

# DAY 1

NATS Cascade Chapter

March 20, 2021

Workshop Facilitator: Dr. William Sauerland

## VOICE PEDAGOGY FOR TRANSGENDER AND NON-BINARY SINGERS: THE CHORAL EXPERIENCE

| TIME             | ACTIVITY   |
|------------------|--|
| 8:30 – 9:00 AM   | <b>Coffee and Social Time</b>  |
| 9:00 – 9:30 AM   | <b>Introductions</b> <ol style="list-style-type: none"><li>1. Establishing Community Norms</li><li>2. Naming Ourselves</li></ol>   |
| 9:30 – 10:00 AM  | <b>Language for All</b><br>Attendees will discuss vocabulary and language syntax necessary for welcoming and affirming gender expansive singers  |
| 10:00 – 10:40 AM | <b>Soft Power in Music</b><br>Described as the ability to shape opinion through uncoerced privilege, this session will demonstrate how traditional conventions in music teaching can cause discrimination and dysphoria.                     |
| 10:40 – 11:00 AM | <b>Coffee and Social Time</b>  |
| 11:00 – 11:45 AM | <b>Uncovering (Un)conscious Bias: Reflections on Teaching</b><br>The <i>undoing</i> of harmful and transphobic practices in music is essential to the <i>doing</i> of strategies to welcome and affirm gender expansive singers.             |
| 11:45 – 12:00 PM | <b>Music Activity: Justice Choir Songbook</b><br>Attendees will learn and sing “Courage to Be Who We Are” by Ruth Huber  |
| 12:00 – 1:30 PM  | <b>Lunch</b>   |
| 1:30 – 2:00 PM   | <b>Strategies for Affirming Gender Diversity</b><br>Practices and policies for affirming all students in the vocal ensemble will be discussed.   |
| 2:00 – 2:30 PM   | <b>Hard Policies in Music</b><br>The what, when, why and how to have a written policy statement for your choir or applied studio.  |
| 2:30 – 3:10 PM   | <b>Scenarios for Music Teachers</b><br>Music teachers encounter a wide variety of social, emotional, and musical encounters in their career. In small groups, participants will discuss how to best handle different scenarios as a teacher. |
| 3:10 – 3:30 PM   | <b>Coffee and Social Time</b>  |
| 3:30 – 4:15 PM   | <b>Q &amp; A</b><br>Portland-based choir directors will discuss teaching gender expansive students in an open question and answer session.   |
| 4:15 – 4:50 PM   | <b>Choral Reading Session</b><br>Attendees will read choral pieces by Mari Ésabel Valverde, Michael Bussewitz-Quarm, and other trans and gender expansive composers.   |
| 4:50 – 5:00 PM   | <b>Closing Remarks</b>   |

# DAY 2

NATS Cascade Chapter

March 21-23, 2021

Workshop Facilitators: Liz Jackson Hearn, Alexandra Plattos Sulack

## Voice Pedagogy for Transgender and Non-Binary Singers

| <b>TIME</b>      | <b>ACTIVITY</b>   |
|------------------|---|
| 8:30 – 9:00 AM   | <b>Coffee and Social Time</b>   |
| 9:00 – 9:30 AM   | <b>Introductions</b>  |
| 9:30 – 10:00 AM  | <b>Understanding gender</b><br>Our philosophy is that in order to engage in working with trans and non-binary students, teachers have a responsibility to explore our personal sense of gender identity, expression, and perception.  |
| 10:00 – 10:40 AM | <b>LGBTQ+ terminology</b><br>We will talk through relevant terms and expressions for voice work and information about aspects of transition.  |
| 10:40 – 11:00 AM | <b>Coffee and Social Time</b>   |
| 11:00 – 12:00 PM | <b>Effective communication in lessons and classrooms</b><br>The onus of thoughtful and educated conversation with our trans and non-binary students is on us; in this section, we'll give examples and tools for navigating typical conversations that might occur in a lesson room or classroom.   |
| 12:00 – 1:30 PM  | <b>Lunch</b>  |
| 1:30 – 2:15 PM   | <b>Psychological perspective</b><br>Gender dysphoria can be a barrier to all aspects of a trans person's life, including voice education. We will discuss some of the ways dysphoria can manifest and how to support students.  |
| 2:15 – 3:10 PM   | <b>Scenarios for Singing Teachers</b><br>Singing teachers encounter a wide variety of social, emotional, and musical encounters in their career. In small groups, participants will discuss how to best handle different scenarios as a teacher.  |
| 3:10 – 3:30 PM   | <b>Coffee and Social Time</b>   |
| 3:30 – 4:45 PM   | <b>Repertoire</b><br>Concerns about maneuvering repertoire requirements for courses, contests, and juries often come up in our conversations with voice teachers in working with transgender/non-binary singers. We will look at how cisgender/heteronormativity appears in voice repertoire and give some novel ideas for repertoire selections and casting. |
| 4:45 – 5:00 PM   | <b>Closing Remarks</b>  |

