

# SUPPORTING GENDER DIVERSITY IN THE MUSIC CLASSROOM

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PRONOUNS: HE/HIM/HIS

Slides available at

[www.ryanaolsen.com/handouts](http://www.ryanaolsen.com/handouts)

## DISCLAIMER AND COMMON VOCABULARY

- ▶ Cisgender - describes a person for whom the personal experience of their gender is congruent with the gender they were assigned at birth
- ▶ Gender Normative - Describes a person whose gender expression falls within societal expectations for masculine/feminine
- ▶ Cisnormativity - the assumption that all people are cisgender
  - ▶ Heteronormativity
- ▶ Ally - a person, typically cisgender and/or heterosexual, who supports and advocates for the LGBTQ+ communities
- ▶ Advocate - A person who actively works to educate themselves and others about marginalized groups and uses that education to diminish intolerance and mistreatment and support social equality

## GENDER VS. SEX

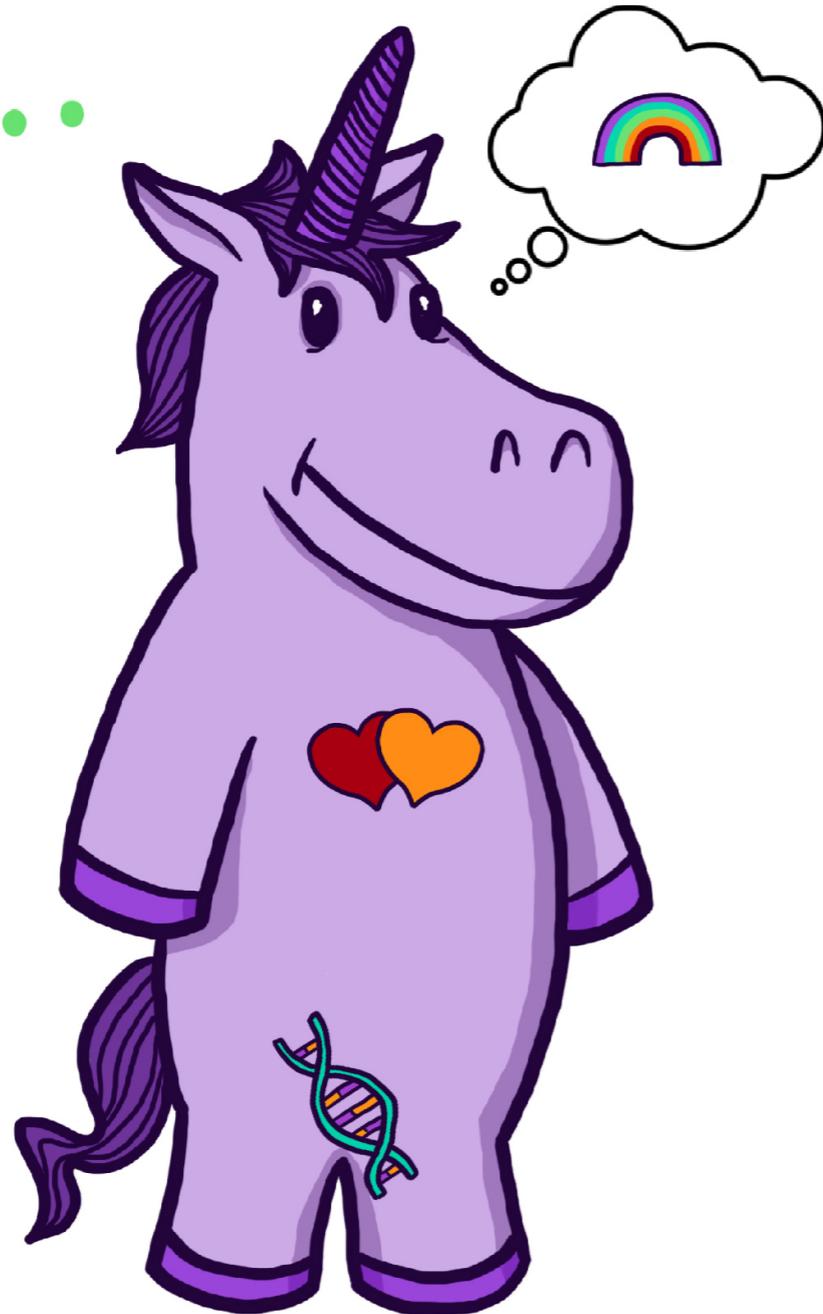
- ▶ Gender is not biological sex, nor is it sexuality
- ▶ \*Gender - a set of behaviors, characteristics, gestures, emotional traits, attitudes, and social expectations that are generally associated with being mostly male or mostly female.
  - ▶ Societal and varies between cultures and across time periods
- ▶ Anatomical/Biological sex - a medical term that describes anatomical, chromosomal, and hormonal characteristics.
  - ▶ Gender more accurately portrayed upon a spectrum rather than binary
- ▶ Birth-Assigned Sex, Assigned Male/Female at Birth (AMAB/AFAB)
- ▶ FtM or MtF - generally used in medical context, but should be avoided since it implies binary from one thing to another
- ▶ Transgender Man/Woman, Trans Man/Woman, or Transmaculine/feminine Individual

