

Musical Performance Process Workbook

Being introduced into this module, we were told that we would be learning ways to introduce acting into singing material to help tell a story even further than the words do. We would also be learning about the different types of musicals and musical ages. Along with some physical and vocal warmups to help prepare us for the lesson ahead and to help further our voices. A lot of things that we learned throughout the lessons would not only come in handy for the module, but also further on in our education and lifestyle.

Within our first lesson we did some work on a group song we would be performing in our assessment called 'Your Song' by Elton John. I already knew of this song beforehand, so I was excited to get started on it. However, as we started to learn more harmonies and parts for the song, I seemed to struggle a lot with holding the harmonies I was assigned and not trying to do the ones that other people in the room are doing. We recorded our harmonies so we could take them back and work on them over the time we weren't in class, which made it a lot easier to memorize. However, it seemed to continue to be a struggle within class for everyone to blend well together within the song. In the end, after a couple of lessons trying to develop the song, it was decided that it would be in everyone's best interest to take the song out and continue to develop harmonies within other people's songs to help us get that part of the grade.

In the beginning of the lessons, we were taught some vocal warmups to help us prepare our voices for the day and stretch our vocal range. These included voicing yawns to help wake up and open the back of the throat, resonance at the front of the mouth to help warm it up and circular sirens with a vocal fry at the end which, if you can do, means the voice is relaxed. I found these warmups in particular very helpful to warm up and open my voice for the day. I continued to research why warmups were important (**Figure 1**) and warmups that I knew would be helpful for myself as I continued the lessons and discovered what I need to pay more attention to within myself when warming up. For example, I sometimes can find my articulation to be needing a little help before doing certain songs, so some tongue twisters and letter songs can be quite helpful to me. (**Figure 2**)

We were given the tasks of researching a musical from the Golden age and finding what the Golden age of musicals was to present to the class, along with a song from a Golden age

musical to sing. We also had to then do the same thing with a Sondheim musical. I took the time to watch the musicals I picked for my projects then did some extensive research on each of them. The Golden age research proved to be the more difficult of the two as there were different sources on the internet saying different things, forcing me to come to my own conclusion on what I could find the most information on and what was the most reoccurring. The Sondheim research also had different sources saying different things, however, they were only slightly different which made this presentation a lot easier to research about. I found these two projects very interesting as not only did I find out things I hadn't known before, but I also found out some interesting facts about some musicals that I love.

We also worked on learning what the 7 states of tension are, circles of attention, and how status works to incorporate into our performances. Working on status was an interesting way to find out that not only the way someone talks but also that body language can affect the status of a person. The way someone sits, stands, uses their hands and the position of the head are all ways to tell the status of a person. We worked through different exercises that helped us to discover what type of body language a person uses when in high or low status and how people interact with each other when status is introduced. **(Keiser.S, 2003, P.42)** Circles of attention are something I have worked on before and will continue to use in the future. It's become a useful tool to me when acting and was helpful to find that I could bring it into my singing too. The songs I used in my final performance were mainly in the second circle as I had developed them into a story telling aspect. For the second half of the song 'The red means I love you' I had moved into third circle as I felt that my characters progress throughout the song turned into confidence and self-acceptance of who they are, not caring about what anyone else thinks of them. When I sung 'Drive my car', I wanted it to be more of a story so I kept it in second circle for the entirety of the song and sang it to my peers. Working on the 7 states of tension **(Wright.J, 2006, P. 103)** was an incredibly enlightening experience. I loved learning about the different tensions and being able to add them into my work. It was interesting to be able to watch people apply the states to their work and figure out what worked and what didn't. Then being able to do that myself really helped me to be able to elevate my performance bring in different aspects to it. It helped me to act a lot more throughout my songs and put on a better performance.

Evaluation

I was excited for my final performance; I felt that I had put a lot of work into making the songs better in every lesson so that I could be happy with how my final performance would go. I felt that the songs I picked had a great contrast in them and that I had given myself a challenge to have them ready for the performance. The main tool I found helpful for my

songs was the 7 tensions. It helped me to feel a lot more confident singing in front of people as it felt easier to think about it more as acting and not singing. I came into the module nervous about what it would be like, however I feel that I have now left with more tools and skills to use in the future, especially if an audition includes a song, I know what is the correct type of sheet music to bring in for the pianist and what to expect going ahead. I feel happy with how my final performance went. I felt confident and assured in a safe space to perform and I always find that doing something in front of people in the final showing always elevates my performance and gives me the confidence to push myself.

Bibliography

Figure 1 –

[Why is it important to warm up before singing?](#)

Access date – March 6th 2026

Figure 2 -

[Duet VIRAL ARTICULATION SONG Exercise w/Vocal Coach!!! 🎧 🎵 🎶 #articulation #viral #singer #vocals](#)

Access date – March 6th 2026

Keiser.S (2003) *Mastering Shakespeare: An Acting Class in Seven Scenes*. Allworth Press.

Wright. J (2006) *Why is that so funny? A practical exploration of physical comedy*. Nick Hern Books.