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Plans and Suggestions for Teaching Margaret Tucker's

"With Mind and Spirit"

CGA-581

by C. Michael Hawn

"With Mind and Spirit" is a wonderful selection for your choir festival or any joyful occasion. Use handbells or choir chimes to add excitement to the piece. The descending pattern of the opening theme is excellent for encouraging a beautiful tone quality in children's voices. Part of the refrain is a modified canon which is an effective device for establishing vocal independence in children's singing.

Vocal Development

Since the word *Alleluia* is sung often in this anthem, use this word as a basis for vocalises. The three vocalises below offer possibilities for expanding the child's awareness of legato singing, pure vowel sounds, and increased vocal range.



Begin with a simple four-note descending pattern with the word *alleluia*. Watch and listen carefully to the children using the checklist below as a guide:

- Good posture (body erect, rib cage elevated, shoulders down, jaw relaxed, chin not too high)
- Legato (smooth) transition from vowel to vowel (the result of even flow of breath)
- Well-shaped vowel sounds (ah [a], eh [ɛ], oo [u]). Make sure the tongue doesn't slide back in the mouth, but remains up against the lower teeth.

Begin with the pitch level indicated in the exercise and move up by half steps until the starting note is G or A depending on the age-level of your group. Once the exercise is secure, provide only the starting pitch on the piano as you ascend and descend. Encourage the children to follow your conducting gestures by changing the tempo and dynamic level from time-to-time. Above all, do not sing with the children!



You may have noticed that the second vocalise is derived from the opening phrase of the anthem. Treat it as you did the first vocalise, ascending by half steps, varying the tempo and dynamic level through your conducting gestures. Practice with minimum piano accompaniment. Encourage vocal independence by avoiding playing or singing the melody with the children. Try this exercise with a legato and also with a more detached or crisp style.



Secure the octave leap and the first four notes of the exercise by singing them on *doo* [du]. Watch the heads of the children. Make sure that their chins do not rise. Sing the lower note of the octave lightly. Once the children can sing the octave leap successfully on *doo* [du], continue with the third vocalise, singing it as the previous two have been sung.

If the children can sing these exercises securely, they should be able to learn the anthem very easily.

A Weekly Lesson Plan

Week 1. Begin by learning voice 1 of the refrain. Work for a clear legato sound. On the words *sing* and *ring*, make sure the children sustain the sound *ih* [I] as in the word *hit*. They will want to bring the *ng* [ŋ] in early if not cautioned. Once voice 1 is secure, the leader can sing all other sections with the children singing the refrain each time it appears.

Week 2. Learn the opening eight measures of the vocal part (ms. 10-17) as well as corresponding sections (ms. 40-47 and ms. 70-77, voice 1 only). Sing these stanzas with a crisp, bright style and the refrain with a legato style. Sing the entire anthem except for unlearned material on pages 5 and 8. The director can sing the unfamiliar material. Sing voice 1 only.

Week 3. Divide the group appropriate to your situation, and learn the modified canon that is a part of the refrain. Try both voices of the refrain without the piano. At first the singing may be insecure, but gradually the unaccompanied approach will produce a more confident result. Learn the two contrasting sections of the anthem (ms. 29-36 and ms. 59-66). Sing the entire anthem with the exception of voice 2 in ms. 71-78.

Week 4. Learn the canon in ms. 71-78. Secure vocal confidence among the singers by repeating the canon unaccompanied. Review the modified canon on the refrain.

Chorister's Page

“With Mind and Spirit”

Speech Chant Based on I Corinthians 14:15

2
 I will | pray with the | spir - it; I will | pray with my | mind.
 I will | sing with the | spir - it; I will | sing with my | mind.
 Ostinati: || · [] | · || || · [] ♪ | | } · ||
 · Pray and sing · · Spir - it and mind ·

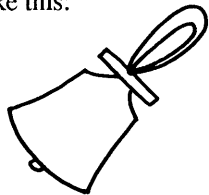
ALLELUIA PUZZLE

Find words from the text that fit the puzzle below.

—	—	A	—	—	—														
			L																
				L															
					E														
						L													
							U												
								I											
									A										

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Discover the musical form of the melody of the anthem with the children. You might diagram it like this:



Introduction (ms.1-9)

- ☺ A Refrain (ms. 10-25)
- ♥ B Stanza 1 (ms. 29-36)
- ☺ A Refrain (ms. 40-53)
- ♣ B' Stanza 2 (ms. 59-66), melody begins the same but changes
- ☺ A' Refrain (ms. 70-88), canon, change of key, new ending

Later Weeks. If the handbells are prepared, you might be able to add them after the fourth week.

Worship Ideas

Part of the refrain (mm. 18-22) makes an excellent antiphon for Psalm 150. Invite the children to speak the psalm, inserting the antiphon appropriately. Speech chants can also be used as an introduction to the anthem. (See Chorister's Page.)