

“My Kind of Treble: Working with Gender-Inclusive Vocal Ensembles”

Felix Graham, MA (Ed.D.C.T. Candidate)
Teachers College, Columbia University
Joshua Glasner, MM (Ph.D. Candidate)
New York University

The fields of vocal pedagogy and vocology are increasingly interested in serving transgender and transitioning populations, yet there remains little research available to adequately address the needs of these individuals. Music education literature indicates that choral experiences can lead to an increased sense of community among participants; further, past studies suggest that single-sex ensembles create a more gender-affirming environment than mixed-gender ensembles.

Thus, through our observations and participant surveys of a gender-inclusive treble ensemble over the course of their preparation for a concert, this study evaluates that conclusion in the context of a mixed-gender ensemble singing in the same general range -- considering both the construction and effect of the social environment on the participants, as well as documenting the pedagogical implications of working with such an ensemble.

Findings are presented with the aim of contributing to our current understanding of both the social and musical/pedagogical contexts surrounding gender-inclusive ensembles.

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