

Appendix 1

Body Scan Exercise

This is a very flexible exercise, meant to be tailored to the individual student. Depending on the time available, you can easily leave out the anatomical information (in italics) or add more. It's an easy way to increase knowledge of mechanics and correct inaccurate body mapping (Allen, 2020; Friedlander, 2018), but once the students have been exposed to it you can drop it.

Although it seems that the first paragraph introduction might only need to be presented once, I find it is a helpful reminder, even when the students are accustomed to the exercise.

This is a very simple no stress exercise. There's no right or wrong. Keep something nearby to steady yourself if you lose equilibrium. Sometimes standing with closed eyes makes people feel unsteady. If, for any reason, you should feel uncomfortable, feel free to open your eyes, stop, and do whatever will ease your discomfort.

EXERCISE

Stand with good posture and your feet comfortably apart. Let your eyes close and take a couple of low, easy breaths. And as you exhale, let go of the stress of the day.

Gently bring your awareness to your scalp. Notice any tension in all those tiny muscles, and if you find any, release it. Now bring your awareness forward to your face. Again, release any tension in those tiny muscles that give us expression. Release any tension around your eyes...and your mouth...And let your awareness drift down to your jaw. So many singers hold tension in their jaws. See if you notice any and if you do, let it go. Let your jaw just hang. If it wants to open for a little bit, that's okay. And bring your awareness inward to your tongue. (*This large mass of muscles works hard doing everything from articulation to swallowing.*) So just allow it to rest comfortably in your mouth. Maybe the tip is lightly touching the roof of your mouth, maybe it's laying on your lower jaw with the tip resting behind the lower teeth. If you notice any tensions, let them go.

And gently bring your awareness around to the back of your neck, and let it flow down to your shoulders. So many people carry tension through the neck and shoulders, so take a moment to examine the whole area, and if you find any tensions, release them and let them go.

Bring your awareness gently to your arms, right where they connect to your shoulders. And as you release the tensions in your arms, you can imagine those tensions dissolving and draining down your arms. Draining down through the upper arms, down towards the elbows, and past the elbows, down the forearms, down through the wrists and the palms, until it drains right out through the fingertips, leaving your arms feeling wonderfully empty and relaxed.

Now gently bring your attention back to your shoulders and notice if any tension has snuck back into your shoulders or neck, and if it has, let it go. And gently bring your awareness to your upper chest and upper back, releasing any tensions that you find, and gently allow your awareness to slide further down your spine to where it attaches to your rib cage and follow your rib cage as it wraps around your torso almost all the way to the front. Take a moment to observe your breathing. Notice how the muscles on the inside and outside of your rib cage are working to help you, pulling your ribs out, pulling them back in. No need to do anything, just observe.

Now gently bring your attention down to your abdominal muscles. *(These layers of muscles work so hard, helping our posture, helping us stand, and most importantly, for singers, regulating how we exhale. They help determine how long our ribcage stays expanded, and how quickly our diaphragms releases back up to their resting position after we've taken a deep breath.)* Even though they're always working hard for us, they can still carry extraneous tension, so if you find any, release it. If your stomach wants to pooch out a bit, that's okay. Just let it be.

And gently bring your awareness around your torso towards the back, releasing any tension in your sides, and bring it around to the middle of your back, and into your lower back, looking for tension, and releasing it when you find it. And bring your awareness down into your hip flexors and your buttocks, and any tension you don't need to stand, release it.

And now, bring your awareness to the top of your legs where they meet your torso. And imagine any tension dissolving and flowing easily down the legs, picking up any tension it meets, as a stream might pick up leaves or twigs to carry them down to the river and the sea. And feel it draining down through the upper thighs and the lower thighs, down through the knees, down into the shins and the calves, down through the ankles into the feet where you feel

it drain right out the bottoms of your feet, down into the earth where all that tension can dissipate and disappear.

Now imagine reaching out and gathering warm, supportive energy from deep in the earth. Feel it flowing in through your feet and up through your legs and torso until you reach the spot that you feel is the center of your being. *(For a lot of people, it's around the heart, but you find the place where your center is today.)* And imagine that center as a little ball of glowing light and energy which expands out your arms to the fingertips, and upwards to the top of your head, until you are filled with wonderful sense of safe, refreshing, light and strength, power and energy.

(And let the energy continue to flow through you, up until it reaches a spot an inch or two over your head where you can imagine another ball of light and energy and you can feel it spinning, and shimmering, and pulsing a beautiful golden light. And feel that ball of light and energy begin to expand, and it spreads and flows down around you until you are encased in a safe, comforting blanket of energy and light.)

And from this place of energized relaxation, take a deep, low, easy breath and let it out on sssssss.

And another. And this time as you let it out, use only as much air as you need to make the sound sssssss.

And when you feel ready, open your eyes.

Appendix 2

Student Surveys

<https://www.surveymonkey.com/r/SKZLMHV>

SURVEY 1 – Given after first lesson

1. How did you feel at the beginning of class? For example: relaxed, slightly tense, anxious
2. As class progressed did you feel better, worse, or the same?
3. Did you feel able to focus clearly on your lesson?
4. Did you notice many physical sensations during singing?

FINAL SURVEY Given after last lesson

1. Do you like doing the mindfulness exercise?
2. Do you notice a change in your receptiveness to learning after the exercise?
3. Do you notice sensations when you sing more after doing the exercise, vs when you do not do the exercise?
4. Do you perceive a change in your ability to focus after the exercise?
5. When given the choice, did you choose to do the exercise or not? Why?
6. How do you feel the mindfulness exercise affected your lesson?
7. Do you have any further comments about your lessons?

Appendix 3

Containing 3 examples of body scans which incorporate relaxation.

Includes sources, their affiliations and their experts and advisors

Greater Good in Action

10. Bring your attention into your stomach area. If your stomach is tense or tight, can you allow it to soften? Take a breath.
11. Notice your hands. Are your hands tense or tight? See if you can allow them to soften.
12. Notice your arms. Feel any sensation in your arms. Do your best to allow your shoulders to be soft.
13. Notice your neck and throat. Try to allow them be soft. See if you can invite a sense of relaxation in.

(Greater Good Science Center at UC Berkeley, 2024)

UC Berkeley's Greater Good Science Center, in collaboration with [HopeLab](#), launched Greater Good in Action. Synthesizing hundreds of scientific studies, Greater Good in Action collects the best research-based methods for a happier, more meaningful life—and puts them at your fingertips in a format that's easy to navigate and digest (Greater Good Science Center at UC Berkeley, 2024).

Helpguide.org

"Let your lower legs soften with your breath. If you're lying down, feel your legs sink into the floor or mat or cushion. If there's any tension, allow it to exit on each exhale. . . If tension remains, don't worry. Just allow yourself to feel what you're feeling, without any judgment."
(Saranchock, 2024)

Learn from the experts at Harvard Medical School, courtesy of HelpGuide's collaboration with Harvard Health Publishing. Explore exclusive excerpts adapted from Harvard's Special Health Reports and select Harvard Health books (Saranchock, 2024).

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Healthcare futurist and practicing physician at University of British Columbia

Veriwellmind.com

1. **Breathe into the tension.** If you notice any uncomfortable sensations, focus your attention on them. Breathe into them, and see what happens. Visualize the tension leaving your body through your breath and evaporating into the air. Move on when you feel ready. (Scott, 2021)

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Our team of experienced mental health professionals join us in our mission to support you on your mental health journey with accurate information and advice. They ensure our content is high-quality, inclusive, and reflects the latest in evidence-based research and health information.

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Steven Gans, MD Psychiatrist Steven Gans, MD, is a board-certified psychiatrist and active supervisor, teacher, and mentor at Massachusetts General Hospital. He is an assistant professor of psychiatry at Harvard Medical School, and practices at McLean Hospital in Belmont, Massachusetts. Dr. Gans leads a team-based approach to treating patients with serious mental illnesses.

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Rachel Goldman, PhD, FTOS, is a licensed psychologist and clinical assistant professor in the department of psychiatry at NYU School of Medicine. She is also a speaker and wellness expert specializing in stress management and health behavior change, as well as weight management and eating behaviors. She serves on leadership boards of The Obesity Society and the American Society of Metabolic and Bariatric Surgery.

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Sara Clark Mindfulness Teacher

Sara Clark is an EYT 500-hour certified Vinyasa yoga and mindfulness teacher, lululemon Global Yoga Ambassador, model, and writer. Her online yoga and meditation classes are available on SHAPE, Yoga Today, Prevention, and YogaGlo, and she teaches 1000+ yoga practitioners in New York City's Bryant Park every summer.

Appendix 5

Coding

Coding List

Transcripts

Observations

Survey 1

Survey 2

Student Journals

Observations 1st pass

Final Coding Colors

Observation final coding

Student Journals 1st code

In Vivo Coding

Delve Observations

Delve Surveys

Delve Student Journals

Index Coding Cards

Index Coding Cards

OBSERVATIONS Transcript

Our program is not at conservatory level. Current students range from beginners to beginning intermediate level. Most are interested in CCM or Musical Theatre, though they are willing to develop the classical side of their voices. We teach across genres. Most students are not at a level where I consider them ready to try the NATS auditions.

Student #1– Is a beginner. When she started with me 2 years ago her voice was so undeveloped that she was unable to match pitch beyond a range of about a third, although she was able to hear when notes were wrong. She has worked hard, and now can match pitch across 2 1/2 octaves, though the timbre is developing slowly. She's slightly shy, and approaches singing instinctively, not analytically. Her sensory awareness is not developed.

1. 9/25 - Physically a bit tight – on first 5 tone scales hitches shoulders up on the top note. Tension in hands. Slouchy. Arms occasionally crossed (low), high, or hung with hands spread to the side. Holding onto herself with hands. Lots of fidgeting.

During 'miow' exercise she repeatedly touched the bridge of her nose in the area where students generally identify sensation, although she says she doesn't notice any sensations. After she executed a correction, I asked what she noticed and she thought a bit and said, 'I guess it was a little easier?' At the time I felt like she was saying what she assumed I wanted to hear, not that she'd actually sensed a difference

2. 10/2 – Seemed low energy, much as usual. EXERCISE -Physically moved to release tension in neck- head drooped - slight sway – visible relaxation through shoulders – slight visible lift as new energy flows in –

Less fidgeting during vocalizing. Much arm crossing. More energy when singing.

Tech problems (musicians sound off) – Stated that if the exercise were available she would use it on her own.

in lesson journal she said “we started off with a well-needed mindfulness exercise”

3. 10/12 – Came in slightly tense because she had cold sores – very fidgety during exercise, slightly more than usual – I emphasized the energy flowing in, as she is

habitually low energy, and she visibly lifted and expanded- after the exercise - Less fidgety – more focused -stayed relaxed

In last two lessons student had not learned songs well enough for adjustments to be noted.

4. 10/23 Came in less fidgety than usual and Chose no exercise - said she felt okay– Stood fairly stiffly and I had her walking around swinging her arms to loosen up. Still no apparent connection to sensations. Hadn't practiced much due to having bad cold sores. Pitch continues to improve. Added i-u-i-u legato exercise. Need to continue this! Switched Italian song to spiritual.

5 – 10/30 – Chose to do exercise – drooped visibly through the relaxation, and visibly stretched as she filled with (imaginary) energy. During vocalizing stood with more relaxation. Less fidgeting, though she continuously shifted her weight around. She made a slight corrective adjustment on an upward exercise and noticed a difference in feeling. She wasn't able to articulate what the difference was, but she initiated the adjustment and she recognized the change in sensation it produced. When I told her what I heard she agreed that it described what she felt.

This is the first time this student has identified any sensation! We've been working on negotiating the registration change around G4, and today she was able to get through it seamlessly on a downward 5 tone scale for the first time.

In practice journal she wrote “we did a well needed mindfulness exercise. I was able to get in tune with myself and I was prepared to sing”

This is a challenging student, as noted before. Her pitch matching is now consistent with in exercises but not with music. It appears to be an issue of attention and focus. She consistently does better after doing the relaxation exercise, and says she's used it outside of class.

Student #2 – Is an early intermediate level singer. She is well suited to Disney Princess songs and does them competently. She is analytical, and often over thinks.

1. 9/28 - She said she felt relaxed. Lots of tension, as usual, around mouth. Lips turn up at corners at end of bum-bum-bum exercise. Mouth tightens to thin line after a loose raspberry.

Head voice is developing nicely. Beginning to lose smoothness in G-B register change in upward meow exercise.

No review because no sound

2. 10/03 – Gentle swaying – occasional adjustments – visibly slumps as relaxation goes on– after exercise student said ‘I needed that today’. Also said she felt energized.

