

# Think Like An Opera Singer: What Is Vocal Range?

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# Think Like An Opera Singer

## **Lesson Objective**

Students will be able to define voice types and analyze singers' vocal ranges and stylistic elements by researching notable singers, using the range trainer app, and analyzing artists with similar ranges.

# Think Like An Opera Singer

## Reflection Questions:

1. How would you describe the singer's voice utilizing musical vocabulary?
2. Which singer's voice do you connect with the most? Why?
3. How does each singer use their voice differently?
4. How do different vocal ranges change the feeling of a song across different musical genres/styles?
5. What musical genre or style of singing do you connect with most?
6. Which vocal range do you think your own voice might fit into?

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## Soprano

**Ariana Grande (Pop), “No Tears Left to Cry”**

**Whitney Houston (Pop/R&B), “I Will Always Love You”**

**Leontyne Price (Opera), “O Patria Mia”**



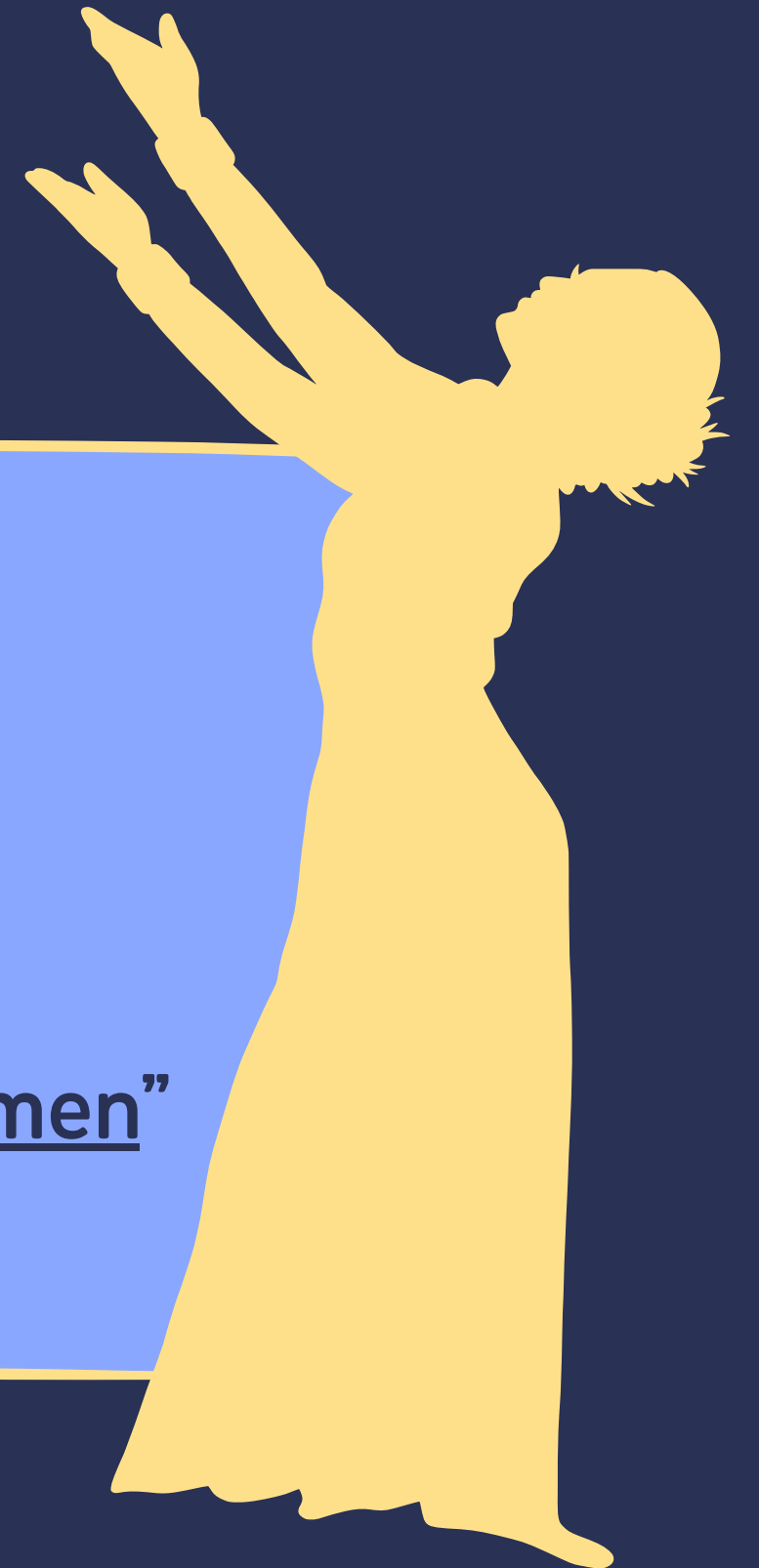
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## Mezzo-Soprano

