

NATS Central Region Conference



TOPICAL BREAKFAST

Should I Stay or Should I Go? Perceptions of Undergraduate Voice Students and Their Reasons for Continuing Voice Studies.

Discussion Leaders: Jacob Sentgeorge and Isaac Bickmore

ABSTRACT:

We present the results of a study combined with fiction-based research (Leavy, 2015, 2016) this project seeks to understand the perceptions of first and second-year undergraduate voice majors in various degree tracks. Specifically, perceptions of success and failure in vocal studies, of lyrical singing in general, and why some choose to continue their vocal studies while others do not. We seek to answer the following questions:

What specific reasons do voice majors have for continuing to study voice other than the requirement to do so?

What reasons might students give for choosing not to continue?

What are students' general perceptions of voice lessons? Specifically, how do they perceive success and failure in the context of vocal studies?

PRESENTER BIO:

Tenor Jacob Sentgeorge has captivated audiences in oratorio, concert, and recital performances in the United States, Canada, Brazil, and Italy. In 2017 he completed a national call for new works for voice and electronics, followed by a national concert tour of these works. In November 2019 he will perform his original composition "Brownshirts in the Hundred Acre Wood" at the 9th Annual Electroacoustic Barn Dance in Jacksonville, FL, an international festival of electroacoustic performers/composers. He has also performed as a chorister and soloist with the chamber ensemble *Spire* in Kansas City, following successful performances of Baroque music with *Pro Music Colorado* and the *Windsor Symphony Orchestra*.

Isaac Bickmore is Assistant Professor of Music Education at UCM. He is a music educator, researcher, narrator, entrepreneur and interdisciplinarian. He taught kindergarten through 8th grade general music and choir for five years with an emphasis on project-based learning, multimedia performances, and collaboration with classroom teachers. He holds a Ph.D. in music education from Arizona State University. His research interests include student-centered learning, project-based learning, critical pedagogy, narrative inquiry, popular music in the lives of adolescents, popular music in young adult literature, and technologically mediated musical engagement. He has co-written two book chapters about popular music in young adult literature.