



## Choral Workshop Outline

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| <b>Title</b>                   | Perform with Panache  |
| <b>Summary Description</b>     | Different styles of music imply different approaches to performance, both vocally and visually. This workshop examines the implicit body language of the choir's repertoire along three axes: stillness vs movement, uniformity vs individuality, and musical characterisation. This leads on to an exploration of the impact this body language has on other elements of performance style such as vocal production and interpretation.  |
| <b>Rationale</b>               | Understanding the appropriate body language for specific repertoires facilitates a unified imaginative engagement from the choir and thus enhances the impact their performance has on its audience.  |
| <b>Who is it suitable for?</b> | Choral ensembles of any size. The content will be customised to the repertoire and needs of the specific choir.   |
| <b>Outcomes</b>                | By the end of the workshop, participants will: <ul style="list-style-type: none"> <li>◦ Have a clear imaginative understanding of the implicit body language of their repertoire and the practical skills to enact it</li> <li>◦ Have explored the relationship between musical style, physical stance and vocal delivery</li> <li>◦ Have the means to make conscious decisions about the characterisation of future repertoire in order to present more vivid performances.</li> </ul> |
| <b>Content</b>                 | <ul style="list-style-type: none"> <li>◦ Warm-up exercises to expand the palette of physical and imaginative habits available to use</li> <li>◦ Structured exploration of approaches to musical body language</li> <li>◦ Integration of physical dimensions of performance with the vocal and the interpretive</li> <li>◦ Moderated discussion</li> </ul>   |
| <b>Follow-up</b>               | Resource document that summarises the concepts introduced and activities undertaken during the workshop, and gives suggestions for further reading and practical resource suggestions.  |