**Beyoncé (Pop), “Halo”**

**Aretha Franklin (Soul), “Respect”**

**Denyce Graves-Montgomery (Opera), “Habanera from Carmen”**



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## Alto

**Adele (Pop), “Someone Like You”**

**Tracy Chapman (Folk/Soul), “Fast Car”**

**Ella Fitzgerald (Jazz), “It Don’t Mean A Thing”**

**Marian Anderson (Opera), “Ave Maria”**



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## Tenor

**Bruno Mars (Pop/R&B), “When I Was Your Man”**

**Freddy Mercury (Rock), “Bohemian Rhapsody.”**

**Luciano Pavarotti (Opera), “Nessun Dorma”**



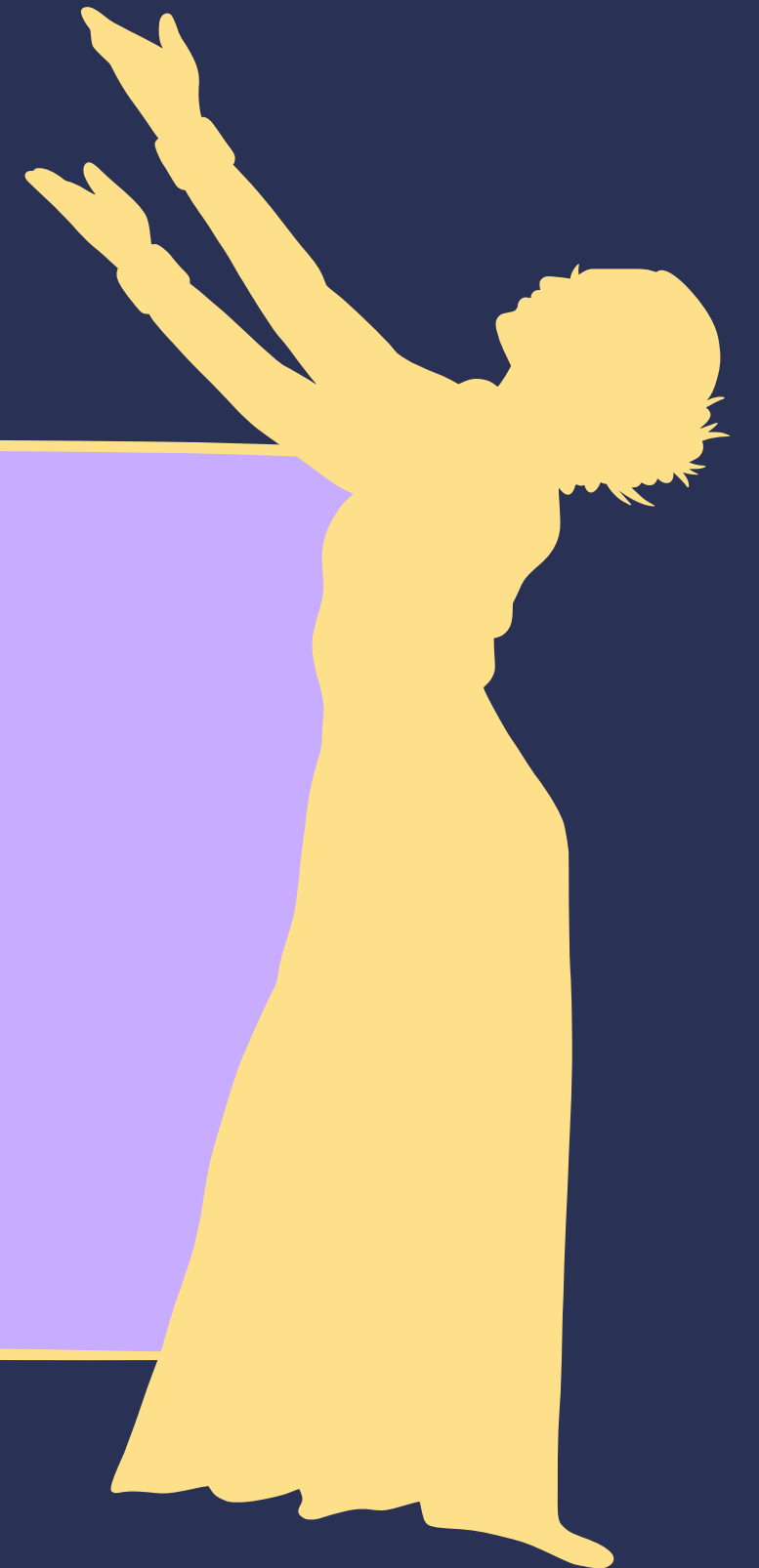
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## Baritone

