



## FULL VOICE<sup>®</sup> WORKBOOK SERIES Sample Pages

Ready to create lessons filled with enthusiasm, progress, and plenty of smiles?

Teaching young singers should be joyful, engaging, and effective. But finding quality, age-appropriate resources can be a challenge. That's why, for over 25 years, the vocal music education specialists at FULL VOICE Music have been researching and developing practical resources designed specifically for young singers.

The FULL VOICE student workbooks are a trusted, ready-to-use tool that supports private lessons and small group classes. Students can see and celebrate their progress, while teachers and parents can share in their accomplishments, making lessons more rewarding for everyone.

Try these sample lessons with your students and experience the FULL VOICE difference for yourself. You'll be giving your young singers tools to grow, learn, and thrive, and giving yourself even more reasons to **love teaching young voices**.

### About the workbooks

56 pages, 8.5x11, B&W print

Available in print only, shipped to your address (shipping fees determined at checkout).

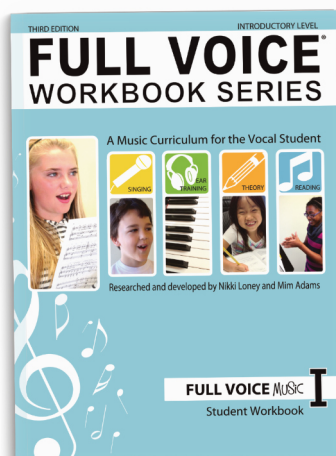
**Student workbooks are not reproducible.** Please do not make photocopies.

Every FULL VOICE Workbook Includes:

- ✓ Technical Exercises
- ✓ Tonic Sol-fa (Solfège) Exercises
- ✓ Ear Training
- ✓ Rhythm Reading
- ✓ Sight Singing
- ✓ Theory
- ✓ Performance Assessments

### Where can I find the workbooks?

You can find our workbooks at **fullvoicemusic.com**, on Amazon worldwide, or ask your local music retailer to stock them.



## FULL VOICE WORKBOOK SERIES

# Introductory Level

Developed for students ages 6 to 8 who are new to singing lessons.

Concepts are introduced slowly with plenty of review. Each activity encourages young students to build their confidence in the private vocal lesson or introductory small group vocal class.

The Introductory Level introduces Tonic Sol-fa (solfège) and handsigns, simple rhythms (quarter, half, dotted half, whole notes and rests), notes on the treble staff, and sight singing in C major.

*This set of books plus the online materials on FullVoice.com have been invaluable in the children's vocal music class I am teaching. The kids love the materials, and so do I. Even the 7 and 8 year old kids understand the theory, because it is so clearly explained in small steps. I will be ordering the next level books as soon as we finish the intro level. Thank you!!!*

**Amazon Review**

*Great music theory curriculum for singers. I searched for a while before I found this curriculum. I couldn't be happier.*

**T. Booth**

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# Lesson One

## TONIC SOL-FA: DO TO MI

Date: \_\_\_\_\_

**Tonic sol-fa** is a singing method that uses words and hand signs for every note in a scale. Tonic sol-fa is very easy to learn and helps singers to sing out confidently. Tonic sol-fa is also a fun activity. Your **FULL VOICE** workbook has lots of tonic sol-fa games and activities for you to try with your teacher, classmates and parents.



**DO**



**RE**



**MI**

Here are the first three hand signs of the **tonic sol-fa** scale.

Your teacher will show you how to sing and sign them.

1. Sing and sign the first three notes of the scale with your teacher slowly.

- a) Sing and sign **repeating** notes.



**DO**



**DO**



**DO**

**Repeating notes** stay at the same pitch.

- b) Sing and sign **ascending** notes.



**DO**



**RE**



**MI**

**Ascending** means that the pitch moves **higher**.

- c) Sing and sign **descending** notes.



**MI**



**RE**

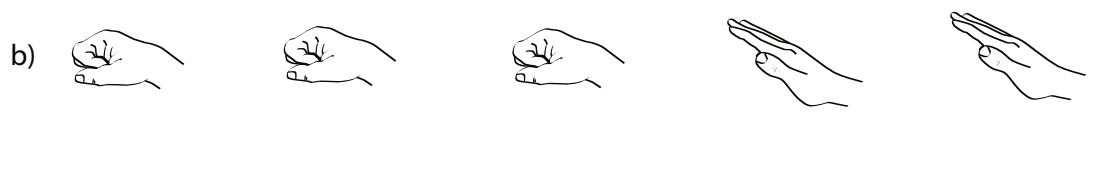
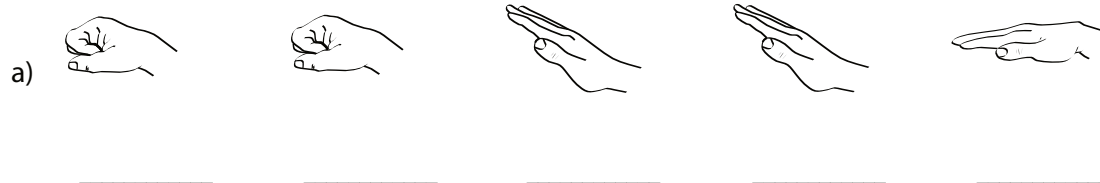