## GENDER & SEX CONTINUED

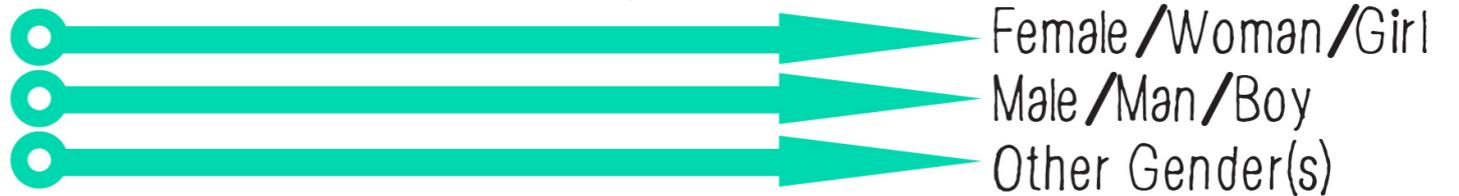
- ▶ Gender Binary vs. Gender Nonbinary
- ▶ \*Gender Identity - one's individual, personal sense of being a man, woman, both, neither, or other nonbinary identity
  - ▶ Separate from outward expression of identity or from perception of that identity by others
- ▶ Gender Dysphoria
- ▶ Gender Expression vs. Gender Perception
- ▶ Gender Fluid
- ▶ Genderqueer, Gender Nonconforming, Gender Questioning

# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



## Gender Identity



## Gender Expression



## Sex Assigned at Birth



## Physically Attracted to



## Emotionally Attracted to



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore

## PROBLEMATIC TERMINOLOGY AND PREFERRED OPTIONS

- ▶ Ask for preferred pronouns, don't just assume!
  - ▶ Embrace the singular They/Them
  - ▶ Do not use he/she together as a single term or "it"
  - ▶ Common to use Mx. rather than Mr./Mrs./Ms./Miss
- ▶ Proper: Assigned/Designated Male/Female at Birth
  - ▶ Improper: born a man/woman OR biologically/anatomically/genetically male/female
- ▶ Proper: Trans Male/Man/Female/Woman, or Transgender Man/Woman, or Trans masculine/feminine
  - ▶ Improper: Female to Male or Male to Female (FtM, MtF)
- ▶ Queer/Genderqueer (umbrella term), Gay, Lesbian
  - ▶ Homosexual when used as noun is problematic because of its history as a categorization of mental illness

## HOW ENSEMBLES ARE GENDERED

- ▶ Use voice type rather than ladies/gentlemen, boys/girls, etc
  - ▶ Voice parts need not be gendered
- ▶ Guys is not a gender neutral plural
- ▶ “Be a Man!” “Man up!” “Real Men Sing!”
- ▶ Consider names of ensembles
  - ▶ Women’s/Men’s Choir vs. Treble Choir or
- ▶ Repertoire texts, themes, titles, etc.

## CONCERT ATTIRE

- ▶ Solid black dress or formal separates (skirt or slacks, blouse or top), black closed-toe shoes, and black hosiery (no leggings, sandals or bare legs). Dress/skirt/slacks must be floor length and blouse/top must include a sleeve with conservative neckline (no bare shoulders or upper arms). Black jacket, shawl, or shrug also appropriate.
- ▶ Formal black tuxedo or suit, solid black buttoned shirt, black tie (bow or straight), black dress shoes and black socks.

