

## **The role of ‘tracking’ in developing response to chord progression and aural discrimination**

‘Tracking’ introduces a new pedagogical dimension to the activities that contribute to the Harmony Signing method. Its purpose is to aid the development of chord discrimination, first by encouraging free, instinctive vocalisation that adopts the kinds of voice-leading procedures studied as the basis for singing along with progressions played on the piano. Once students have become proficient at this, they can learn also to ‘sign what they hear’: continuing to contribute to the choral harmony in response to its piano performance while simultaneously mirroring the gestures that each chord requires for its signing. Over time, in socially supportive groups, this activity contributes well to the development of chord recognition and fluent response.

**Videos 63-72** provide a stepped sequence that illustrates the process by which this skill can be acquired. Some progressions are piano-led, while others dispense with the piano to re-visit the same harmonic material a cappella and led by signing alone. Notice the extent to which all participants continue to sign. Activities of this kind play their part in building confidence in the gestural repertoire of Harmony Signing in preparation for taking on the leadership role. Indeed, individuals can practice similar responses when listening to recorded music. Where students themselves play piano or an instrument such as the guitar that can play chords, they can take turns to perform while others sign in response.