**DO**

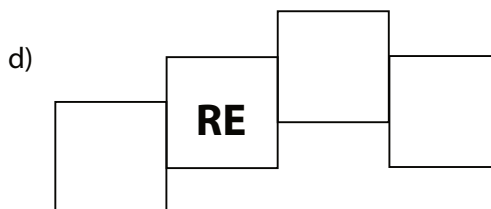
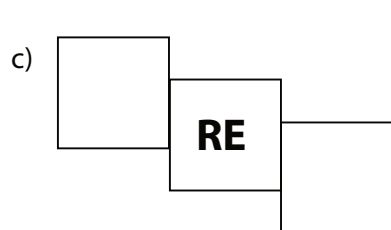
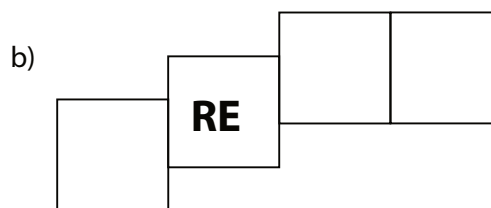
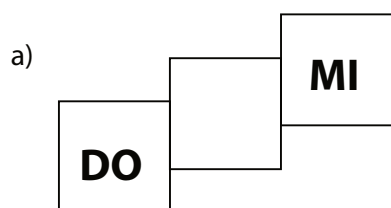
**Descending** means that the pitch moves **lower**.

**TONIC SOL-FA: DO TO MI**

2. Write the name of the hand sign then sing the following melodies.



3. Fill in the missing tonic sol-fa syllable.

**LESSON REVIEW: TONIC SOL-FA DO TO MI**

- Sing and sign **DO** to **MI** ascending from memory. (1 mark)
- Sing and sign **DO** to **MI** descending from memory. (1 mark)
- Sing and sign **DO** to **MI** ascending and descending from memory. (2 marks)
- Listen to your teacher play a different starting note on the piano.

Can you sing **DO** to **MI** after hearing the new starting note? (1 mark)

**5**



# Lesson Two

## TONIC SOL- FA: DO TO SO

Date: \_\_\_\_\_



1. Sing and sign the first five hand signs for your teacher.

- a) Sing and sign **ascending** notes.



- b) Sing and sign **descending** notes.



- c) Sing and sign **repeating** notes.



**TONIC SOL-FA: DO TO SO**

2. Write the names of the hand signs.

a)

\_\_\_\_\_

b)

\_\_\_\_\_

3. Fill in the missing tonic sol-fa syllables in the boxes.

a)

b)

c)

d)

**LESSON REVIEW: TONIC SOL-FA DO TO SO**

- Sing and sign **DO** to **SO** ascending, from memory. (1 mark)
- Sing and sign **DO** to **SO** descending, from memory. (1 mark)
- Sing and sign **DO** to **SO** ascending and descending. (2 marks)
- Listen to your teacher play a different starting note on the piano.

Can you sing **DO** to **SO** after hearing the new starting note? (1 mark)

**5**



# Lesson Three

## TONIC SOL- FA: DO TO DO'

Date: \_\_\_\_\_



**DO'**



**TI**



**LA**



**SO**



**FA**



**MI**



**RE**



**DO**

1. Sing and sign the entire scale **ascending** and **descending**.

2. Sing the scale **descending** only.

3. Sing the following patterns.

a) Sing from **DO** to **SO**.

b) Sing from **DO** to **FA**.

c) Sing from **DO** to **MI**.

4. Sing the following melodies without using hand signs.

a) **DO DO DO RE MI**

b) **DO RE MI FA SO**

5. Write your own tonic sol-fa melody.

6. Sing your melody. (Or make your teacher sing it!)

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

7. Have some fun with your teacher playing the following tonic sol-fa game.

### FOLLOW THE LEADER

a) Have your teacher lead you by pointing to the tonic sol-fa hand sign cards on the wall or by signing the sol-fa hand signs. Watch carefully. They can use melodies that include ascending, descending and repeating patterns. Can you follow where they go and sing the notes correctly?

b) Now you point to the tonic sol-fa hand sign cards and have your teacher sing the notes back to you. Did they sing the correct notes?

## TONIC SOL-FA: DO TO DO'



8. Write the name of the hand sign below each picture, then sing the following melodies.

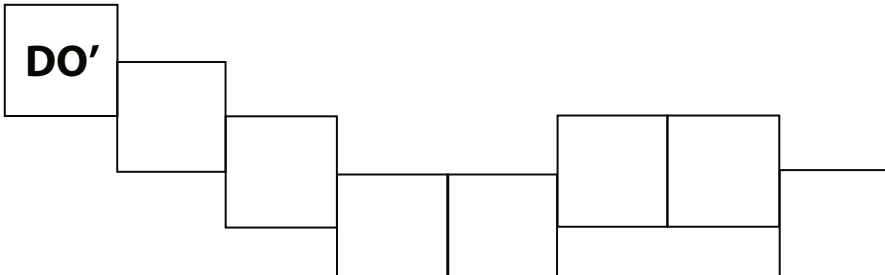
a)     