Made adjustments to even out volume on i-u-i-u – will see if she maintains

3. *10/17 – Vast improvement in i-u-i-u exercise. She had worked on it. She cited that it sounded better. She later stated that when she matches the vowels she feels a vibration in her head that she hadn't felt before. “I’m feeling a little sensation in my head when I do it how I did it today vs how I did it before. It’s interesting.” “I made note of that when I was doing it, to tell you.” Worked on maintaining steady dynamic level will see if she maintains.

When asked what sensations she noticed after a correction she didn’t perceive anything. (I told her to ‘lighten up’ as she got higher. It had sounded like she was near the top of her range and after lightening it seemed easier and went higher.) She seemed anxious about saying she hadn’t felt anything and I reassured her that there were no right or wrong responses; it’s all useful information.

4. 10/24 – Chose to do the exercise. At the end she sighed and said “That’s better.”

Productive lesson - Even more improvement on i-u. Dynamics are leveling out throughout, instead of getting louder and more pressed as it gets higher. Beginning to lighten up and float in her Fauré song. Very productive lesson

5. 10/31 – chose exercise – seemed more grounded after – asked if she felt energized and she said , “Yeah it’s like an energized relaxation. It’s like I’m energized but I don’t feel like I need to fly around the room and do laps and stuff, it’s just relaxed.”

Technique on Fauré good! A little pitchy on the Les Miz – needs more squeek

This student loves the exercise and has done it outside of class. Since beginning the research study she has improved more consistently than in the past. Adjustments to vocal exercises have carried over from one class to the next more than in the past. For example, i-u-i-u on an ascending and descending 5 tone scale. Initially the volume grew dramatically as the scale ascended and the top note was hit hard. The first correction was to not hit the top note so hard, then we attempted to even out the volume. Every adjustment we made carried over to the following week, which is new. She now sings the exercise evenly and consistently. The leveling out of intensity level has carried over into the music she's working on.

Student #3 - is an early intermediate level singer. She is probably the best singer in the group but does not see herself that way. She is quite insecure, and very hard on herself. She's very self-judgmental and it's hard to focus her attention outward instead of towards micromanaging her every sound. On the plus side, this focus has made her more aware of internal sensations.

1. 9/26 - Flexible and loose. Seemed grounded and relaxed. Posture is good but tense. Prone to craning neck forward. Neck came forward during Brrs. Can feel intense aryepiglottic narrowing as vibration on the bridge of the nose. Sang from C4 to F5 on 'miow' with no break and was surprised she'd gone through the transition so easily. Lesson was focused and productive
2. 10/3 – Came in energized – bouncing (literally) around. Eager to do the exercise. Breathing slowed and body visibly relaxed as exercise went on. No visible change as energy enters. After eyes opened she wiggled and stretched as if joints were stiff. She was still a little fidgety at first but settled at the music stand and focused completely on the lesson. Good lesson, but she's having trouble learning the music.

Worked on squeakiness of meow on 'Waiting for Life'. Will see if it carried over.

3. 10/17 – Relatively calm and focused at beginning of lesson. Visible relaxation when directed to facial muscles. Posture maintained better than before. Visibly lifted with

energy input. Felt dizzy at end of exercise and had to sit on the floor for a minute. There had been no wavering or other visible evidence of loss of equilibrium before she opened her eyes. Reminded her that she should protect herself and sit or hold on to something if she felt dizzy. She thought the dizziness was due to the room being too warm.

Began vocalizing sitting on the floor. Good upright posture.

Off day for singing. Being timid. Worked on belt song and it was hard to get her to get squeaky with meow. May need different song.

4. 10/31 – Did exercise. Had a lot of personal issues going on. There was a slight droop and lift with the exercise, but she said she felt the body collapse dramatically and then expand massively during the exercise.

11/7 – No Sound

5. 11/16 – no exercise because of extra short lesson near juries – Posture corrections- Sang German song , best ever! Still need to bring twang through all of Waiting for Life. Feels the difference when she does, but it's not even close to automatic.

Student #4 – A more advanced and ambitious student; early intermediate. Mouth tension. Analytical approach, sometimes to a fault. Working on classical sound but primarily sings CCM at school and church.

1. 10/4 – Seemed fairly focused. In post lesson journal student said “Going into my lesson I felt a little stressed from the day but once we started to sing and talk and work together I felt more focused. I can't wait to start the actual research part of our lesson. I feel like it genuinely helped me a lot in the past to just focus and center or ground myself.”
2. *10/18 – Was very focused during exercise. Arms held some tension but gradually relaxed down to her sides. Drummer was practicing next door but she stayed focused throughout. Maintained focus through lesson. Afterwards she said she'd been really

looking forward to it and that she needed it. She asked for a recording so she could do the exercise on her own. Too light on 'Tu Lo Sai'.

Asked if she noticed anything after I made an adjustment, and she said, "Yes, it feels like it's coming out more easily."

Journal entry "I was more focused than I thought I would be. As I watched back the video I could see my whole body relaxing. It was kind of interesting to watch because when it happens I can feel my body relaxing but now I see it too. I felt very grounded after this exercise and ready to work."

3. 10/25 – able to clearly describe subtle differences in breathing IA.
Came in vocally fatigued from earlier class where she was asked to sing extensively. She hadn't properly warmed up. She's feeling and understanding how much more free her voice is when she thinks about what she's trying to communicate instead of what sounds she's making and how she's making them. On the other hand, her analytical side enables her to interpret the sensations she's feeling. Had some free vibrato for the first time.
4. 11/8 – Today was spent dealing with emotional issues and we did not sing. I will attempt to add another lesson to the series. She brought up something that is important to note, however. We have worked for a long time on using twang to lighten an overly heavy, pressured belt sound and smooth the transition to her higher range. She said that, since our last lesson, when she was singing lead with the jazz ensemble she was having trouble with a high note. She reported that, for the first time, she was able to imagine the meow exercise we do to lighten and refocus her sound and it worked. *She was able to sense that the sound was too heavy, and to use her sense memory to correct the problem.*
5. 11/15 – Chose exercise (no musicians sound)- only. slight visible lift, energy lift bigger – First time she released enough to have natural vibrato on most of her classical song!
Focused productive exercise.
6. 11/22 – No exercise due to shortened class time. More tension in shoulders and neck than when we do exercise. Had strained voice over the weekend over singing without

proper warm up. Much time spent on need to warm up and how to recover when you've overtaxed the voice. Initially sound was unwieldy. Near end of lesson, as she added emotion to the song (Tu Lo Sai), she relaxed enough to achieve a free vibrato for the entire song for the first time.

Student #5. student is early intermediate in general – intermediate in Musical Theatre. She has postural issues due to injuries and genetics

1. 9/28 — Normal lesson – lots of chatting – we've missed several lessons and she's made great progress learning her music
2. 10/11 – appeared relaxed at beginning of exercise – slight visible shift as awareness came to neck – again with upper chest – posture slouched slightly when abs released – visible lift after energizing section –

Working on music, the student had begun to sing with a slightly darker, richer quality, but was having trouble with the flexibility and ease required by her selection. When I made some adjustments with her, she immediately SENSED the difference, and was able to articulate what it was and how she got there. It will be interesting to see if she carries it over to the next week.

3. 10/24 – Came in very stressed. Asked to do the exercise lying down and we did. At the end she said, "that's much better. I love doing that." Carried over the light, healthy approach to singing from last week. Very productive lesson. Lesson was extremely focused and productive.

4. 11/8 – Did not do exercise due to short time – much less focused lesson – kept losing pages of music – verbal digressions – more trouble staying in rhythm – student noted feeling less vocal freedom than usual.

5. 11/12 – Did exercise – Very focused and productive lesson. Got through lots of music.

Student #6. Beginner but natural MT high belt singer

1. 9/21 – Always very intense and serious. Appears passive and quiet. Relaxed but not energized. I asked a question about what was noticed in a vocalize, she didn't notice anything. Disorganized

2. 10/12 – Stands stiffly. Did exercise. Visible droop in relaxation and slight lift in energizing. Vocalizing was stronger and steadier. Need more 'oo' for Phantom
3. 10/18 – Came in looser – did exercise and visibly drooped and lifted - Felt dizzy $\frac{3}{4}$ of the way through exercise. Opened her eyes and we stopped. I got her a chair and she drank some water. She then closed her eyes and picked up the exercise – I was surprised, and asked her if she wanted to continue seated and she did, so we completed the exercise.

Strong vocalizing. Still stiff and wouldn't move away from the stand. I asked for an adjustment and she said it made it feel easier. No specifics.

4. *10/26 – Chose no – didn't know why. Seemed relaxed – even laughed. Stopped suddenly during vocalizing and said she was thinking too much. Gave her other distractions. u-i-u-i exercise was unbalanced.

Think of me – needs to be more operatic.

Pitch off on belt

5. 11/2 – Wouldn't choose so I chose to do the exercise. Visible droop during relaxation and lift during energy. Still is not aware of sensations, but technique is improving. Negotiating the transition from head to belt on i-u-i-u exercise she lightened slightly and made the transition seamlessly. I asked if she did it on purpose, and if she felt the difference. She didn't. She said, "I don't know anything about how singing works." In a way that told me she didn't want to and was intimidated or irritated by the very idea. I immediately backed off and told her she's doing it just right and she doesn't need to know how it works – it works and that's what counts.

SURVEY 1 Transcript

#1

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Wednesday, September 27, 2023 9:05:20 PM
Last Modified: Wednesday, September 27, 2023 9:06:32 PM
Time Spent: 00:01:12

Page 1: Introduction

Q1

Agree

ELECTRONIC CONSENT: Please select whether or not you agree with the information below. Selecting the "Agree" button indicates that: You have read the above information. You voluntarily agree to participate. You are 18 years of age or older.

Page 2: Survey Questions

Q2

1. How did you feel at the beginning of class? For example: relaxed, slightly tense, anxious

I felt relaxed at the beginning of class

Q3

2. As class progressed did you feel better, worse, or the same?

I felt the same, I didn't feel overwhelmed at all

Q4

3. Did you feel able to focus clearly on your lesson?

Yes

QS

4. Did you notice many physical sensations during singing?

I noticed I was breathing better as my lesson progressed

2

INCOMPLETE

Collector: Email Invitation 1 (Email)
Started: Saturday, December 09, 2023 10:19:54 PM
Last Modified: Saturday, December 09, 2023 10:19:55 PM
Time Spent: 00:00:00

Page 1: Introduction

Q1

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Page 2: Survey Questions

Q2

1. How did you feel at the beginning of class? For example: relaxed, slightly tense, anxious

Q3

2. As class progressed did you feel better, worse, or the same?

Q4

3. Did you feel able to focus clearly on your lesson?

QS

4. Did you notice many physical sensations during singing?

#3

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Thursday, September 28, 2023 5:40:48 PM
Last Modified: Thursday, September 28, 2023 5:42:37 PM
Time Spent: 00:01:49

Page 1: Introduction

Q1

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Page 2: Survey Questions

Q2

1. How did you feel at the beginning of class? For example: relaxed, slightly tense, anxious

Relaxed

Q3

2. As class progressed did you feel better, worse, or the same?

Better

Q4

3. Did you feel able to focus clearly on your lesson?

Yes

QS

4. Did you notice many physical sensations during singing?

Sometimes

#4

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Wednesday, October 04, 2023 11:32:37 AM
Last Modified: Thursday, October 05, 2023 11:43:30 AM
Time Spent: Over a day

Page 1: Introduction

Q1

Agree

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Page 2: Survey Questions

Q2

1. How did you feel at the beginning of class? For example: relaxed, slightly tense, anxious

I felt a little tense from daily stress.

Q3

2. As class progressed did you feel better, worse, or the same?

I felt better.

Q4

3. Did you feel able to focus clearly on your lesson?

I think I was able to focus for the most part.

QS

4. Did you notice many physical sensations during singing?

yes for breathing technique.

#5

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Wednesday, October 11, 2023 3:41:04 AM
Last Modified: Wednesday, October 11, 2023 3:43:11 AM
Time Spent: 00:02:07

Page 1: Introduction

Q1**Agree**

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Page 2: Survey Questions

Q2

1. How did you feel at the beginning of class? For example: relaxed, slightly tense, anxious

Slightly tense, not really about class though.

Q3

2. As class progressed did you feel better, worse, or the same?

I felt better

Q4

3. Did you feel able to focus clearly on your lesson?

Yes, it would have gone better if I was able to prep more but that was because I was sick and didn't have time.

QS

4. Did you notice many physical sensations during singing?

My body relaxes more when I'm singing. Though my throat has a tendency to tighten.

#6

COMPLETE**Last Modified: Time Spent:**

Collector:
Started:

Survey Template

Thursday, September 28, 2023 5:33:37 AM

Thursday, September 28, 2023 5:43:52 AM

Email Invitation
1 (Email)

00:10:15

Page 1: Introduction

Q1

Agree

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Agree

Page 2: Survey Questions

Q2

1. How did you feel at the beginning of class? For example:
relaxed, slightly tense, anxious

Slightly anxious

Q3

Respondent skipped this question

2. As class progressed did you feel better, worse, or the same?

Better

Respondent skipped this question

Q4

3. Did you feel able to focus clearly on your lesson?

Yes

Respondent skipped this question

Q5

4. Did you notice many physical sensations during singing?

I'm not sure. I don't think so.

