

# AIMEE YOUNG HOPKINS

## Music Workshops

### MEET THE ARTIST:

**Aimee Young Hopkins** is a performer, singer, and vocal instructor who has been performing and studying music since she was a child. She holds a B.A. from Middlebury College in Vermont and an M.A. from Trinity Rep Conservatory in Providence, Rhode Island. She has performed all over the country as an Artist-in-Residence with the Missoula Children's Theater, based in Montana. With this company, Ms. Hopkins performed interactive musical fairy tales in rural and economically depressed communities, casting 60 local children in each production, many of whom had never before seen a play

Before settling in Los Angeles, she won First Place in Rhode Island's NATS (National Association of Teachers of Singing) Vocal Competition and several honors at the state-wide Solo/Ensemble Competition for Vocal Music. Since coming to the west coast, Aimee has performed in musical theatre at the Saddleback Civic Light Opera as Mrs. Darling in *Peter Pan*, as well as with several theatre companies including Enrichment Works, The Met, Theatre of NOTE, Theatre Neo, Cumulus, Masquer's Cabaret, and the Gardner Stages. Aimee has also performed her own musical one-woman shows and original plays, including *In Molly's Attic*, *Winter Songs*, *Sanger & Shoes*, *The Bubble Therapist* and *Other Stories*, and *Juggling Scrod*, in theatrical venues throughout Los Angeles.

Ms. Hopkins has her own teaching studio, instructing students of all ages in voice and piano. She also teaches Vocal Music and directs the Choir and Musical Theatre Program at Franklin Avenue Elementary School in Los Feliz. She and her company, Aimee Art Productions, have taught Vocal Music and Musical Theatre at both public and private schools throughout the Los Angeles area, including Countryside Prep School, Westmark School, Florence Avenue School, Immaculate Heart Middle School, Los Feliz Arts Charter, Larchmont Charter, and others. Aimee is passionate about sharing her expertise with young performers and singers.



## MUSIC · CENTER

### ABOUT THE WORKSHOPS:

Aimee's music workshops introduce students to breath control, pitch-matching, rhythm, melody, and harmony. Students have the opportunity to sing simple age-appropriate melodies such as Charlotte Diamond's "Each of Us is a Flower" and Rodgers and Hammerstein's "Do-Re-Mi," ranging to the more complex melodies for upper-grades including Harold Arlen's "The Merry Old Land of Oz," Rodgers and Hammerstein's "Oh, What a Beautiful Mornin'" and Lionel Bart's "Food, Glorious Food!" In some workshops and residencies, students also learn patriotic and California history songs such as "Oh Susannah!," "I've Been Working on the Railroad," "America the Beautiful," "The Star-Spangled Banner," and "This Land is Your Land." Students form a musical ensemble, incorporating musical elements such as steady beat, tempo, dynamics, rhythm patterns, pitch, and enunciation. Young performing artists learn how to use their breath properly while singing, how to sing in a group both in unison and in two-part harmony, how to differentiate pitch both audially and visually, how to read and write basic music notation, how to construct a song in ABA or ABABA form, how to compose a basic rhythmic musical piece (and in longer residencies, to add pitch to their songs), how to perform a song with props and choreography, and how to enunciate and add performance quality to one's singing.

Sessions begin with physical, breath, and vocal warm-up's. Then, prior musical knowledge is assessed and students are introduced to a new concept such as melody, ABA form, composing, or pitch. Finally, students achieve basic competence in the vocal concept-of-the-day, building toward a culminating performance in which each student demonstrates what s/he has learned by singing one or more of the songs learned, with props and choreography. Basic dance and movement patterns will be co-created by the students and taught to the group. Throughout the workshop series, students will reflect on what they have learned and make connections to other art forms and to other areas of the curriculum.

### **BEFORE THE WORKSHOP:**

- Please have the students wear nametags for the workshop. It saves time if they are made beforehand!
- Review the importance of listening and observing. Ask the students what it means to be a good listener. What does it mean to be a good observer? Why is it important in daily life? Why is it important when the artist is here?
- Review students' knowledge and ideas about music, underscoring the idea that it is both personal and universal. Discuss that everyone's ideas will be both different and related. Discuss the importance of being able to express oneself through music and to enjoy a wide variety of styles.
- Ask students what music they know about, or have heard, from other cultures. The workshops will focus on world music and cultures, so it would be helpful to assess the students' prior knowledge about this musical category.

### **AFTER THE WORKSHOP:**

- Review the major points presented in the workshops. What were the most important ideas? What parts of the workshop did the students like best? What did they learn? What did they learn about themselves?
- Practice the activities and skills they learned with the artist so students can attain more ability and enjoyment with music.
- Review songs they learned and practice them often.
- Perhaps build a music center within the classroom that features the music, instruments and other artifacts connected to a specific culture. It is a good idea to have a tape/CD player and headphones so students can listen to the music. Have a few questions that direct their attention to listen for different things (e.g. types of instruments, mood of the music, melody, rhythm, texture of sounds, etc.)