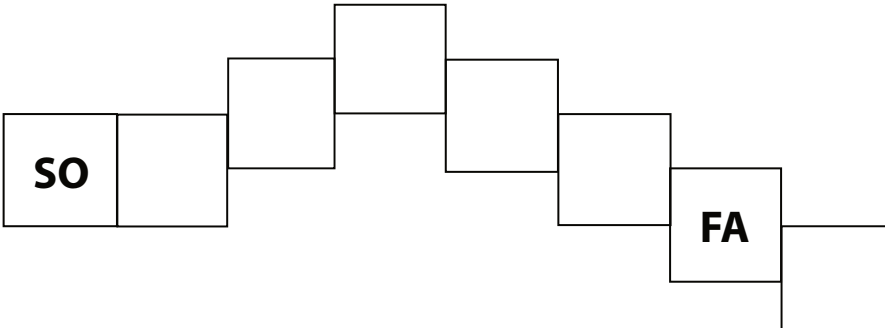
\_\_\_\_\_

b)     

\_\_\_\_\_

9. Fill in the missing tonic sol-fa syllables in the boxes.

a) 

b) 

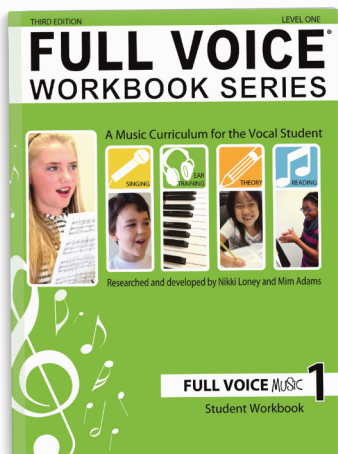
## LESSON REVIEW: TONIC SOL-FA DO TO DO'

- Sing and sign the **ascending** tonic sol-fa scale for your teacher, without looking at your book. (5 marks)
- Sing and sign the **descending** tonic sol-fa scale for your teacher, without looking at your book. (5 marks)

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## FULL VOICE WORKBOOK SERIES

# Level One

For students who have completed the Introductory Level, for young students ages 8 to 10 who have previous music experience in lessons, classes, or choirs, or for older students who are new to singing lessons.

Level One reviews/introduces Tonic Sol-fa (solfège) and handsigns, simple rhythms (quarter, half, dotted half, whole notes and rests), notes on the treble staff, and sight singing in C major.

New concepts introduced in this level are eighth notes, accidentals, and singing and identifying intervals.

*Full voice has amazing resources for voice teachers of young singers. The podcasts are first rate and include anything from warm up ideas, to how to hold a non singing voice lessons with a sick student! The products are fun and well paced. So grateful to have a workbook for young singers.*

**J. Saunders**

*I have all my beginner students use this. It's a great way to start learning music theory basics, sight singing, and more. Highly recommend.*

**Jessica**

*Amazon Review*

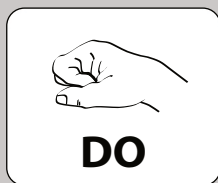
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# Lesson One

## TONIC SOL-FA REVIEW



**Tonic sol-fa** is a singing method that uses words and hand signs for every note in a scale. Tonic sol-fa is very easy to learn and the first step towards learning to sight sing. Tonic sol-fa can be a lot of fun!



1. Sing and sign the tonic sol-fa scale.

- a) Sing and sign **repeating** notes.



**Repeating** notes remain on the same pitch.

- b) Sing and sign **ascending**.



**Ascending** means that the pitch moves **higher**.

- c) Sing and sign **descending**.



**Descending** means that the pitch moves **lower**.

2. Listen carefully as your teacher plays or hums melodies that repeat, ascend or descend.

☐ I can identify repeating, ascending and descending notes.

**TONIC SOL-FA REVIEW**

1. Write the correct tonic sol-fa syllable below each hand sign.

a)

DO      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

b)

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

2. Fill in the missing tonic sol-fa syllables.

a)

b)

**LESSON REVIEW: TONIC SOL-FA SCALE**

1. ☐ Practice singing and signing the tonic sol-fa scale ascending.
2. ☐ Practice singing and signing the tonic sol-fa scale descending.
3. ☐ Sing the tonic sol-fa scale ascending and descending from memory. (5 marks)

**5**



# Lesson Two

## TONIC SOL-FA

Date: \_\_\_\_\_

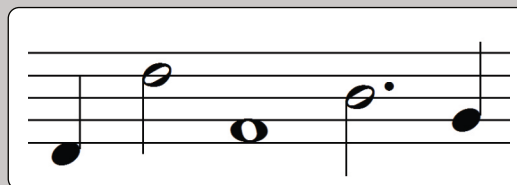


1. Review the tonic sol-fa scale with your teacher.
2. Check when completed.
  - ☐ I can sing and sign the scale **ascending**.
  - ☐ I can sing and sign the scale **descending**.
  - ☐ I can sing the scale **ascending and descending in one breath**.
3. Sing the following tonic sol-fa patterns *without* signing.
  - a) **DO DO DO RE MI**
  - b) **DO RE MI FA SO**
  - c) **DO RE DO RE MI**
4. Write your own tonic sol-fa melody.
5. Sing your melody.