**John Legend (R&B), “All of Me”**

**Elvis Presley (Rock and Roll), “Love Me Tender”**

**Nat King Cole (Jazz), “Unforgettable”**





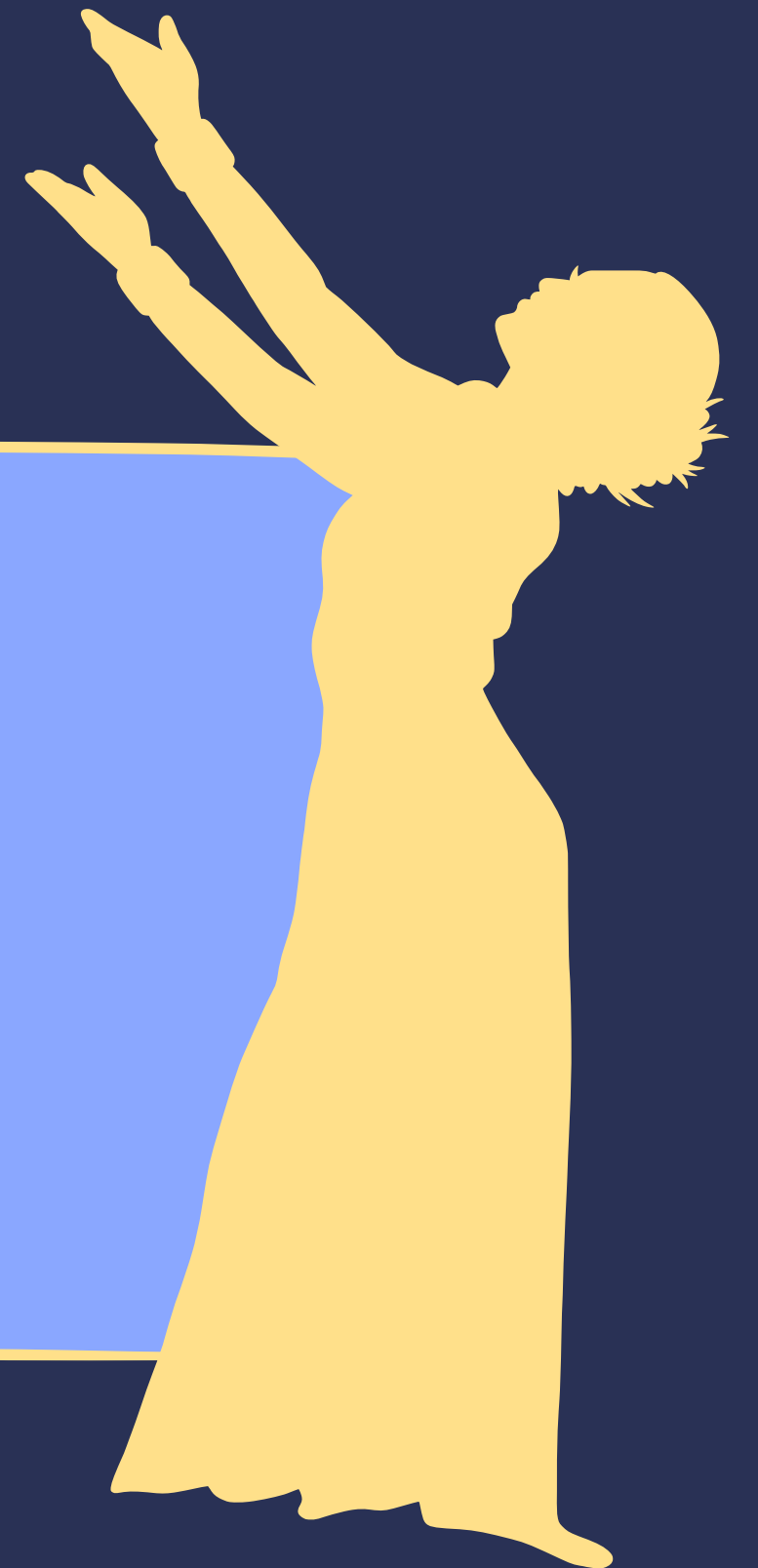
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## Bass