# DAY 3

| TIME             | ACTIVITY   |
|------------------|--|
| 8:30 – 9:00 AM   | <b>Coffee and Social Time</b>  |
| 9:30 – 10:15 AM  | <b>Respiration considerations for trans/non-binary singers</b><br>Body-shaping garments can present challenges for singers in breathing, registration, and physical stamina. We'll discuss ways to support students who use body-shaping garments.   |
| 10:15 – 11:15 AM | <b>Pitch and registration</b><br>Goals around pitch and registration receive a great deal of attention for transitioning singers. In this section, we'll discuss range and registration considerations for trans singers and ways to manage expectations while offering support for students' intentions.  |
| 11:15 – 11:35 AM | <b>Coffee and Social Time</b>  |
| 11:35 – 12:00 PM | <b>Pitch and registration – Part 2</b>   |
| 12:00 – 1:30 PM  | <b>Lunch</b>   |
| 1:30 – 3:00 PM   | <b>Resonance and articulation</b><br>In this section, we'll discuss the ways resonance and articulation can influence gender perception in voice.  |
| 3:00 – 3:20 PM   | <b>Coffee and Social Time</b>  |
| 3:20 – 4:45 PM   | <b>Hormones and voice</b><br>Some transgender and non-binary singers choose to engage in hormone therapy treatments which can significantly impact the voice. Learn about the physiological changes that occur in the body and in the vocal folds and surrounding structures. We'll discuss the ways that hormonal transition can affect range, registration, and volume, timelines for voice change and ways to support students during this process. |
|                  | <b>Voice health</b><br>Trans/non-binary singers benefit from different ways of maintaining their voice health than cisgender singers. We will discuss vocal hygiene and voice care for transitioning singers.  |
|                  | <b>Other voice interventions</b><br>As with all interventions related to vocal gender transition, the teacher's responsibility is to offer information and support without judgment or persuasion. Voice feminization surgeries and speech therapy will be discussed in this section.  |
| 4:45 – 5:00 PM   | <b>Closing Remarks</b>   |

# DAY 4

| <b>TIME</b>      | <b>ACTIVITY</b>  |
|------------------|--|
| 8:30 – 9:00 AM   | <b>Coffee and Social Time</b>  |
| 9:00 – 10:20 AM  | <b>Voice feminization tools</b><br>Learn about ways to alter aspects of voice that can create a feminine-perceived presentation including range extension, registration maneuvering, resonance and articulation shifts, and gesticulation.                                 |
| 10:20 – 10:40 AM | <b>Coffee and Social Time</b>  |
| 10:40 – 12:00 PM | <b>Voice masculinization tools</b><br>Learn about ways to alter aspects of voice that can create a masculine-perceived presentation including range extension, registration maneuvering, resonance and articulation shifts, and gesticulation.                             |
| 12:00 – 1:30 PM  | <b>Lunch</b>   |
| 1:30 – 3:10 PM   | <b>Master classes and breakout sessions</b><br>Liz and Alexandra will guide select participants, and trans singers, through masculinization and feminization techniques in order to demonstrate teaching methods and give participants interactive learning opportunities. |
| 3:10 – 3:30 PM   | <b>Coffee and Social Time</b>  |
| 3:30 – 4:45 PM   | <b>Breakout Sessions – Part 2</b>  |
| 4:45 – 5:00 PM   | <b>Closing Remarks</b>   |