## LEARNING NOTES REVIEW

Music is written using symbols called **notes**. Each note is played or sung using **counts** or **beats**. Like the ticking of a clock, the beats or counting of music is always **steady**.



1. Check when completed.
  - ☐ I can clap a steady beat with my teacher.
  - ☐ I can clap a steady beat by myself.



## LEARNING NOTES REVIEW

### quarter note



A quarter note is held for **one beat** or count.

1. Clap and count **quarter notes**.
2. Sing **quarter notes** using **DO, RE, or MI**.
3. Practice drawing **quarter notes**.



### half note



A half note is held for **two beats** or counts.

4. Clap and count **half notes**.
5. Sing **half notes** using **DO, RE, or MI**.
6. Practice drawing **half notes**.



### whole note

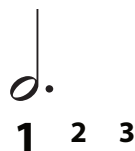


A whole note is held for **four beats** or counts.

7. Clap and count **whole notes**.
8. Sing **whole notes** using **DO, RE, or MI**.
9. Practice drawing **whole notes**.

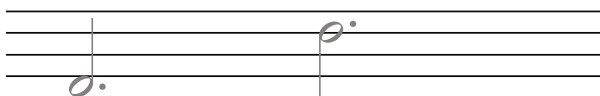


### dotted half note



A dotted half note is held for **three beats** or counts.

10. Clap and count **dotted half notes**.
11. Practice drawing **dotted half notes**.





# Lesson Three

## TONIC SOL-FA

Date: \_\_\_\_\_



**DO'**



**TI**



**LA**



**SO**



**FA**



**MI**



**RE**



**DO**

1. Sing and sign the tonic sol-fa scale ascending and descending.
2. Sing and sign the tonic sol-fa scale ascending and descending without looking at your book.
3. Sing the following tonic sol-fa patterns *without* signing.

a) **DO DO RE DO RE**

b) **DO RE MI RE DO**

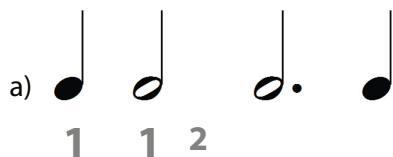
c) **DO RE RE MI MI**

4. Sign a tonic sol-fa melody for your teacher to sing.



## CLAPPING AND COUNTING

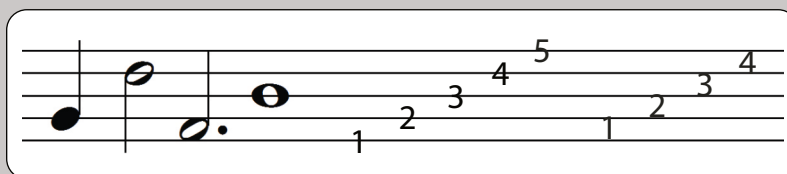
1. Write the counts under each note.
2. Clap and count the notes slowly.



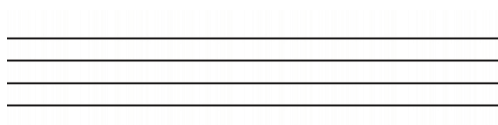


## MUSIC STAFF AND TREBLE CLEF REVIEW

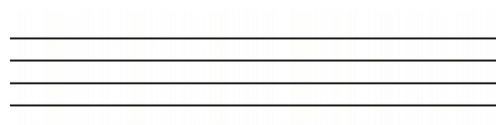
Music is written on a **staff**.  
This staff has five lines  
and four spaces.



1. Draw a **whole note** on every line.



2. Draw a **whole note** in each space.



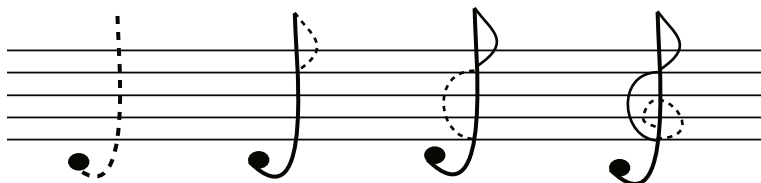
### treble clef



There is a symbol that is found at the beginning of the staff. This is called a **clef**. Music for *most* singers is written using the **treble clef**.

This clef is also called the **G clef**. It is a fancy capital "G". When drawn onto the staff, it curls around the second line.

3. **Trace** the steps to learn to draw the **treble clef**.



## LESSON REVIEW: MUSIC STAFF AND TREBLE CLEF



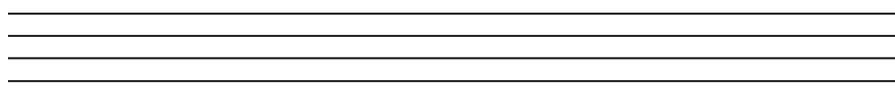
1. ✓ Look at the music below.