Respondent skipped this question

#1

Q1

Do you like doing the mindfulness exercise?

Yes

Q2

Do you notice a change in your receptiveness to learning after the exercise?

Yes

Q3

Do you notice sensations more when you sing after doing the exercise?

Yes

Q4

Do you perceive a change in your ability to focus after the exercise?

Yes

Q5

When given the choice, did you choose to do the exercise or not? Why?

Once I chose not to because I felt as though I was already focused enough to begin my lesson

Q6

Would you do the exercise on your own if it were available?

Yes

Q7

How do you feel the mindfulness exercise affected your lesson?

It helped me focus and pay more attention and have more intention in my actions

Q8

Please share any other comments you have below:

I feel as though I can use this exercise outside of my lessons

#2

Q1

Do you like doing the mindfulness exercise?

yes it helps me feel relaxed

Q2

Do you notice a change in your receptiveness to learning after the exercise?

i feel more attentive and focused on the lesson

Q3

Do you notice sensations more when you sing after doing the exercise?

a more focused energy is what i feel after the exercise

Q4

Do you perceive a change in your ability to focus after the exercise?

yes my focus shifts to a relaxed more concentrated focus

Q5

When given the choice, did you choose to do the exercise or not? Why?

i chose to do it when offered because i feel like it was very helpful

Q6

Would you do the exercise on your own if it were available?

yes i would

Q7

How do you feel the mindfulness exercise affected your lesson?

it was positive because as someone who struggles with focus it helped me to center myself for the lesson

Q8

Please share any other comments you have below:

i think the mindfulness exercise is really helpful and should be done before going into something where focus is required

#3

Q1

Do you like doing the mindfulness exercise?

I do enjoy the mindfulness exercise. I like how it allows me to release the tension I regularly hold within my body.

Q2

Do you notice a change in your receptiveness to learning after the exercise?

The exercise did make me more receptive to learning during my vocal warm-ups and whatever song we did first that day. I believe it did help me focus on just singing my songs vs me focusing on how I think I should sound on it.

Q3

Do you notice sensations more when you sing after doing the exercise?

When I sing after doing the exercise, I notice sensations better because I compare how I feel before and after. Then I feel nervous before I sing, so my hands become clammy or I feel like I need to swallow.

Q4

Do you perceive a change in your ability to focus after the exercise?

After the exercise, I try to focus mostly on what I need to do and just get through warm-ups.

Q5

When given the choice, did you choose to do the exercise or not? Why?

When given the choice, I chose to do the exercise to get my mind off things that might've been stressing me out during that day or week.

Q6

Would you do the exercise on your own if it were available?

I would do this exercise on my own and probably follow one of the cloud recordings so I can take it seriously and not get distracted.

Q7

How do you feel the mindfulness exercise affected your lesson?

The mindfulness exercise helps me relax and move my focus away from the stress of my day. It also made me relax my body more and drain anything that was bothering me away.

Q8

Please share any other comments you have below:

For me, starting mindfulness exercises after not doing them for some time is awkward and I can't focus. However, I believe that incorporating this exercise into our daily routines would be beneficial.

#4

Q1

Do you like doing the mindfulness exercise?

Yes.

Q2

Do you notice a change in your receptiveness to learning after the exercise?

Yes.

Q3

Do you notice sensations more when you sing after doing the exercise?

Yes.

Q4

Do you perceive a change in your ability to focus after the exercise?

Yes.

QS

When given the choice, did you choose to do the exercise or not? Why?

Yes. I noticed that when doing the mindfulness exercises, I was able to be more present during the lesson and I was a lot more aware of the subtle difference that can effect my voice. I also preferred the exercises because they gave me a set time to reset my mindset

QG

Would you do the exercise on your own if it were available?

Yes

Q7

How do you feel the mindfulness exercise affected your lesson?

I believe the exercises affects my ability to accept feedback and to feel how the applications of that feedback worked within the scope of the lesson.

Q8

Please share any other comments you have below:

I enjoyed doing the exercises throughout the lessons. I have begun implementing them in the beginning of my day to start off with the right mindset, as well as before I start practicing. I find I have much more productive practice when I have used the mindfulness exercises.

#5

Q1

Do you like doing the mindfulness exercise?

Yes

Q2

Do you notice a change in your receptiveness to learning after the exercise?

Yes

Q3

Do you notice sensations more when you sing after doing the exercise?

Yes

Q4

Do you perceive a change in your ability to focus after the exercise?

Yes

Q5

When given the choice, did you choose to do the exercise or not? Why?

I chose to because I think it affected me in a positive way.

Q6

Would you do the exercise on your own if it were available?

Yes

Q7

How do you feel the mindfulness exercise affected your lesson?

It allowed me to focus. It helped me breathe better throughout my lesson.

Q8

Please share any other comments you have below:

I really enjoyed the mindfulness exercise. I will use it in my future teaching. I think it is important to mental health to take a moment of mindfulness. It cleared my mind and helped me breathe and focus better.

#6

Q1

Do you like doing the mindfulness exercise?

It's okay

Q2

Do you notice a change in your receptiveness to learning after the exercise?

No

Q3

Do you notice sensations more when you sing after doing the exercise?

No

Q4

Do you perceive a change in your ability to focus after the exercise?

No

Q5

When given the choice, did you choose to do the exercise or not? Why?

No, i didn't really think it did much for me

Q6

Would you do the exercise on your own if it were available?

Probably not

Q7

How do you feel the mindfulness exercise affected your lesson?

I don't think it had much of an effect

Q8

Please share any other comments you have

STUDENT JOURNAL Transcript

Student #1

1. 9/25 - During this lesson, we did some exercises to help strengthen the higher part of my vocal range. We also went over my first of two songs and tried to figure out which key it should be sung in. During my independent practice, I should be going over 9 tone scales as well as "meowing" any part of my song that I feel I'm having trouble with.
2. 10/2 - During this lesson, we started off with a well-needed mindfulness exercise. We moved on to warmups which went well. We also went my Italian piece (I forgot the name and I don't have the music near me, sorry. We moved on to "Someone To Watch Over Me" and that's where we ended the lesson. By myself, I'll be working on my piece with the correct key.
3. 10/12 - During this lesson, we started with a mindfulness exercise then moved on to warmups. It was a bit harder to sing due to canker sore flare ups but I still tried my best. We went over "o cessate di piagarmi" next and after, "Someone to Watch Over Me" we were trying to figure out the proper key to sing it in, the link was sent to me later that day.
4. 10/23 -
5. 10/30 - To start off this lesson, we did a well needed mindfulness exercise. I was able to get in tune with myself and I was prepared to sing. Next, we moved on to warm ups where I found I need to work on meowing going up and flipping my voice when needed. After, we discussed which song I'd like to work on to help my upper voice. We decided on *I feel like a Motherless Child*, which I will be listening to the track both with and without the melody. Lastly, we discussed "On a Slow Boat to China" to see which version I liked best.

Student #2 – No Journal

Student #3

1. 10/3 - In lessons, we worked on the No Stress breathing exercise then shortly dived right into singing along with the tracks of "Vergebliches Standchen" and "Waiting For Life". This week, I am supposed to work on loo-ing ([u]-ing) the German piece so it could flow easier and not sound too much like staccato. With "Waiting For Life", I am supposed to work on my twang and get more familiar with the words.

2. 11/2 - For the two lessons we had this week, we focused on "Vergebliches Standchen". On Tuesday, we worked on and highlighted the importance of the rhythm of the piece. This will not only help me with when I come in for one of the lines but it will also help keep the movement of the piece. On Thursday, we worked on pronunciation and diction with my German piece then I sang "Waiting for Life".
3. 11/16 - We went over '*Vergebliches Stanchen*' first and my focus this week with that song should be on what the words of the song are and keeping that in mind. Next, I went over '*Waiting For Life*' and I need to find a personal story of mine that relates to the feeling of the song. I also need to meow the song first then do it with words while keeping the same twang throughout the whole song.

Student #4

1. 10/5 - This week we worked mostly on Sebben Crudele. We worked on breathing issues and just practiced it. We found tracks for each song in the correct keys so this week I will work on all of the songs with the correct tracks. I will practice my breath marks in Sebben Crudele and I will work on understanding the meanings of both Italian arias. I will also practice Thank God I do with the track. Going into my lesson I felt a little stressed from the day but once we started to sing and talk and work together I felt more focused. I can't wait to start the actual research part of our lesson. I feel like it genuinely helped me a lot in the past to just focus and center or ground myself.
2. 10/18 - This week we practiced sebben crudele and tu lo sai. We also started our first week of the guided meditation. I was very excited for this. It was more focused than I thought I would be. As I watched back the video I could see my whole body relaxing. It was kind of interesting to watch because when it happens I can feel my body relaxing but now I see it too. I felt very grounded after this exercise and ready to work. I really enjoy when we talk about the glowing sphere light. I also envision it spinning I don't know why I meant to tell you that. I also like the liquid being orange. I do not know why but I was thinking about it and if it was a different color I think it might bother my focus I do not know why. We started with Tu Lo Sai and talked about working on the ending of it. The rhythm was off in my last measures. We also talked about thinking of long lines. Then we went on to Sebben Crudele and talked about breathing issues, working on our sound on

the lower notes, and more. I am very excited for our next lesson and to work on these pieces.

3. 10/25 - This week at lessons we had to cut our lesson short because I had a house of reps meeting. We did our meditation, warmed up, and sang through tu lo sai. This lesson, although it was short it felt very productive. We talked a bit about breathing and taking low breaths. The video on zoom unfortunately did not pick up my voice very well. I could hear what we talked about but not really the actual singing. We spoke about how sometimes I can sing and think too much but when I try to focus on the point of the song it leaves room to free my voice a little. We are gonna work on continuing to practice and better each song. I can't wait for our next lesson.
4. 11/15 - This week's lesson was very productive. we went over tu lo sai and thank God I do. We talked about the feelings behind each piece and making the next connection and step to share what the piece is truly about. I meant to tell you the other day while we do our meditation for some reason when we talk about the draining out of our arms I think of an orange liquid and I think of it dripping down and out of my fingers and then it disappears. I do not know if that is helpful to your research but I wanted to tell you. I am going to work on feeling the piece for what they are about and expressing that. I can't wait to see you next lessons.
5. 11/17 - This past week at lessons we talked about a lot of different things. We did not have a lot of time to sing but I think we got a lot done. We spoke about the free vibrato and tone we are looking for. We also spoke on the feelings and emotions that need to be portrayed throughout the piece. This week I will work on both of those things for both of my Arias. I can't wait for next week!

Student #5 – No Journal

Student #6 – No Journal

OBSERVATIONS First Coding

Categories –

Evidence of Interoceptive Awareness

Ability to verbally describe sensations

Evidence of Passive and receptive state

Physical relaxation

Calm bodily movements

Focus on tasks

Following directions

Solids

Text

Yellow = awareness of sensations

blue = student description of sensation

Red = student level

green = student response to exercise

Green = physical tension/relaxation
exercise

red = negative physical response to

Dark Bluegreen = focus

Blue = energy

Pink = progress or lack

Gray = Choice of whether to do exercise

Our program is not at conservatory level. **Current students range from beginners** to beginning intermediate level. Most are interested in CCM or Musical Theatre, though they are willing to develop the classical side of their voices. We teach across genres. Most students are not at a level where I consider them ready to try the NATS auditions.

Student #1– **Is a beginner.** When she started with me 2 years ago her voice was so undeveloped that she was unable to match pitch beyond a range of about a third, although she was able to hear when notes were wrong. She has worked hard, and now can match pitch across 2 1/2 octaves, though the timbre is developing slowly. She's slightly shy, and approaches singing instinctively, not analytically. Her sensory awareness is not developed.

1. 9/25 - Physically a bit tight – on first 5 tone scales hitches shoulders up on the top note. Tension in hands. Slouchy. Arms occasionally crossed (low), high, or hung with hands spread to the side. Holding onto herself with hands. Lots of fidgeting.

During 'miow' exercise she repeatedly touched the bridge of her nose in the area where students generally identify sensation, although she says she doesn't notice any sensations. After she executed a correction, I asked what she noticed and she thought a bit and said, 'I guess it was a little easier?' At the time I felt like she was saying what she assumed I wanted to hear, not that she'd actually sensed a difference

2. 10/2 – Seemed low energy, much as usual. EXERCISE - Physically moved to release tension in neck - head drooped - slight sway – visible relaxation through shoulders – slight visible lift as new energy flows in – Less fidgeting during vocalizing. Much arm crossing.

