

Title:

TESTING AND EVALUATING TWO CONCEPTUAL MODELS OF SOUND COLOUR AS PEDAGOGICAL ALTERNATIVES TO 'TIMBRE'

Met opmaak: Hoofdletters

Presenter(s):

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Abstract:

Introduction: Timbre is a much-discussed term in the literature on singing and voice, and it has been deemed a 'psychoacoustic waste-basket' by various authors on the topic, due to its imprecise use across contexts and methods. The present study tests two alternative models of 'Sound Colour' as presented in the method of Complete Vocal Technique, as pedagogically more precise than timbre.

Method: A panel of 5446 professional singing teachers were shown two different conceptual models of sound colour: one of numerically calculating the sound colour based on six different components, and one separating intuition, colouring and natural voice as influencers of sound colour. The 54 panel participants were then asked to apply the models to a sample set of 24 different real-life singing examples, covering a variety of genres, styles, and genders. All examples had prior to the test been placed in the models by a panel of 6 voice professionals in a pilot study of the two models.

Results: Preliminary results of comparing the 5446 panel participants with the pilot findings seem to indicate that the models work very well. The variance in 19 of the 24 examples were in decimals smaller than 0.1 on a scale ranging -10 to + 10. In 2 examples the variance was larger than 1,5.

Conclusions: These preliminary findings seem to show that sound colour can indeed be pedagogically conceptualised, while the models need further development to be even more accurate. It should be noted that the variance seems to diminish as the panel participants gained experience with the models. This may indicate that a learning curve is impacting the results, which should be controlled for in future studies to yield comparable results. The findings support further investigations of the Sound Colour concept of the Complete Vocal Technique Method, particularly in terms of more precise measurements.