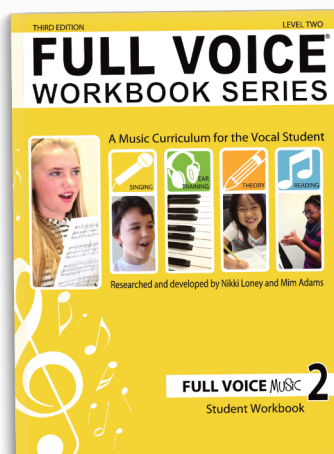
a) Circle all the notes that are written on **lines**. (5 marks)

b) How many **half notes** are there? \_\_\_\_ (1 mark)



2. Practice drawing **treble clefs** on the staff. (4 marks)





## FULL VOICE WORKBOOK SERIES

# Level Two

For students who have completed Level One or have previous music experience and are confident counting eighth notes and sight singing in C Major.

Level Two continues to encourage independent singing skills. This level introduces dotted quarter notes, singing chromatic scales, and sight singing in F and G major.

*I started using FULL VOICE with my private voice students a couple months ago. I have taught beginning voice for many years and have used many different resources. These workbooks explain things extremely well and my students love them!*

**T.Phillips**

*My books arrived! Starting my kiddos next week. I am a 35 year veteran teacher and I wish I had written these. Bravo and thank you!*

**K. Lollar**  
Odessa, TX

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# Lesson One

## SINGING MAJOR SCALES

Date: \_\_\_\_\_

A **major scale** is a series of eight notes whose names are in alphabetical order.



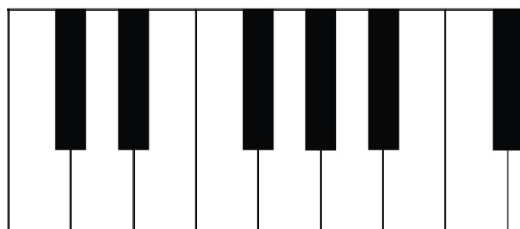
1. Sing the major scale ascending and descending using:

- a) tonic sol-fa ☐      b) note names ☐      c) vowel sounds ☐



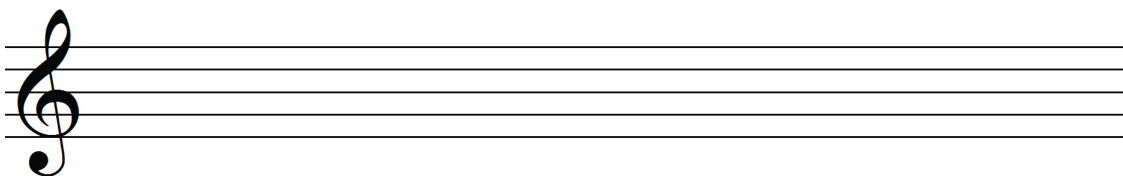
The unique sound of the major scale is due to the pattern of whole tones and semitones. Semitones are found between the 3rd and 4th and 7th and 8th degrees of the scale.

TONE    TONE    **SEMITONE**    TONE    TONE    TONE    **SEMITONE**



1. Mark the semitones in the **C major** scale on the piano keyboard.

2. Write the C major scale ascending using whole notes.



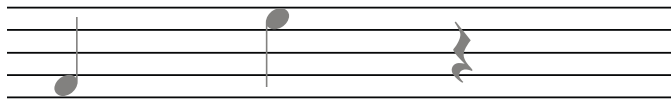


## RHYTHM READING REVIEW

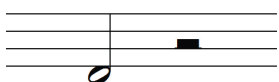
### quarter note / rest



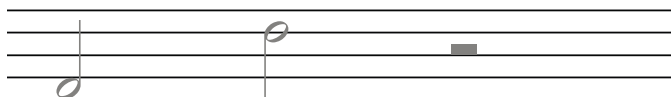
1. 🗣️ How many beats does a quarter note/rest get?
2. ✎️ Practice drawing quarter notes and rests.



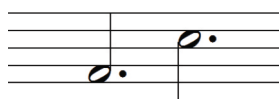
### half note / rest



3. 🗣️ How many beats does a half note/rest get?
4. ✎️ What space does the half rest sit in? \_\_\_\_\_
5. ✎️ Practice drawing half notes and rests.



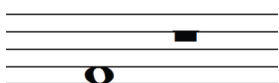
### dotted half note



6. 🗣️ How many beats does a dotted half note get?
7. ✎️ Practice drawing dotted half notes.



### whole note / rest



8. 🗣️ How many beats does a whole note/rest get?
9. ✎️ Practice drawing whole notes and rests.



### eighth notes



10. 🗣️ How many beats does an eighth note/rest get?
11. ✎️ Practice drawing eighth notes.





# Lesson Two

## SINGING WITH ARTICULATIONS

Date: \_\_\_\_\_

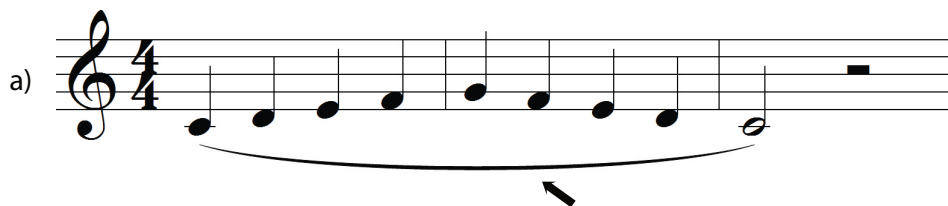
### legato

**Sing Legato. Legato means smooth and connected.**

Singers need to breathe deeply to sing legato.