Tech problems (musicians sound off) – Stated that if the exercise were available she would use it on her own.

in lesson journal she said "we started off with a well-needed mindfulness exercise"

3. 10/12 – Came in slightly tense because she had cold sores – very fidgety during exercise, slightly more than usual – I emphasized the energy flowing in, as she is habitually low energy, and she visibly lifted and expanded.

In last two lessons student had not learned songs well enough for adjustments to be noted.

4. 10/23 Came in less fidgety than usual and Chose no exercise – Stood fairly stiffly and I had her walking around swinging her arms to loosen up. Still no apparent connection to sensations. Hadn't practiced much due to having bad cold sores. Pitch continues to improve. Added i-u-i-u legato exercise. Need to continue this! Switched Italian song to spiritual.

- 5 – 10/30 – Chose to do exercise – drooped visibly through the relaxation, and visibly stretched as she filled with (imaginary) energy. During vocalizing Stood with more

relaxation. Less fidgeting, though she continuously shifted her weight around. She made a slight corrective adjustment on an upward exercise and noticed a difference in feeling. She wasn't able to articulate what the difference was, but she initiated the adjustment and she recognized the change in sensation it produced. When I told her what I heard she agreed that it described what she felt.

This is the first time this student has identified any sensation! We've been working on negotiating the registration change around G4, and today she was able to get through it seamlessly on a downward 5 tone scale for the first time.

In practice journal she wrote "we did a well needed mindfulness exercise. I was able to get in tune with myself and I was prepared to sing"

This is a challenging student, as noted before. Her pitch matching is now consistent with in exercises but not with music. It appears to be an issue of attention and focus. She consistently does better after doing the relaxation exercise, and says she's used it outside of class.

Student #2 – Is an early intermediate level singer. She is well suited to Disney Princess songs and does them competently. She is analytical, and often over thinks.

1. 9/28 - She said she felt relaxed. Lots of tension, as usual, around mouth. Lips turn up at corners at end of bum-bum-bum exercise. Mouth tightens to thin line after a loose raspberry.

Head voice is developing nicely. Beginning to lose smoothness in G-B register change in upward meow exercise.

No review because no sound

2. 10/03 – Gentle swaying – occasional adjustments – visibly slumps as relaxation goes on – after exercise student said 'I needed that today'. Also said she felt energized.

Made adjustments to even out volume on i-u-i-u – will see if she maintains

3. *10/17 – Vast improvement in i-u-i-u exercise. She had worked on it. She cited that it sounded better. She later stated that when she matches the vowels she feels a vibration in her head that she hadn't felt before. "I'm feeling a little sensation in my head when I do

it how I did it today vs how I did it before. It's interesting." "I made note of that when I was doing it, to tell you." Worked on maintaining steady dynamic level will see if she maintains.

When asked what sensations she noticed after a correction she didn't perceive anything. (I told her to 'lighten up' as she got higher. It had sounded like she was near the top of her range and after lightening it seemed easier and went higher.) She seemed anxious about saying she hadn't felt anything and I reassured her that there were no right or wrong responses; it's all useful information.

4. 10/24 – Chose to do the exercise. At the end she sighed and said "That's better."

Even more improvement on i-u. Dynamics are leveling out throughout, instead of getting louder and more pressed as it gets higher. Beginning to lighten up and float in her Fauré song.

5. 10/31 – chose exercise – seemed more grounded after – asked if she felt energized and she said, "Yeah it's like an energized relaxation. It's like I'm energized but I don't feel like I need to fly around the room and do laps and stuff, it's just relaxed."

This student loves the exercise and has done it outside of class. Since beginning the research study she has improved more consistently than in the past. Adjustments to vocal exercises have carried over from one class to the next more than in the past. For example, i-u-i-u on an ascending and descending 5 tone scale. Initially the volume grew dramatically as the scale ascended and the top note was hit hard. The first correction was to not hit the top note so hard, then we attempted to even out the volume. Every adjustment we made carried over to the following week, which is new. She now sings the exercise evenly and consistently. The leveling out of intensity level has carried over into the music she's working on.

Student #3 - is an early intermediate level singer. She is probably the best singer in the group but does not see herself that way. She is quite insecure, and very hard on herself. She's very self-judgmental and it's hard to focus her attention outward instead of towards micromanaging her every sound. On the plus side, this focus has made her more aware of internal sensations.

1. 9/26 - Flexible and loose. Seemed grounded and relaxed. Posture is good but tense. Prone to craning neck forward. Neck came forward during Brrs. Can feel intense aryepiglottic narrowing as vibration on the bridge of the nose. Sang from C4 to F5 on 'miow' with no break and was surprised she'd gone through the transition so easily.

2. 10/3 – Came in energized – bouncing (literally) around. Eager to do the exercise. Breathing slowed and body visibly relaxed as exercise went on. No visible change as energy enters. After eyes opened she wiggled and stretched as if joints were stiff. She was still a little fidgety at first but settled at the music stand and focused completely on the lesson. Good lesson, but she's having trouble learning the music.

Worked on squeakiness of meow on 'Waiting for Life'. Will see if it carried over.

3. 10/17 – Relatively calm and focused at beginning of lesson. Visible relaxation when directed to facial muscles. Posture maintained better than before. Visibly lifted with energy input. Felt dizzy at end of exercise and had to sit on the floor for a minute.

There had been no wavering or other visible evidence of loss of equilibrium before she opened her eyes. Reminded her that she should protect herself and sit or hold on to something if she felt dizzy. She thought the dizziness was due to the room being too warm.

Began vocalizing sitting on the floor. Good upright posture.

Off day for singing. Being timid. Worked on belt song and it was hard to get her to get squeaky with meow. May need different song.

4. 10/31 – Did exercise. Had a lot of problem issues going on. She said she felt the body collapse and then expand during the exercise.

11/7 – No Sound

5. 11/16 – no exercise because of extra short lesson near juries – Posture corrections- Sang german song , best ever! Still need to bring twang through all of Waiting for Life. Feels the difference when she does, but it's not even close to automatic.

Student #4 – A more advanced and ambitious student; early intermediate. Mouth tension.

Analytical approach, sometimes to a fault. Working on classical sound but primarily sings CCM at school and church.

1. 10/4 - In post lesson journal student said "Going into my lesson I felt a little stressed from the day but once we started to sing and talk and work together I felt more focused. I can't wait to start the actual research part of our lesson. I feel like it genuinely helped me a lot in the past to just focus and center or ground myself."
2. *10/18 – Was very focused during exercise. Arms held some tension but gradually relaxed down to her sides. Drummer was practicing next door but she stayed focused throughout. Afterwards she said she'd been really looking forward to it and that she needed it. She asked for a recording so she could do the exercise on her own.

Asked if she noticed anything after I made an adjustment, and she said, "Yes, it feels like it's coming out more easily."

Journal entry "I was more focused than I thought I would be. As I watched back the video I could see my whole body relaxing. It was kind of interesting to watch because when it happens I can feel my body relaxing but now I see it too. I felt very grounded after this exercise and ready to work."

3. 10/25 – able to describe subtle differences in breathing.
Came in vocally fatigued from earlier class where she was asked to sing extensively. She hadn't properly warmed up. She's feeling and understanding how much more free her voice is when she thinks about what she's trying to communicate instead of what sounds she's making and how she's making them. On the other hand, her analytical side enables her to interpret the sensations she's feeling.
4. 11/8 – Today was spent dealing with emotional issues and we did not sing. I will attempt to add another lesson to the series. She brought up something that is important to note, however. We have worked for a long time on using twang to lighten an overly heavy, pressured belt sound and smooth the transition to her higher range. She said that, since

our last lesson, when she was singing lead with the jazz ensemble she was having trouble with a high note. She reported that, for the first time, she was able to imagine the meow exercise we do to lighten and refocus her sound and it worked. She was able to sense that the sound was too heavy, and to use her sense memory to correct the problem.

5. 11/15 – Chose exercise no sound – First time she released enough to have natural vibrato on most of her classical song!
6. 11/17 – No exercise due to shortened class time. More tension in shoulders and neck than when we do exercise. Had strained voice over the weekend over singing without proper warm up. Much time spent on need to warm up and how to recover when you've overtaxed the voice. Initially sound was unwieldy. Near end of lesson, as she added emotion to the song (Tu Lo Sai), she relaxed enough to achieve a free vibrato for the first time.

Student #5. student is early intermediate in general – intermediate in Musical Theatre. She has postural issues due to injuries and genetics

1. 9/28 — Normal lesson – lots of chatting – we've missed several lessons and she's made great progress learning her music
2. 10/11 – appeared relaxed at beginning of exercise – slight visible shift as awareness came to neck – again with upper chest – posture slouched slightly when abs released – visible lift after energizing section –

Working on music, the student had begun to sing with a slightly darker, richer quality, but was having trouble with the flexibility and ease required by her selection. When I made some adjustments with her, she immediately SENSED the difference, and was able to articulate what it was and how she got there. It will be interesting to see if she carries it over to the next week.

3. 10/24 – Came in very stressed. Asked to do the exercise lying down and we did. At the end she said, "that's much better. I love doing that." Carried over the light, healthy

approach to singing from last week. Very productive lesson. Lesson was extremely focused and productive.

4. 11/8 – Did not do exercise due to short time – much less focused lesson – kept losing pages of music – verbal digressions – more trouble staying in rhythm – student noted feeling less vocal freedom than usual.

5. 11/12 – Did exercise – Very focused and productive lesson. Got through lots of music.

Student #6. Beginner but natural MT high belt singer

1. 9/21 – Always very intense and serious. Appears passive and quiet. I asked a question about what was noticed in a vocalize, she didn't notice anything.
2. 10/12 - Did exercise. Vocalizing was stronger and steadier.
3. 10/18 – Felt dizzy $\frac{3}{4}$ of the way through exercise. Opened her eyes and we stopped. I got her a chair and she drank some water. She then closed her eyes and picked up the exercise – I was surprised, and asked her if she wanted to continue seated and she did, so we completed the exercise.

Asked for adjustment and she said it made it feel easier. No specifics.

4. *10/26 – Chose no – didn't know why. Stopped suddenly during vocalizing and said she was thinking too much. Gave her other distractions. u-i-u-l exercise was unbalanced. Think of me – needs to be more operatic.

5. 11/2 – Wouldn't choose so I chose to do the exercise. Visible droop during relaxation and lift during energy. Still is not aware of sensations, but technique is improving.

Negotiating the transition from head to belt she lightened slightly and made the transition seamlessly. I asked if she did it on purpose, and if she felt the difference. She didn't. She said "I don't know anything about how singing works." In a way that told me she didn't want to and was intimidated or irritated by the very idea. I immediately backed off and

told her she's doing it just right and she doesn't need to know how it works – it works and that's what counts.

Final Coding Colors

IA Improvement

Focus/attentive

Relaxation

Sensation

Receptive to learning

Energy

Technique Improvement

Productive

Stress Relief

Carries Over

Mental Health/mindset

Tension Release

Student Distress

Student Level

Fidgeting Less

Choices

Bias?

Used Outside

Posture

OBSERVATIONS Final Coding

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Student #1– Is a beginner.

Measurable increase in IA from first to last

Consistently better focus after exercise

During exercise visibly relaxes and energizes – effects carry over into lessons

Less fidgeting on days when exercise is done.

Technique improvement on last day, after exercise

When she started with me 2 years ago her voice was so undeveloped that she was unable to match pitch beyond a range of about a third, although she was able to hear when notes were wrong. She has worked hard, and now can match pitch across 2 1/2 octaves, though the timbre is developing slowly. She's slightly shy, and approaches singing instinctively, not analytically. Her sensory awareness is not developed.

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2. 10/2 – Seemed low energy, much as usual. EXERCISE -Physically moved to release tension in neck- head drooped - slight sway – visible relaxation through shoulders – slight visible lift as new energy flows in –
Less fidgeting during vocalizing. Much arm crossing. More energy when singing.

Tech problems (musicians sound off) – Stated that if the exercise were available she would use it on her own.

in lesson journal she said “we started off with a well-needed mindfulness exercise”

3. 10/12 – Came in slightly tense because she had cold sores – very fidgety during exercise, slightly more than usual – I emphasized the energy flowing in, as she is habitually low energy, and she visibly lifted and expanded- after the exercise - Less fidgety – more focused -stayed relaxed

In last two lessons student had not learned songs well enough for adjustments to be noted.

4. 10/23 Came in less fidgety than usual and Chose no exercise - said she felt okay– Stood fairly stiffly and I had her walking around swinging her arms to loosen up. Still no apparent connection to sensations. Hadn't practiced much due to having bad cold sores. Pitch continues to improve. Added i-u-i-u legato exercise. Need to continue this! Switched Italian song to spiritual.

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Student #2 – Is an **early intermediate** level singer. She is well suited to Disney Princess songs and does them competently. She is analytical, and often over thinks.