**Johnny Cash (Country), “Ring of Fire”**

**Barry White (Soul), “Can’t Get Enough of Your Love”**

**Paul Robeson (Musicals, Spirituals), “Ol’ Man River”**



# Think Like An Opera Singer: **Vocal Range Project Expectations**

## Part 1: Experiment

1. Find your voice type using the Range Trainer App
2. Use the Practice Exercises to work on expanding your range

## Part 2: Explore

1. Using the provided playlist as inspiration, listen carefully to each singer that matches your vocal range.
2. Pay attention to tone, style, and how the voice sounds in different genres (pop, opera, jazz, R&B, etc.).

## Part 3: Analyze

1. Write down what stands out to you about each singer's voice (examples: bright, powerful, smooth, deep, flexible, emotional).
2. Notice how the singer uses techniques such as breath control, phrasing, or dynamics.

## Part 4: Evaluate

1. Use your noticings to refine your research of more singers in your range whose vocal tone and style appeals to you.
2. Determine which singer most inspires you.
3. Determine what characteristics make them most appealing to you in comparison to other singers.

## Part 5: Present

1. Utilizing the Presentation Rubric, prepare a 5 minute presentation for your class where you will share your vocal range, share your chosen vocal inspiration, a description about their voice style and vocal style and the genre their most known for.

# Think Like An Opera Singer: **Vocal Range Presentation Rubric**

Category	3 – Exceeds Expectations	2 – Meets Expectations	1 – Approaching Expectations
<b>Voice Type Identification</b>	Student clearly explains their voice type, shows a strong understanding of what it means, and demonstrates their vocal ability by singing for the class.	Student accurately shares their voice type with explanation of their range as identified by the range trainer app.	Student mentions their voice type, which might not be accurate, and shares little or no explanation.
<b>Singer Choice &amp; Connection</b>	Students chooses a singer in their range, accurately describes their genre of music performed, and gives a detailed reason for the connection (what about this singer's voice inspires them).	Student chooses a singer in their range and gives a basic reason for the choice. Presentation lacks details specific to the singer's vocal quality and stylistic elements of their genre.	Student chooses a singer who may or may not be in their range, and gives little or no explanation for why they connect to them.
<b>Presentation Skills</b>	Student speaks confidently with adequate vocal projection and is easy to follow. Presentation is memorized. Student makes eye contact and keeps the audience engaged. Visuals shared are well organized and visually appealing.	Student reads from note or slides. Student speaks clearly with adequate vocal projection most of the time, but does not make eye contact or engage with their audience. Student utilizes visuals.	Student does not have speaking points and/or visuals prepared. Student does not project their voice, which results in the inability to be easily understood. Student does not make eye contact and engage with the audience.