Your teacher will demonstrate.

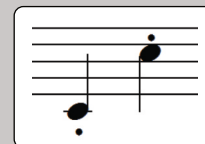
1.  Sing the following exercise. Use relaxed, open vowel sounds.



The curved line connecting the notes is called a **slur**. It tells us to sing **legato** – “smooth and connected”.

### staccato

**Sing staccato. Staccato means short and detached.** Staccato notes are marked with a dot above or below each note.



2.  Sing the following exercise with the marked articulation.



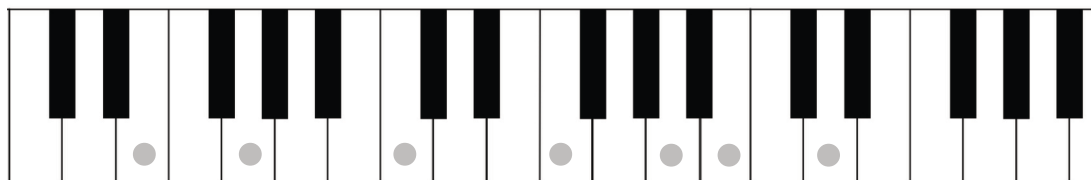
Symbols that instruct you to sing a note differently are called **articulation markings**.

3. ☐ Look at a song from your repertoire.  
Can you find articulation markings in your score?
4.  Discuss with your teacher why the composer chose to use these articulation markings in the music.

## PIANO KEYBOARD REVIEW



1. Name each dotted piano key.

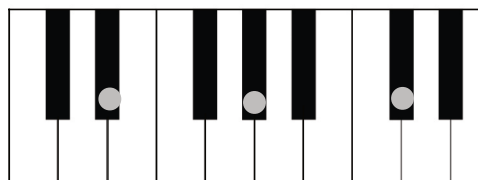
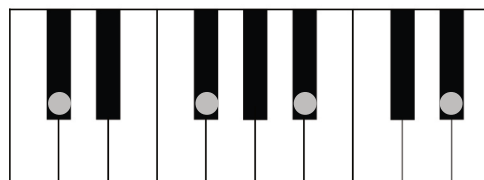


\_\_\_\_\_

2. Name the notes on the keyboard.

a) using **flats**.

b) using **sharps**.



\_\_\_\_\_

\_\_\_\_\_

## RHYTHM READING REVIEW



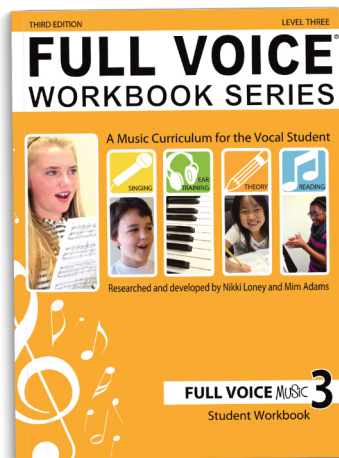
1. Answer the questions below.
2. Write the counting below the rhythms. (*optional*)
3. Clap and count the rhythms.

i) What is this? \_\_\_\_\_



ii) What is this? \_\_\_\_\_





## FULL VOICE WORKBOOK SERIES

# Level Three

For students who have completed Level Two or have previous music experience and are confident counting dotted quarter notes, singing and identifying intervals, and sight singing in F and G Major.

Level Three introduces sixteenth notes, singing minor scales, and sight singing in D Major.

*Full Voice is perfect for young singers. It incorporates solfeggio, rhythms, dynamics, etc, in a fun and integrated way such that the student is learning through playfulness, which is really the best way to learn! I now use this series with all my students, and have found it really helps with my lesson planning and creates a certain standard for all lessons. Thank you for this program!*

**J. Pearl**

*I like that it teaches the students how to read... taking it down to basic steps. Incorporating this for 5-10 minutes per week will greatly increase the music literacy of a vocal music program.*

**Christopher John Mientus**  
Beaver Dam, Wisconsin

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# Lesson One

## TECHNICAL EXERCISE REVIEW

Date: \_\_\_\_\_

1. Sing the following exercises using a) tonic sol-fa. b) vowels.
2. Carefully perform each exercise observing all music markings.