Some indications of improved IA – not definite

More grounded after exercise

During exercise visibly relaxes and energizes – effects carry over into lessons - Noted energized focus

Clear improvement in technique – much more than in the past

Consistently mentioned feeling better after exercise

1. 9/28 - She said she felt relaxed. Lots of tension, as usual, around mouth. Lips turn up at corners at end of bum-bum-bum exercise. Mouth tightens to thin line after a loose raspberry.

Head voice is developing nicely. Beginning to lose smoothness in G-B register change in upward meow exercise.

No review because no sound

2. 10/03 – Gentle swaying – occasional adjustments – visibly slumps as relaxation goes on– after exercise student said 'I needed that today'. Also said she felt energized.

Made adjustments to even out volume on i-u-i-u – will see if she maintains

3. *10/17 – Vast improvement in i-u-i-u exercise. She had worked on it. She cited that it sounded better. She later stated that **when she matches the vowels she feels a vibration in her head that she hadn't felt before.** "I'm feeling a little sensation in my head when I do it how I did it today vs how I did it before. It's interesting." "I made note of that when I was doing it, to tell you." Worked on maintaining steady dynamic level will see if she maintains.

When asked what sensations she noticed after a correction she didn't perceive anything. (I told her to 'lighten up' as she got higher. It had sounded like she was near the top of her range and after lightening it seemed easier and went higher.) She seemed anxious about saying she hadn't felt anything and I reassured her that there were no right or wrong responses; it's all useful information.

4. 10/24 – Chose to do the exercise. At the end she sighed and said "That's better. Productive lesson - Even more improvement on i-u. Dynamics are leveling out throughout, instead of getting louder and more pressed as it gets higher. Beginning to lighten up and float in her Fauré song. Very productive lesson
5. 10/31 – chose exercise – seemed more grounded after – asked if she felt energized and she said , "Yeah it's like an energized relaxation. It's like I'm energized but I don't feel like I need to fly around the room and do laps and stuff, it's just relaxed." Technique on Fauré good! A little pitchy on the Les Miz – needs more squeek

This student loves the exercise and has done it outside of class. Since beginning the research study she has improved more consistently than in the past. Adjustments to vocal exercises have carried over from one class to the next more than in the past. For example, i-u-i-u on an ascending and descending 5 tone scale. Initially the volume grew dramatically as the scale ascended and the top note was hit hard. The first correction was to not hit the top note so hard, then we attempted to even out the volume. Every adjustment we made carried over to the following week, which is new. She now sings the exercise evenly and consistently. The leveling out of intensity level has carried over into the music she's working on.

Student #3 - is an early intermediate level singer.

No noticeable improvement in IA – already had some

Variable focus – one fidgety day she calmed and focused after exercise

During exercise visibly relaxes and energizes

Technical improvement in head voice – none in belt – no provable relation to exercise

Dizzy after exercise – said room was too hot – began warm-ups sitting – then continued to standing & normal lesson.

She is probably the best singer in the group but does not see herself that way. She is quite insecure, and very hard on herself. She's very self-judgmental and it's hard to focus her attention outward instead of towards micromanaging her every sound. On the plus side, this focus has made her more aware of internal sensations.

1. 9/26 - Flexible and loose. Seemed grounded and relaxed. Posture is good but tense. Prone to craning neck forward. Neck came forward during Brrs. Can feel intense aryepiglottic narrowing as vibration on the bridge of the nose. Sang from C4 to F5 on 'miow' with no break and was surprised she'd gone through the transition so easily. Lesson was focused and productive
2. 10/3 – Came in energized – bouncing (literally) around. Eager to do the exercise. Breathing slowed and body visibly relaxed as exercise went on. No visible change as energy enters. After eyes opened she wiggled and stretched as if joints were stiff. She was still a little fidgety at first but settled at the music stand and focused completely on the lesson. Good lesson, but she's having trouble learning the music.

Worked on squeakiness of meow on 'Waiting for Life'. Will see if it carried over.

3. 10/17 – Relatively calm and focused at beginning of lesson. Visible relaxation when directed to facial muscles. Posture maintained better than before. Visibly lifted with energy input. Felt dizzy at end of exercise and had to sit on the floor for a minute. There had been no wavering or other visible evidence of loss of equilibrium before she opened her eyes. Reminded her that she should protect herself and sit or hold on to something if she felt dizzy. She thought the dizziness was due to the room being too warm.

Began vocalizing sitting on the floor. Good upright posture.

Off day for singing. Being timid. Worked on belt song and it was hard to get her to get squeaky with meow. May need different song.

4. 10/31 – Did exercise. Had a lot of personal issues going on. There was a slight droop and lift with the exercise, but she said she felt the body collapse dramatically and then expand massively during the exercise.

11/7 – No Sound

5. 11/16 – no exercise because of extra short lesson near juries – Posture corrections- Sang German song, best ever! Still need to bring twang through all of Waiting for Life. Feels the difference when she does, but it's not even close to automatic.
- 6.

Student #4 – A more advanced and ambitious student; early intermediate. Mouth tension. Analytical approach, sometimes to a fault. Working on classical sound but primarily sings CCM at school and church.

Has IA, but reported dramatic improvement – used IA to make technical corrections!

Always very focused during and after exercise

Visibly relaxed during exercise and expanded with energy

Dramatic improvements, after very little change for months – freed vibrato – used IA to adjust technical problem – ideal outcome

Consistently less tension after doing exercise

Has a lot of stress – reported improvement after exercise – asked for recording of exercise to use outside class to manage stress and mindset.

1. 10/4 – Seemed fairly focused. In post lesson journal student said “Going into my lesson I felt a little stressed from the day but once we started to sing and talk and work together I felt more focused. I can't wait to start the actual research part of our lesson. I feel like it genuinely helped me a lot in the past to just focus and center or ground myself.”
2. *10/18 – Was very focused during exercise. Arms held some tension but gradually relaxed down to her sides. Drummer was practicing next door but she stayed focused throughout. Maintained focus through lesson. Afterwards she said she'd been really looking forward to it and that she needed it. She asked for a recording so she could do the exercise on her own. Too light on 'Tu Lo Sai'.

Asked if she noticed anything after I made an adjustment, and she said, "Yes, it feels like it's coming out more easily."

Journal entry "I was more focused than I thought I would be. As I watched back the video I could see my whole body relaxing. It was kind of interesting to watch because when it happens I can feel my body relaxing but now I see it too. I felt very grounded after this exercise and ready to work."

3. 10/25 – able to clearly describe subtle differences in breathing IA.
Came in vocally fatigued from earlier class where she was asked to sing extensively. She hadn't properly warmed up. She's feeling and understanding how much more free her voice is when she thinks about what she's trying to communicate instead of what sounds she's making and how she's making them. On the other hand, her analytical side enables her to interpret the sensations she's feeling. Had some free vibrato for the first time.
4. 11/8 – Today was spent dealing with emotional issues and we did not sing. I will attempt to add another lesson to the series. She brought up something that is important to note, however. We have worked for a long time on using twang to lighten an overly heavy, pressured belt sound and smooth the transition to her higher range. She said that, since our last lesson, when she was singing lead with the jazz ensemble she was having trouble with a high note. She reported that, for the first time, she was able to imagine the meow exercise we do to lighten and refocus her sound and it worked. She was able to sense that the sound was too heavy, and to use her sense memory to correct the problem.
5. 11/15 – Chose exercise (no musicians sound)- no visible droop, energy lift bigger – First time she released enough to have natural vibrato on most of her classical song! Focused productive exercise.
6. 11/22 – No exercise due to shortened class time. More tension in shoulders and neck than when we do exercise. Had strained voice over the weekend over singing without proper warm up. Much time spent on need to warm up and how to recover when you've overtaxed the voice. Initially sound was unwieldy. Near end of lesson, as she added

emotion to the song (Tu Lo Sai), she relaxed enough to achieve a free vibrato for the entire song for the first time.

Student #5. student is early intermediate in general – intermediate in Musical Theatre. She has postural issues due to injuries and genetics

Started with enough IA to verbalize. When a technical adjustment was made, she sensed and understood it and was able to maintain the correction – no noticeable improvement

Dramatic differences in focus – when she used the exercise lessons were focused and productive – when she didn't, she was scattered, forgetful, and unfocused – more difficulty with rhythm without exercise

Generally relaxed – visibly releases during exercise

Able to fix a technical issue and maintain the fix through IA

Frequently stressed – uses exercise to manage it in and out of class'

1. 9/28 -- Normal lesson – lots of chatting – we've missed several lessons and she's made great progress learning her music
2. 10/11 – appeared relaxed at beginning of exercise – slight visible shift as awareness came to neck – again with upper chest – posture slouched slightly when abs released – visible lift after energizing section –

Working on music, the student had begun to sing with a slightly darker, richer quality, but was having trouble with the flexibility and ease required by her selection. When I made some adjustments with her, she immediately SENSED the difference, and was able to articulate what it was and how she got there. It will be interesting to see if she carries it over to the next week.

3. 10/24 – Came in very stressed. Asked to do the exercise lying down and we did. At the end she said, "that's much better. I love doing that." Carried over the light, healthy approach to singing from last week. Very productive lesson. Lesson was extremely focused and productive.

4. 11/8 – Did not do exercise due to short time – much less focused lesson – kept losing pages of music – verbal digressions – more trouble staying in rhythm – student noted feeling less vocal freedom than usual.

5. 11/12 – Did exercise – Very focused and productive lesson. Got through lots of music.

Uses exercise outside and in her own teaching

Student #6. Beginner but natural MT high belt singer

No IA – only able to feel singing a phrase is easier or harder

Normally very quiet and apparently passive so it's harder to interpret focus. One lesson without the exercise, focus definitely suffered

Generally, visibly relaxed slightly during relaxation. Occasionally lifted during energy.

Technique improved, and is stronger on days she did the exercise. She resists efforts to discover how or why there are improvement.

Student felt dizzy during exercise. We stopped, she sat and drink water, then she closed her eyes and continued so I went with her. It was later in this lesson that she said a line 'felt easier'.

1. 9/21 – Always very intense and serious. Appears passive and quiet. Relaxed but not energized. I asked a question about what was noticed in a vocalize, she didn't notice anything. Disorganized

2. 10/12 – Stands stiffly. Did exercise. Visible droop in relaxation and slight lift in energizing. Vocalizing was stronger and steadier. Need more 'oo' for Phantom

3. 10/18 – Came in looser – did exercise and visibly drooped and lifted - Felt dizzy $\frac{3}{4}$ of the way through exercise. Opened her eyes and we stopped. I got her a chair and she drank some water. She then closed her eyes and picked up the exercise – I offered to stop, and asked her if she wanted to continue seated and she did, so we completed the exercise.

Strong vocalizing. Still stiff and wouldn't move away from the stand. I asked for an adjustment and she said it made it feel easier. No specifics.

4. *10/26 – Chose no – didn't know why. Seemed relaxed – even laughed. Stopped suddenly during vocalizing and said she was thinking too much. Gave her other distractions. u-i-u-l exercise was unbalanced.

Think of me – needs to be more operatic.

Pitch off on belt

11/2 – Wouldn't choose so I chose to do the exercise. Visible droop during relaxation and lift during energy. Still is not aware of sensations, but technique is improving. Negotiating the transition from head to belt on i-u-i-u exercise she lightened slightly and made the transition seamlessly. I asked if she did it on purpose, and if she felt the difference. She didn't. She said, "I don't really know anything technical about how singing works." In a way that told me she didn't want to and was intimidated or irritated by the very idea. I immediately backed off and told her she's doing it just right and she doesn't need to know how it works – it works and that's what counts.

Student Journal Coding

Blue – Mindfulness exercise

Green – Focus

Yellow – Student's attitude

Technique

Stress/Tension

Student #1

1. 9/25 - During this lesson, we did some exercises to help strengthen the higher part of my vocal range. We also went over my first of two songs and tried to figure out which key it should be sung in. During my independent practice, I should be going over 9 tone scales as well as "meowing" any part of my song that I feel I'm having trouble with.
2. 10/2 - During this lesson, we started off with a well-needed mindfulness exercise. We moved on to warm ups which went well. We also went my Italian piece (I forgot the name and I don't have the music near me, sorry. We moved on to "Someone To Watch Over Me" and that's where we ended the lesson. By myself, I'll be working on my piece with the correct key.
3. 10/12 - During this lesson, we started with a mindfulness exercise then moved on to warm ups. It was a bit harder to sing due to canker sore flare ups but I still tried my best. We went over "o cessate di piagarmi" next and after, "Someone to Watch Over Me" we were trying to figure out the proper key to sing it in, the link was sent to me later that day.
4. 10/23 -
5. 10/30 - To start off this lesson, we did a well needed mindfulness exercise. I was able to get in tune with myself and I was prepared to sing. Next, we moved on to warm ups where I found I need to work on meowing going up and flipping my voice when needed. After, we discussed which song I'd like to work on to help my upper voice. We decided on *I feel like a Motherless Child*, which I will be listening to the track both with and without the melody. Lastly, we discussed "On a Slow Boat to China" to see which version I liked best.

