Bb4-D5
4. **Once you have run through the song a few times, add your breath marks**, and include your vowel modifications (formant tuning) onto your music, which should be on top of the staff.
5. You may combine the words into your piece once you:
  - a. Memorize the text
  - b. Solve the technical challenges with a neutral vowel
6. Keep in mind that words create additional liability. Mindful consideration and practice, utilizing proper vowel modification to maintain an open throat, must be solved before singing.
7. **After completing all the items above, you are ready to present your song in your lesson.**

\*Soon, I will send you an article to read and create a detailed chart to help clarify and provide more guidance on proper modifications.