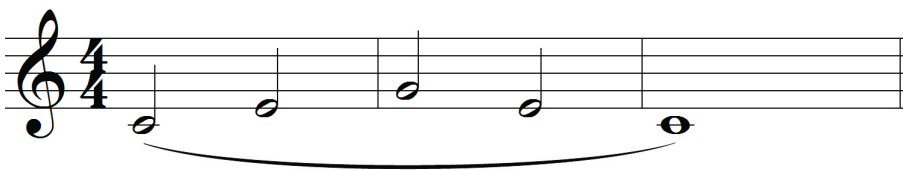
a) **Major scale.**



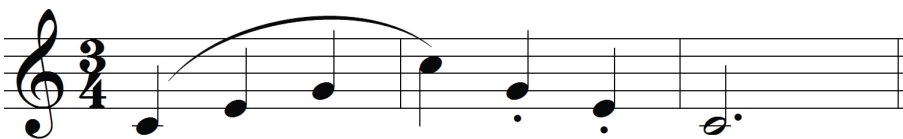
b) **Major triad.**



c) Draw **flats** beside the correct notes to make this major triad a **minor triad**.



d) **Arpeggio.**



3. A slur marking tells the singer to \_\_\_\_\_.
4. A staccato marking tells the singer to \_\_\_\_\_.
5. The markings in the exercises above are called: (*circle one*)

**dynamic markings**

**articulation markings**

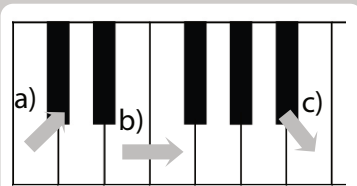
**tempo markings**



## SEMITONE, WHOLE TONE AND ENHARMONIC EQUIVALENT REVIEW

1. An interval is: \_\_\_\_\_.

A **semitone** is the smallest interval. It is the distance from one key on the piano to *the very next key*, with no key in between.



2. Identify the **semitones** on the keyboard in the grey example box.

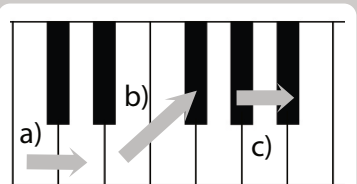
a) \_\_\_\_\_ to \_\_\_\_\_

b) \_\_\_\_\_ to \_\_\_\_\_

c) \_\_\_\_\_ to \_\_\_\_\_

3. What kind of scale moves in semitones?  
\_\_\_\_\_

A **whole tone** (or tone) is equal to two semitones. It is the distance from one key to another with *only one key* in between.



4. Identify the **whole tones** on the keyboard in the grey example box.

a) \_\_\_\_\_ to \_\_\_\_\_

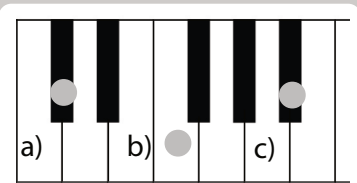
b) \_\_\_\_\_ to \_\_\_\_\_

c) \_\_\_\_\_ to \_\_\_\_\_

5. What is another name for a whole tone?  
(circle the correct answers)

**Major 2nd    step    skip**

**Enharmonic equivalents** are identical in pitch but have different note names.



6. Identify **two** names for the keys marked with a dot on the keyboard in the grey example box.

a)  $C\sharp$  and  $D\flat$

b) \_\_\_\_\_ and \_\_\_\_\_

c) \_\_\_\_\_ and \_\_\_\_\_



# Lesson Two

## MAJOR SCALE REVIEW

Date: \_\_\_\_\_

1. Sing the major scale ascending and descending without assistance using:

a) tonic sol-fa ☐      b) note names ☐      c) vowel sounds ☐



2. A **major scale** is a pattern of whole tones and semitones. Mark the semitones with a slur on the scale above.

3. Write the pattern of tones (T) and semitones (ST) that makes a major scale.

T \_\_\_\_\_

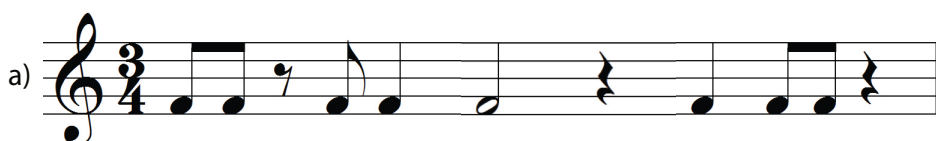
4. Identify each pair of sol-fa syllables as a whole tone (WT) or semitone (ST).

|          | WT                       | ST                       |         | WT                       | ST                       |
|----------|--------------------------|--------------------------|---------|--------------------------|--------------------------|
| RE – MI  | <input type="checkbox"/> | <input type="checkbox"/> | TI – LA | <input type="checkbox"/> | <input type="checkbox"/> |
| DO – RE  | <input type="checkbox"/> | <input type="checkbox"/> | MI – FA | <input type="checkbox"/> | <input type="checkbox"/> |
| SO – LA  | <input type="checkbox"/> | <input type="checkbox"/> | FA – SO | <input type="checkbox"/> | <input type="checkbox"/> |
| DO' – TI | <input type="checkbox"/> | <input type="checkbox"/> | LA – TI | <input type="checkbox"/> | <input type="checkbox"/> |



## RHYTHM READING REVIEW

1. Add bar lines to the rhythm below.      2. Write the counts underneath the rhythm.
3. Clap and count the rhythm slowly.