Student #2 – No Journal

Student #3

1. 10/3 - In lessons, we worked on the No Stress breathing exercise then shortly dived right into singing along with the tracks of "Vergebliches Standchen" and "Waiting For Life". This week, I am supposed to work on loo-ing ([l[u]-ing) the German piece so it could flow easier and not sound too much like staccato. With "Waiting For Life", I am supposed to work on my twang and get more familiar with the words.
2. 11/2 - For the two lessons we had this week, we focused on "Vergebliches Standchen". On Tuesday, we worked on and highlighted the importance of the rhythm of the piece. This will not only help me with when I come in for one of the lines but it will also help keep the movement of the piece. On Thursday, we worked on pronunciation and diction with my German piece then I sang "Waiting for Life".
3. 11/16 - We went over '*Vergebliches Stanchen*' first and my focus this week with that song should be on what the words of the song are and keeping that in mind. Next, I went over '*Waiting For Life*' and I need to find a personal story of mine that relates to the feeling of the song. I also need to meow the song first then do it with words while keeping the same twang throughout the whole song.

Student #4

1. 10/5 - This week we worked mostly on Sebben Crudele. We worked on breathing issues and just practiced it. We found tracks for each song in the correct keys so this week I will work on all of the songs with the correct tracks. I will practice my breath marks in Sebben Crudele and I will work on understanding the meanings of both Italian arias. I will also practice Thank God I do with the track. Going into my lesson I felt a little stressed from the day but once we started to sing and talk and work together, I felt more focused. I can't wait to start the actual research part of our lesson. I feel like it genuinely helped me a lot in the past to just focus and center or ground myself.
2. 10/18 - This week we practiced sebben crudele and tu lo sai. We also started our first week of the guided meditation. I was very excited for this. It was more focused than I thought I would be. As I watched back the video I could see my whole body relaxing. It was kind of interesting to watch because when it happens I can feel my body relaxing but

now I see it too. I felt very grounded after this exercise and ready to work. I really enjoy when we talk about the glowing sphere light. I also envision it spinning I don't know why I meant to tell you that. I also like the liquid being orange. I do not know why but I was thinking about it and if it was a different color I think it might bother my focus I do not know why. We started with Tu Lo Sai and talked about working on the ending of it. The rhythm was off in my last measures. We also talked about thinking of long lines. Then we went on to Sebben Crudele and talked about breathing issues, working on our sound on the lower notes, and more. I am very excited for our next lesson and to work on these pieces.

3. 10/25 - This week at lessons we had to cut our lesson short because I had a house of reps meeting. We did our meditation, warmed up, and sang through tu lo sai. This lesson, although it was short it felt very productive. We talked a bit about breathing and taking low breaths. The video on zoom unfortunately did not pick up my voice very well. I could hear what we talked about but not really the actual singing. We spoke about how sometimes I can sing and think too much but when I try to focus on the point of the song it leaves room to free my voice a little. We are gonna work on continuing to practice and better each song. I can't wait for our next lesson.
4. 11/15 - This week's lesson was very productive. we went over tu lo sai and thank God I do. We talked about the feelings behind each piece and making the next connection and step to share what the piece is truly about. I meant to tell you the other day while we do our meditation for some reason when we talk about the draining out of our arms I think of an orange liquid and I think of it dripping down and out of my fingers and then it disappears. I do not know if that is helpful to your research but I wanted to tell you. I am going to work on feeling the piece for what they are about and expressing that. I can't wait to see you next lessons.
5. 11/17 - This past week at lessons we talked about a lot of different things. We did not have a lot of time to sing but I think we got a lot done. We spoke about the free vibrato and tone we are looking for. We also spoke on the feelings and emotions that need to be portrayed throughout the piece. This week I will work on both of those things for both of my Arias. I can't wait for next week!

Student #6 – No Journal

Final Survey Coding

Relaxation	<u>Focus/attentive</u>	IA <u>Improvement</u>
<u>Tension</u> Release	Receptive to learning	Sensation
<u>Stress</u> Relief	Productive	Technique <u>Improvement</u>
Energy	Mental Health/ <u>mindset</u>	Positive
Fidgeting <u>Less</u>	Student Distress	Negative
		Non-Responsive

SURVEY #2

Question 1. Do you like doing the mindfulness exercise?

Once I chose not to because I felt as though I was already focused enough (1)

yes it helps me feel relaxed (2)

I do enjoy the mindfulness exercise. I like how it allows me to release the tension I regularly hold within my body. (3)

It's okay (6)

Question 2. Do you notice a change in your receptiveness to learning after the exercise?

I feel more attentive and focused on the lesson (2)

The exercise did make me more receptive to learning during my vocal warm-ups and whatever song we did first that day. I believe it did help me focus on just singing my songs vs me focusing on how I think I should sound on it. (3)

Question 3. Do you notice sensations more when you sing after doing the exercise?

a more focused energy is what i feel after the exercise (2)

When I sing after doing the exercise, I notice sensations better because I compare how I feel before and after. Then I feel nervous before I sing, so my hands become

clammy or I feel like I need to swallow. (3)

Question 4. Do you perceive a change in your ability to focus after the exercise?

yes my focus shifts to a relaxed more concentrated focus (2)

After the exercise, I try to focus mostly on what I need to do and just get through warm-ups. (3)

Question 5. When given the choice, did you choose to do the exercise or not? Why?

I chose to do it when offered because i feel like it was very helpful (2)

When given the choice, I chose to do the exercise to get my mind off things that might've been stressing me out during that day or week. (3)

Yes. I noticed that when doing the mindfulness exercises, I was able to be more present during the lesson and I was a lot more aware of the subtle difference that can affect my voice. I also preferred the exercises because they gave me a set time to reset my mindset (4)

I chose to because I think it affected me in a positive way. (5)

No, I didn't really think it did much for me (6)

Question 6. Would you do the exercise on your own if it were available?

I would do this exercise on my own and probably follow one of the cloud recordings so I can take it seriously and not get distracted. (3)

Question 7. How do you feel the mindfulness exercise affected your lesson?

It helped me focus and pay more attention and have more intention in my actions (1)

it was positive because as someone who struggles with focus it helped me to center myself for the lesson (2)

The mindfulness exercise helps me relax and move my focus away from the stress of my day. It also made me relax my body more and drain anything that was bothering me away. (3)

I believe the exercises affects my ability to accept feedback and to feel how the applications of that feedback worked within the scope of the lesson. (4)

It allowed me to focus. It helped me breathe better throughout my lesson. (5)

I don't think it had much of an effect (6)

Question 8. Please share any other comments you have below:

I feel as though I can use this exercise outside of my lessons (1)

I think the mindfulness exercise is really helpful and should be done before going into something where focus is required (2)

For me, starting mindfulness exercises after not doing them for some time is awkward and I can't focus. However, I believe that incorporating this exercise into our daily routines would be beneficial. (3)

I enjoyed doing the exercises throughout the lessons. I have begun implementing them in the beginning of my day to start off with the right mindset, as well as before I start practicing. I find I have much more productive practice when I have used the mindfulness exercises. (4)

I really enjoyed the mindfulness exercise. I will use it in my future teaching. I think it is important to mental health to take a moment of mindfulness. It cleared my mind and helped me breathe and focus better. (5)

JOURNALS In Vivo Coded

we started off with a well-needed mindfulness exercise. We moved on to warm ups which went well (1)

To start off this lesson, we did a well needed mindfulness exercise. I was able to get in tune with myself and I was prepared to sing. (1)

we worked on the No Stress breathing exercise

We also started our first week of the guided meditation. I was very excited for this. It was more focused than I thought I would be. As I watched back the video, I could see my whole body relaxing. It was kind of interesting to watch because when it happens, I can feel my body relaxing but now I see it too. I felt very grounded after this exercise and ready to work.

We did our meditation, warmed up, and sang through tu lo sai. This lesson, although it was short it felt very productive. (4)

NO EXERCISE

Going into my lesson I felt a little stressed from the day but once we started to sing and talk and work together I felt more focused. I can't wait to start the actual research part of our lesson. I feel like it genuinely helped me a lot in the past to just focus and center or ground myself. (4)

OBSERVATIONS In Vivo Coded

'I guess it was a little easier?' At the time I felt like she was saying what she assumed I wanted to hear, not that she'd actually sensed a difference (1)

after exercise student said 'I needed that today'. Also said she felt energized. (2)

"I'm feeling a little sensation in my head when I do it how I did it today vs how I did it before. It's interesting." "I made note of that when I was doing it, to tell you." (2)

Chose to do the exercise. At the end she sighed and said "That's better." (2)

asked if she felt energized and she said , "Yeah it's like an energized relaxation. It's like I'm energized but I don't feel like I need to fly around the room and do laps and stuff, it's just relaxed." (2)

Asked if she noticed anything after I made an adjustment, and she said, "Yes, it feels like it's coming out more easily." (4)

She reported that, for the first time, she was able to imagine the meow exercise we do to lighten and refocus her sound and it worked. (4)

At the end she said, "that's much better. I love doing that."(5)

Lesson Observations .docx Delve Coding

Our program is not at conservatory level. Current students range from beginners to beginning intermediate level. Most are interested in CCM or Musical Theatre, though they are willing to develop the classical side of their voices. We teach across genres. Most students are not at a level where I consider them ready to try the NATS auditions.

Student #1– Is a beginner. When she started with me 2 years ago her voice was so undeveloped that she was unable to match pitch beyond a range of about a third, although she was able to hear when notes were wrong. She has worked hard, and now can match pitch across 2 1/2 octaves, though the timbre is developing slowly. She's slightly shy, and approaches singing instinctively, not analytically. Her sensory awareness is not developed.

Auditory awareness

IA none

Student Level

Technical Problems

9/25 - Physically a bit tight – on first 5 tone scales hitches shoulders up on the top note. Tension in hands. Slouchy. Arms occasionally crossed (low), high, or hung with hands spread to the side. Holding onto herself with hands. Lots of fidgeting.

Exercise -

Fidgeting

Posture

Tension

During 'miow' exercise she repeatedly touched the bridge of her nose in the area where students generally identify sensation, although she says she doesn't notice any sensations. After she executed a correction, I asked what she noticed and she thought a bit and said, 'I guess it was a little easier?' At the time I felt like she was saying what she assumed I wanted to hear, not that she'd actually sensed a difference

Bias?

Exercise -

Fidgeting

IA s little

10/2 – Seemed low energy, much as usual. EXERCISE -Physically moved to release tension in neck- head drooped - slight sway – visible relaxation through shoulders – slight visible lift as new energy flows in –

Energy

Exercise +

Relaxation

Tension

Less fidgeting during vocalizing. Much arm crossing. More energy when singing.

Energy

Exercise +

Fidgeting

Less fidgeting

Tech problems (musicians sound off) – Stated that if the exercise were available she would use it on her own.

Use outside lessons +

in lesson journal she said “we started off with a well-needed mindfulness exercise”

10/12 – Came in slightly tense because she had cold sores – very fidgety during exercise, slightly more than usual – I emphasized the energy flowing in, as she is habitually low energy, and she visibly lifted and expanded- after the exercise - Less fidgety – more focused -stayed relaxed

Energy

Exercise -

Exercise +

Fidgeting

Focus

Less fidgeting

Relaxation

Tension

In last two lessons student had not learned songs well enough for adjustments to be noted.

4. 10/23 Came in less fidgety than usual and Chose no exercise - said she felt okay– Stood fairly stiffly and I had her walking around swinging her arms to loosen up. Still no apparent connection to sensations. Hadn't practiced much due to having bad cold sores. Pitch continues to improve. Added i-u-i-u legato exercise. Need to continue this! Switched Italian song to spiritual.

Exercise -

IA none

Less fidgeting

Technical Improvement

Tension

5 – 10/30 – Chose to do exercise – drooped visibly through the relaxation, and visibly stretched as she filled with (imaginary) energy. During vocalizing Stood with more relaxation. Less fidgeting, though she continuously shifted her weight around. She made a slight corrective adjustment on an upward exercise and noticed a difference in feeling. She wasn't able to articulate what the difference was, but she initiated the adjustment and she recognized the change in sensation it produced. When I told her what I heard she agreed that it described what she felt.

Energy

Exercise +

Fidgeting

IA s little

Improvement in IA

Less fidgeting

Relaxation

This is the first time this student has identified any sensation! We've been working on negotiating the registration change around G4, and today she was able to get through it seamlessly on a downward 5 tone scale for the first time.

