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Assignment 5  
“What Singers Value” Survey

After analyzing the results of my survey, I noticed that many of the responses were what I expected them to be. However, there were a few trends that caught my interest. My question regarding learning the history and background of performance repertoire had the most even spread of responses.

5.1% - Not Important at all	Although the majority of responses indicated that being aware of the history and background of repertoire was somewhere between important and essential, it is interesting to see that this was the least agreed upon question.
10.3% - Somewhat Important	
28.2% - Important	
28.2% - Very Important	
28.2% - Essential	

This would have been a great question to include some written feedback. I would love to see personal comments from those who took the survey. With an open-ended style question I might be able to better understand if these responses were specifically chosen due to personal beliefs about learning repertoire history, or if they were somewhat arbitrary responses leaning toward “important.”

The other question that really caught my attention regarded the importance of in-class vocal warm-ups in choir. 74.4% believed in-class warm-ups were “essential” to the choir class. While designing the survey, I expected a much larger range of answers and perhaps a more even spread of responses. I think this should inform choir conductors/directors a great deal. If warm-ups are so important to a large majority of choristers, then as conductors/directors it is vital that these warm-ups serve their purpose. Warm-ups should directly relate to the choir’s singing by vocally preparing their range, introducing a genre, aurally informing the choir of tonality, etc.

The open-ended question regarding the purpose/goal of the chorus class rendered some great responses. It was most interesting to compare similar responses and note the slight differences in reason. Many people focus on inspiring the individual and creating community while others are mainly concerned with musicianship skills. One of my favorite responses really joined the two concepts. The response indicated fostering the students’ sense of community and individuality to allow them to “intrinsically invest in the development of musical understanding and skills.” A personally meaningful and fulfilling experience will give the student reason to strive for success in musical skills without the extrinsic motivation of grades or prizes.

This survey was quite informative for an aspiring music teacher. If I could do this again, I would include more room for personal comments. I am interested to see reasoning behind responses in order to clarify results.