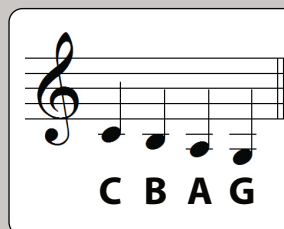




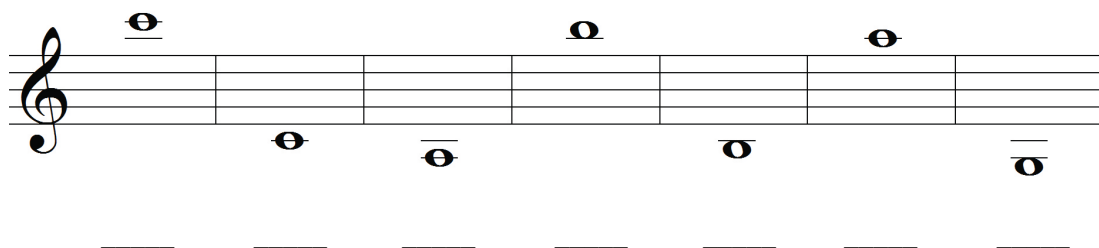
## LEDGER LINES REVIEW



**Ledger lines** are short lines that extend the staff so we can write and sing higher and lower notes.



1. Name the notes.



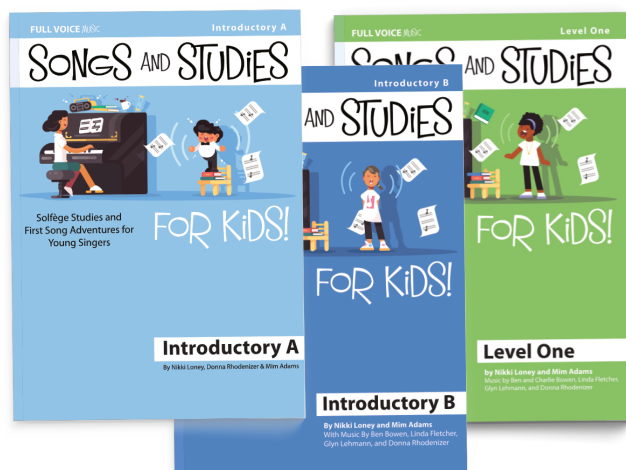
## INTERVAL REVIEW



1. Identify the tonic sol-fa syllables that you use for each interval.
2. Identify the melody, exercise or song you use to correctly sing the interval.
3. Sing the following intervals after your teacher has played a starting note.

| Ascending:         | Tonic sol-fa           | Song or Melody                    | Sing                     |
|--------------------|------------------------|-----------------------------------|--------------------------|
| Major 2nd          | <u>DO</u> to <u>RE</u> | <u>BEGINNING OF A MAJOR SCALE</u> | <input type="checkbox"/> |
| Major 3rd          | ___ to ___             | _____                             | <input type="checkbox"/> |
| Perfect 4th        | ___ to ___             | _____                             | <input type="checkbox"/> |
| Perfect 5th        | ___ to ___             | _____                             | <input type="checkbox"/> |
| Perfect octave     | ___ to ___             | _____                             | <input type="checkbox"/> |
| <b>descending:</b> |                        |                                   |                          |
| minor 3rd          | ___ to ___             | _____                             | <input type="checkbox"/> |
| Perfect 4th        | ___ to ___             | _____                             | <input type="checkbox"/> |
| Perfect octave     | ___ to ___             | _____                             | <input type="checkbox"/> |

Did you enjoy these sample pages? Here are more fun resources to explore!



### Songs and Studies For Kids!

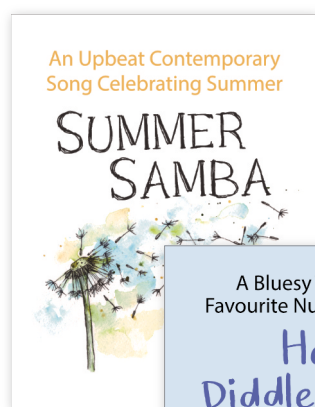
(FVM-SSAP, FVM-SSBP, FVM-SS1P)

**For ages 6 to 10.** Celebrate the child singer with play-based learning and vocal exploration. These new music songbooks include short, engaging vocal studies and age-appropriate Song Adventures for beginner singing students.

Available separately as:

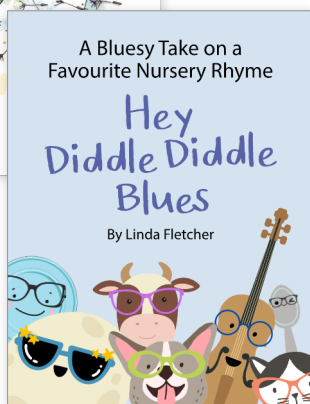
Print book, PDF download, MP3 backing tracks.

**Song Download Packages** feature one song with teaching strategies, sheet music, and backing tracks with and without melody guides. They include a reproducible license.



**Summer Samba** by Ben Bowen (FVM-SUSD)

**For ages 10 and up.** Capture the thrill of energetic summer days and magical summer nights. This contemporary-style, upbeat song allows singers to explore a relaxed low voice, and offers exciting percussion challenges.



**Hey Diddle Diddle Blues** by Linda Fletcher (FVM-HDDD)

**For ages 10 and under.** This upbeat re-imagining of the classic nursery rhyme will bring many laughs into your music lesson. The catchy melody introduces blues sounds and provides an excellent basis for a first jazzy scat solo.

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