Exercise +

Improvement in IA

Technical Improvement

In practice journal she wrote “we did a well needed mindfulness exercise. I was able to get in tune with myself and I was prepared to sing”

This is a challenging student, as noted before. Her pitch matching is now consistent with in exercises but not with music. It appears to be an issue of attention and focus. She consistently does better after doing the relaxation exercise, and says she’s used it outside of class.

Exercise +

Focus

More Productive

Technical Improvement

Use outside lessons +

Student #2 – Is an early intermediate level singer. She is well suited to Disney Princess songs and does them competently. She is analytical, and often over thinks.

9/28 - She said she felt relaxed. Lots of tension, as usual, around mouth. Lips turn up at corners at end of bum-bum-bum exercise. Mouth tightens to thin line after a loose raspberry.

Exercise -

Relaxation

Tension

Head voice is developing nicely. Beginning to lose smoothness in G-B register change in upward meow exercise.

Exercise -

Technical Problems

No review because no sound

10/03 – Gentle swaying – occasional adjustments – visibly slumps as relaxation goes on– after exercise student said ‘I needed that today’. Also said she felt energized.

Energy

Exercise +

Relaxation

Stress relief

Made adjustments to even out volume on i-u-i-u – will see if she maintains

Exercise +

Technical Problems

*10/17 – Vast improvement in i-u-i-u exercise. She had worked on it. She cited that it sounded better. She later stated that when she matches the vowels she feels a vibration in her head that she hadn't felt before. "I'm feeling a little sensation in my head when I do it how I did it today vs how I did it before. It's interesting." "I made note of that when I was doing it, to tell you." Worked on maintaining steady dynamic level will see if she maintains.

Exercise +

IA describes

Improvement in IA

In Vivo

Technical Improvement

Technical Problems

When asked what sensations she noticed after a correction she didn't perceive anything. (I told her to 'lighten up' as she got higher. It had sounded like she was near the top of her range and after lightening it seemed easier and went higher.) She seemed anxious about saying she hadn't felt anything and I reassured her that there were no right or wrong responses; it's all useful information.

Bias?

Exercise +

IA none

10/24 – Chose to do the exercise. At the end she sighed and said "That's better."

Exercise +

Stress relief

Productive lesson - Even more improvement on i-u. Dynamics are leveling out throughout, instead of getting louder and more pressed as it gets higher. Beginning to lighten up and float in her Fauré song. Very productive lesson

Exercise +

More Productive

Technical Improvement

10/31 – chose exercise – seemed more grounded after – asked if she felt energized and she said , "Yeah it's like an energized relaxation. It's like I'm energized but I don't feel like I need to fly around the room and do laps and stuff, it's just relaxed."

Energy

Exercise +

Focus

In Vivo

Relaxation

Technique on Fauré good! A little pitchy on the Les Miz – needs more squeek

Exercise +

Technical Improvement

Technical Problems

This student loves the exercise and has done it outside of class. Since beginning the research study she has improved more consistently than in the past. Adjustments to vocal exercises have carried over from one class to the next more than in the past. For example, i-u-i-u on an ascending and descending 5 tone scale. Initially the volume grew dramatically as the scale ascended and the top note was hit hard. The first correction was to not hit the top note so hard, then we attempted to even out the volume. Every adjustment we made carried over to the following week, which is new. She now sings the exercise evenly and consistently. The leveling out of intensity level has carried over into the music she's working on.

Technical Improvement

Student #3 - is an early intermediate level singer. She is probably the best singer in the group but does not see herself that way. She is quite insecure, and very hard on herself. She's very self-judgmental and it's hard to focus her attention outward instead of towards micromanaging her every sound. On the plus side, this focus has made her more aware of internal sensations.

IA s little

Mindset

9/26 - Flexible and loose. Seemed grounded and relaxed. Posture is good but tense. Prone to craning neck forward. Neck came forward during Brrs. Can feel intense aryepiglottic narrowing as vibration on the bridge of the nose. Sang from C4 to F5 on 'miow' with no break and was surprised she'd gone through the transition so easily. Lesson was focu productive

Exercise -

Focus

IA s little

More Productive

Relaxation

Tension

10/3 - Came in energized - bouncing (literally) around. Eager to do the exercise. Breathing slowed and body visibly relaxed as exercise went on. No visible change as energy enters. After eyes opened she wiggled and stretched as if joints were stiff. She was still a little fidgety at first but settled at the music stand and focused completely on the lesson. Good lesson, but she's having trouble learning the music.

Energy

Exercise +

Focus

More Productive

Relaxation

Worked on squeakiness of meow on 'Waiting for Life'. Will see if it carried over.

Technical Problems

10/17 – Relatively calm and focused at beginning of lesson. Visible relaxation when directed to facial muscles. Posture maintained better than before. Visibly lifted with energy input. Felt dizzy at end of exercise and had to sit on the floor for a minute. There had been no wavering or other visible evidence of loss of equilibrium before she opened her eyes. Reminded her that she should protect herself and sit or hold on to something if she felt dizzy. She thought the dizziness was due to the room being too warm.

Energy

Exercise +

Focus

Relaxation

Student Distress

Began vocalizing sitting on the floor. Good upright posture.

Off day for singing. Being timid. Worked on belt song and it was hard to get her to get squeaky with meow.
May need different song.

Exercise +

Technical Problems

10/31 – Did exercise. Had a lot if personal issues going on. There was aslight droop and lift with the exercise,
but she said she felt the body collapse dramatically and then expand massively during the exercise.

Exercise +

IA s little

Relaxation

11/7 – No Sound

11/16 – no exercise because of extra short lesson near juries – Posture corrections- Sang German song ,
best ever! Still need to bring twang through all of Waiting for Life. Feels the difference when she does, but it's
not even close to automatic.

Exercise -

Improvement in IA

Technical Improvement

Technical Problems

Student #4 – A more advanced and ambitious student; early intermediate. Mouth tension. Analytical approach, sometimes to a fault. Working on classical sound but primarily sings CCM at school and church.

10/4 – Seemed fairly focused. In post lesson journal student said “Going into my lesson I felt a little stressed from the day but once we started to sing and talk and work together I felt more focused. I can't wait to start the actual research part of our lesson. I feel like it genuinely helped me a lot in the past to just focus and

center or ground myself.”

Exercise -

Focus

*10/18 – Was very focused during exercise. Arms held some tension but gradually relaxed down to her sides. Drummer was practicing next door but she stayed focused throughout. Maintained focus through lesson. Afterwards she said she’d been really looking forward to it and that she needed it. She asked for a recording so she could do the exercise on her own. Too light on ‘Tu Lo Sai’.

Exercise +

Focus

Relaxation

Stress relief

Technical Problems

Tension

Use outside lessons +

Asked if she noticed anything after I made an adjustment, and she said, “Yes, it feels like it’s coming out more easily.”

Exercise +

IA s little

Journal entry “I was more focused than I thought I would be. As I watched back the video I could see my whole body relaxing. It was kind of interesting to watch because when it happens I can feel my body relaxing but now I see it too. I felt very grounded after this exercise and ready to work.”

Focus

In Vivo

10/25 – able to clearly describe subtle differences in breathing IA.

Exercise +

IA describes

Improvement in IA

Came in vocally fatigued from earlier class where she was asked to sing extensively. She hadn’t properly warmed up. She’s feeling and understanding how much more free her voice is when she thinks about what she’s trying to communicate instead of what sounds she’s making and how she’s making them. On the other hand, her analytical side enables her to interpret the sensations she’s feeling. Had some free vibrato for the first time.

Exercise +

Improvement in IA

Technical Improvement

11/8 – Today was spent dealing with emotional issues and we did not sing. I will attempt to add another lesson to the series. She brought up something that is important to note, however. We have worked for a long time on using twang to lighten an overly heavy, pressured belt sound and smooth the transition to her

higher range. She said that, since our last lesson, when she was singing lead with the jazz ensemble she was having trouble with a high note. She reported that, for the first time, she was able to imagine the meow exercise we do to lighten and refocus her sound and it worked. She was able to sense that the sound was too heavy, and to use her sense memory to correct the problem.

Improvement in IA

Technical Problems

11/15 – Chose exercise (no musicians sound)- no visible lift, energy lift bigger – First time she released enough to have natural vibrato on most of her classical song! Focused productive exercise.

Exercise +

Focus

More Productive

Technical Improvement

11/22 – No exercise due to shortened class time. More tension in shoulders and neck than when we do exercise. Had strained voice over the weekend over singing without proper warm up. Much time spent on need to warm up and how to recover when you've overtaxed the voice. Initially sound was unwieldy. Near end of lesson, as she added emotion to the song (Tu Lo Sai), she relaxed enough to achieve a free vibrato for the entire song for the first time.

Exercise -

Technical Improvement

Technical Problems

Tension

Student #5. student is early intermediate in general – intermediate in Musical Theatre. She has postural issues due to injuries and genetics

1. 9/28 -- Normal lesson – lots of chatting – we've missed several lessons and she's made great progress learning her music

2. 10/11 – appeared relaxed at beginning of exercise – slight visible shift as awareness came to neck – again with upper chest – posture slouched slightly when abs released – visible lift after energizing section –

Energy

Exercise +

Relaxation

Working on music, the student had begun to sing with a slightly darker, richer quality, but was having trouble with the flexibility and ease required by her selection. When I made some adjustments with her, she immediately SENSED the difference, and was able to articulate what it was and how she got there. It will be

interesting to see if she carries it over to the next week.

Exercise +

IA describes

Technical Improvement

Technical Problems

3.10/24 – Came in very stressed. Asked to do the exercise lying down and we did. At the end she said, “that’s much better. I love doing that.” Carried over the light, healthy approach to singing from last week.
Very productive lesson. Lesson was extremely focused and productive.

Exercise +

Focus

More Productive

Stress

Stress relief

Technical Improvement

11/8 – Did not do exercise due to short time – much less focused lesson – kept losing pages of music – verbal digressions – more trouble staying in rhythm – student noted feeling less vocal freedom than usual.

Exercise -

Fidgeting

Technical Problems

Tension

11/12 – Did exercise – Very focused and productive lesson. Got through lots of music.

Exercise +

Focus

More Productive

Student #6. Beginner but natural MT high belt singer

1. 9/21 – Always very intense and serious. Appears passive and quiet. Relaxed but not energized. I asked a question about what was noticed in a vocalize, she didn’t notice anything. Disorganized

Energy

Exercise -

Focus

IA none

Relaxation

10/12 – Stands stiffly. Did exercise. Visible droop in relaxation and slight lift in energizing. Vocalizing was stronger and steadier. Need more ‘oo’ for Phantom

Energy

Exercise +

Relaxation

Technical Improvement

Technical Problems

Tension

10/18 – Came in looser – did exercise and visibly drooped and lifted - Felt dizzy ¾ of the way through exercise. Opened her eyes and we stopped. I got her a chair and she drank some water. She then closed her eyes and picked up the exercise – I was surprised, and asked her if she wanted to continue seated and she did, so we completed the exercise.

Energy

Exercise +

Relaxation

Student Distress

Strong vocalizing. Still stiff and wouldn't move away from the stand. I asked for an adjustment and she said it made it feel easier. No specifics.

Exercise +

IA s little

Technical Improvement

Tension

*10/26 – Chose no – didn't know why. Seemed relaxed – even laughed. Stopped suddenly during vocalizing and said she was thinking too much. Gave her other distractions. u-i-u-l exercise was unbalanced.

Exercise -

Focus

Relaxation

Technical Problems

Think of me – needs to be more operatic.

Exercise -

Technical Problems

Pitch off on belt

Exercise -

Technical Problems

11/2 – Wouldn't choose so I chose to do the exercise. Visible droop during relaxation and lift during energy. Still is not aware of sensations, but technique is improving. Negotiating the transition from head to belt on i-u-i-u exercise she lightened slightly and made the transition seamlessly. I asked if she did it on purpose, and if she felt the difference. She didn't. She said, "I don't know anything about how singing works." In a way that told me she didn't want to and was intimidated or irritated by the very idea. I immediately backed off and told her she's doing it just right and she doesn't need to know how it works – it works and that's what counts.

Energy

Exercise -

Exercise +

IA none

Relaxation

Technical Improvement

Created with the Delve Qualitative Analysis Tool (<http://www.delvetool.com>)

Final Survey Responses.docx Delve

#1

Q1

Do you like doing the mindfulness exercise?

Yes

Q2

Do you notice a change in your receptiveness to learning after the exercise?

More Productive

Yes

More Productive

Q3

Do you notice sensations more when you sing after doing the exercise?

Improvement in IA

Yes

Improvement in IA

Q4

Do you perceive a change in your ability to focus after the exercise?

Yes

Q5

When given the choice, did you choose to do the exercise or not? Why?

Once I chose not to because I felt as though I was already focused enough to begin my lesson

Q6

Would you do the exercise on your own if it were available?

Yes

Q7

How do you feel the mindfulness exercise affected your lesson?

It helped me focus and pay more attention and have more intention in my actions

Q8

Please share any other comments you have below:

I feel as though I can use this exercise outside of my lessons

In Vivo

Use outside lessons +

#2

Q1

Do you like doing the mindfulness exercise?

Relaxation

Stress relief

yes it helps me feel relaxed

In Vivo

Relaxation

Stress relief

Q2

Do you notice a change in your receptiveness to learning after the exercise?

Focus

More Productive

i feel more attentive and focused on the lesson

Focus

In Vivo

More Productive

Q3

Do you notice sensations more when you sing after doing the exercise?

Energy

Focus

a more focused energy is what i feel after the exercise

Energy

Focus

In Vivo

Q4

Do you perceive a change in your ability to focus after the exercise?

Focus

More Productive

yes my focus shifts to a relaxed more concentrated focus

Focus

In Vivo

More Productive

QS

When given the choice, did you choose to do the exercise or not? Why?

Exercise +

i chose to do it when offered because i feel like it was very helpful

Exercise +

QG

Would you do the exercise on your own if it were available?

Use outside lessons +

yes i would

Use outside lessons +

Q7

How do you feel the mindfulness exercise affected your lesson?

Focus

More Productive

it was positive because as someone who struggles with focus it helped me to center myself for the lesson

Focus

In Vivo

More Productive

Q8

Please share any other comments you have below:

Focus

i think the mindfulness exercise is really helpful and should be done before going into something where focus is required

Focus

In Vivo

#3

Q1

Do you like doing the mindfulness exercise?

I do enjoy the mindfulness exercise. I like how it allows me to release the tension I regularly hold within my body.

In Vivo

Less Tension

Q2

Do you notice a change in your receptiveness to learning after the exercise?

The exercise did make me more receptive to learning during my vocal warm-ups and whatever song we did first that day. I believe it did help me focus on just singing my songs vs me focusing on how I think I should sound on it.

Focus

In Vivo

More Productive

Q3

Do you notice sensations more when you sing after doing the exercise?

When I sing after doing the exercise, I notice sensations better because I compare how I feel before and after. Then I feel nervous before I sing, so my hands become clammy or I feel like I need to swallow.

Improvement in IA

In Vivo

Tension

Q4

Do you perceive a change in your ability to focus after the exercise?

After the exercise, I try to focus mostly on what I need to do and just get through warm-ups.

Q5

When given the choice, did you choose to do the exercise or not? Why?

When given the choice, I chose to do the exercise to get my mind off things that might've been stressing me out during that day or week.

Exercise +

In Vivo

Stress relief

Q6

Would you do the exercise on your own if it were available?

I would do this exercise on my own and probably follow one of the cloud recordings so I can take it seriously and not get distracted.

Focus

Use outside lessons +

Q7

How do you feel the mindfulness exercise affected your lesson?

The mindfulness exercise helps me relax and move my focus away from the stress of my day. It also made me relax my body more and drain anything that was bothering me away.

In Vivo

Relaxation

Stress relief

Q8

Please share any other comments you have below:

For me, starting mindfulness exercises after not doing them for some time is awkward and I can't focus. However, I believe that incorporating this exercise into our daily routines would be beneficial.

#4

Q1

Do you like doing the mindfulness exercise?

Yes.

Q2

Do you notice a change in your receptiveness to learning after the exercise?

More Productive

Yes.

More Productive

Q3

Do you notice sensations more when you sing after doing the exercise?

Improvement in IA

Yes.

Improvement in IA

Q4

Do you perceive a change in your ability to focus after the exercise?

Focus

Yes.

Focus

QS

When given the choice, did you choose to do the exercise or not? Why?

Focus

Improvement in IA

More Productive

Yes. I noticed that when doing the mindfulness exercises, I was able to be more present during the lesson and I was a lot more aware of the subtle difference that can effect my voice. I also preferred the exercises because they gave me a set time to reset my mindset

Focus

Improvement in IA

In Vivo

More Productive

QG

Would you do the exercise on your own if it were available?

Improvement in IA

More Productive

Use outside lessons +

Yes

Improvement in IA

More Productive

Use outside lessons +

Q7

How do you feel the mindfulness exercise affected your lesson?

I believe the exercises affects my ability to accept feedback and to feel how the applications of that feedback worked within the scope of the lesson.

In Vivo

Q8

Please share any other comments you have below:

I enjoyed doing the exercises throughout the lessons. I have begun implementing them in the beginning of my day to start off with the right mindset, as well as before I start practicing. I find I have much more productive practice when I have used the mindfulness exercises.

In Vivo

Mindset

More Productive

#5

Q1

Do you like doing the mindfulness exercise?

Yes

Q2

Do you notice a change in your receptiveness to learning after the exercise?

More Productive

Yes

More Productive

Q3

Do you notice sensations more when you sing after doing the exercise?

Improvement in IA

Yes

Improvement in IA

Q4

Do you perceive a change in your ability to focus after the exercise?

Focus

Yes

Focus

QS

When given the choice, did you choose to do the exercise or not? Why?

Exercise +

I chose to because I think it affected me in a positive way.

Exercise +

QG

Would you do the exercise on your own if it were available?

Use outside lessons +

Yes

Use outside lessons +

Q7

How do you feel the mindfulness exercise affected your lesson?

Focus

More Productive

It allowed me to focus. It helped me breathe better throughout my lesson.

Focus

In Vivo

More Productive

Q8

Please share any other comments you have below:

I really enjoyed the mindfulness exercise. I will use it in my future teaching. I think it is important to mental health to take a moment of mindfulness. It cleared my mind and helped me breathe and focus better.

Focus

In Vivo

Mental Health

#6

QI

Do you like doing the mindfulness exercise?

It's okay

Q2

Do you notice a change in your receptiveness to learning after the exercise?

No

Q3

Do you notice sensations more when you sing after doing the exercise?

No

Q4

Do you perceive a change in your ability to focus after the exercise?

No

Q5

When given the choice, did you choose to do the exercise or not? Why?

Exercise -

No, i didn't really think it did much for me

Exercise -

Q6

Would you do the exercise on your own if it were available?

Use outside lessons -

Probably not

Use outside lessons -

Q7

How do you feel the mindfulness exercise affected your lesson?

I don't think it had much of an effect

In Vivo

Q8

Please share any other comments you have

Created with the Delve Qualitative Analysis Tool (<http://www.delvetool.com>)

Student Journals.docx Delve Coding

Student #1

9/25 - During this lesson, we did some exercises to help strengthen the higher part of my vocal range. We also went over my first of two songs and tried to figure out which key it should be sung in. During my independent practice, I should be going over 9 tone scales as well as "meowing" any part of my song that I feel I'm having trouble with.

10/2 - During this lesson, we started off with a well-needed mindfulness exercise. We moved on to warm ups which went well. We also went my Italian piece (I forgot the name and I don't have the music near me, sorry. We moved on to "Someone To Watch Over Me" and that's where we ended the lesson. By myself, I'll be working on my piece with the correct key.

Exercise +

In Vivo

More Productive

Stress relief

10/12 – During this lesson, we started with a mindfulness exercise then moved on to warm ups. It was a bit harder to sing due to canker sore flare ups but I still tried my best. We went over "o cessate di piagarmi" next and after, "Someone to Watch Over Me" we were trying to figure out the proper key to sing it in, the link was sent to me later that day.

10/23 –

10/30 - To start off this lesson, we did a well needed mindfulness exercise. I was able to get in tune with myself and I was prepared to sing. Next, we moved on to warm ups where I found I need to work on meowing going up and flipping my voice when needed. After, we discussed which song I'd like to work on to help my upper voice. We decided on I feel like a Motherless Child, which I will be listening to the track both with and without the melody. Lastly, we discussed "On a Slow Boat to China" to see which version I liked best.

Exercise +

Focus

In Vivo

More Productive

Stress relief

Student #2 – No Journal

Student #3

10/3 - In lessons, we worked on the No Stress breathing exercise then shortly dived right into singing along with the tracks of "Vergebliches Standchen" and "Waiting For Life". This week, I am supposed to work on loo-ing ([u]-ing) the German piece so it could flow easier and not sound too much like staccato. With "Waiting For Life", I am supposed to work on my twang and get more familiar with the words.

11/2 - For the two lessons we had this week, we focused on "Vergebliches Standchen". On Tuesday, we worked on and highlighted the importance of the rhythm of the piece. This will not only help me with when I come in for one of the lines but it will also help keep the movement of the piece. On Thursday, we worked on pronunciation and diction with my German piece then I sang "Waiting for Life".

11/16 - We went over 'Vergebliches Stanchen' first and my focus this week with that song should be on what the words of the song are and keeping that in mind. Next, I went over 'Waiting For Life' and I need to find a personal story of mine that relates to the feeling of the song. I also need to meow the song first then do it with words while keeping the same twang throughout the whole song.

Student #4

10/5 - This week we worked mostly on Sebben Crudele. We worked on breathing issues and just practiced it. We found tracks for each song in the correct keys so this week I will work on all of the songs with the correct tracks. I will practice my breath marks in Sebben Crudele and I will work on understanding the meanings of both Italian arias. I will also practice Thank God I do with the track. Going into my lesson I felt a little stressed from the day but once we started to sing and talk and work together I felt more focused. I can't wait to start the actual research part of our lesson. I feel like it genuinely helped me a lot in the past to just focus and center or ground myself.

Exercise -

Exercise +

Focus

Stress

Technical Problems

10/18 - This week we practiced sebben crudele and tu lo sai. We also started our first week of the guided meditation. I was very excited for this. It was more focused than I thought I would be. As I watched back the video I could see my whole body relaxing. It was kind of interesting to watch because when it happens I can feel my body relaxing but now I see it too. I felt very grounded after this exercise and ready to work. I really enjoy when we talk about the glowing sphere light. I also envision it spinning I don't know why I meant to tell you that. I also like the liquid being orange. I do not know why but I was thinking about it and if it was a different color I think it might bother my focus I do not know why. We started with Tu Lo Sai and talked about working on the ending of it. The rhythm was off in my last measures. We also talked about thinking of long lines. Then we went on to Sebben Crudele and talked about breathing issues, working on our sound on the lower notes, and more. I am very excited for our next lesson and to work on these pieces.

Energy

Exercise +

Focus

IA s little

In Vivo

More Productive

Relaxation

10/25 - This week at lessons we had to cut our lesson short because I had a house of reps meeting. We did our meditation, warmed up, and sang through tu lo sai. This lesson, although it was short it felt very productive. We talked a bit about breathing and taking low breaths. The video on zoom unfortunately did not pick up my voice very well. I could hear what we talked about but not really the actual singing. We spoke about how sometimes I can sing and think too much but when I try to focus on the point of the song it leaves room to free my voice a little. We are gonna work on continuing to practice and better each song. I can't wait for our next lesson.

Exercise +

In Vivo

More Productive

11/15 - This week's lesson was very productive. we went over tu lo sai and thank God I do. We talked about the feelings behind each piece and making the next connection and step to share what the piece is truly about. I meant to tell you the other day while we do our meditation for some reason when we talk about the draining out of our arms I think of an orange liquid and I think of it dripping down and out of my fingers and then it disappears. I do not know if that is helpful to your research but I wanted to tell you. I am going to work on feeling the piece for what they are about and expressing that. I can't wait to see you next lessons.

Exercise +

In Vivo

More Productive

11/17 - This past week at lessons we talked about a lot of different things. We did not have a lot of time to sing but I think we got a lot done. We spoke about the free vibrato and tone we are looking for. We also spoke on the feelings and emotions that need to be portrayed throughout the piece. This week I will work on both of those things for both of my Arias. I can't wait for next week!

Exercise +

Mental Health

More Productive

Student #5 – No Journal

Student #6 – No Journal

Created with the Delve Qualitative Analysis Tool (<http://www.delvetool.com>)

CODING INDEX CARDS



Do Exercise Outside Lesson

Yes II

No

Physical Sensations?

Not sure, I don't think so

Notice breathing improved

Sometimes

for breathing technique

body relaxes more when singing, then

throat tends to tighten

Yes III

III

?

No

I

Changed Ability to Focus

Yes II

Not Sure

No

Changes from relaxed more concentrated Focus

Positive Comments

II

As someone who struggles with focus it helped me center myself for lesson

Change in Receptiveness

Yes II

Not Sure

No

more attentive & focussed

Focus?

Yes

No

III

For the most part - better if able to pre

Notice Sensations More

Yes I

Not Sure I

No

Feel more focussed energy

Chose Exercise

Yes III

No I

Felt focussed

Felt it was very helpful

Like Exercise?

Yes III

Not sure

No

allows me to release the tension I like helps feel relaxed

Tense

II
tense from daily stress
tense, not about class though

Relaxed

II

Beginning of Class

Anxious

I

Class Progression

Same

I
unwhelmed at all

Class Progression

Better

III

Class Progression

Worse