## VOICE CHANGE (MUTATION)

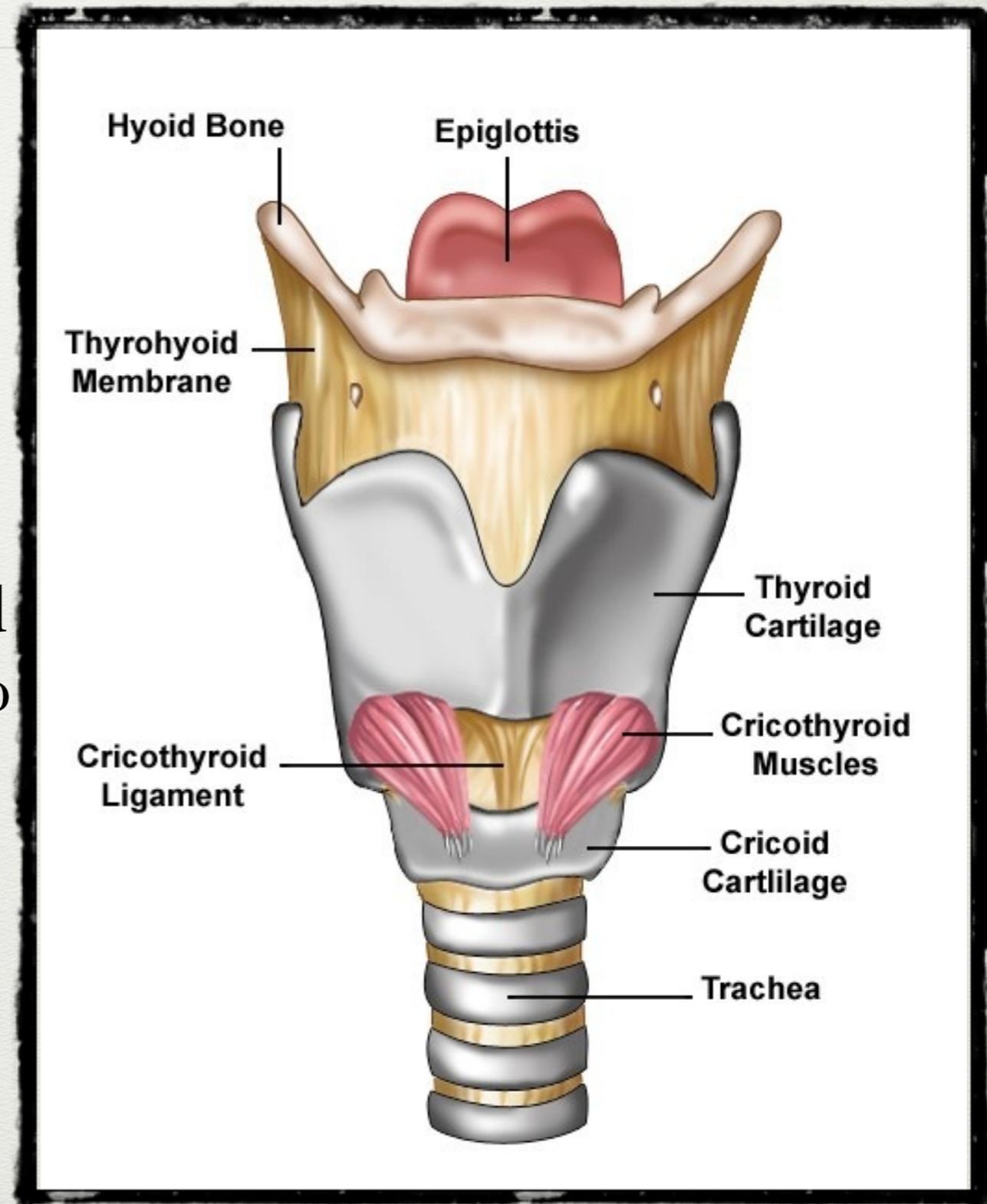
- ▶ Puberty
- ▶ Everything grows: muscles, bone & cartilage
- ▶ Changes breath support, pitch range, resonance
- ▶ Hormones can be administered to delay puberty
- ▶ Transgender Voice Change
- ▶ Only muscles and soft tissues grow
- ▶ Pitch range changes, limited breath support change, but resonators don't change
- ▶ High dose of testosterone can transition to bass/baritone while lower dose transitions to tenor
- ▶ Trans women limited to vocal therapy or surgery

## MEET HOLDEN MADAGAME, TRANSGENDER OPERA SINGERS

- ▶ Introduction Video <https://www.youtube.com/watch?v=PTtk-DIJ22c>
- ▶ 6 Weeks on T <https://www.youtube.com/watch?v=YkpHpOn4Tb0>
- ▶ 7 Months on T <https://www.youtube.com/watch?v=mbJk746OF1s>
- ▶ 16 Months on T <https://www.youtube.com/watch?v=BqaO196y9M8>

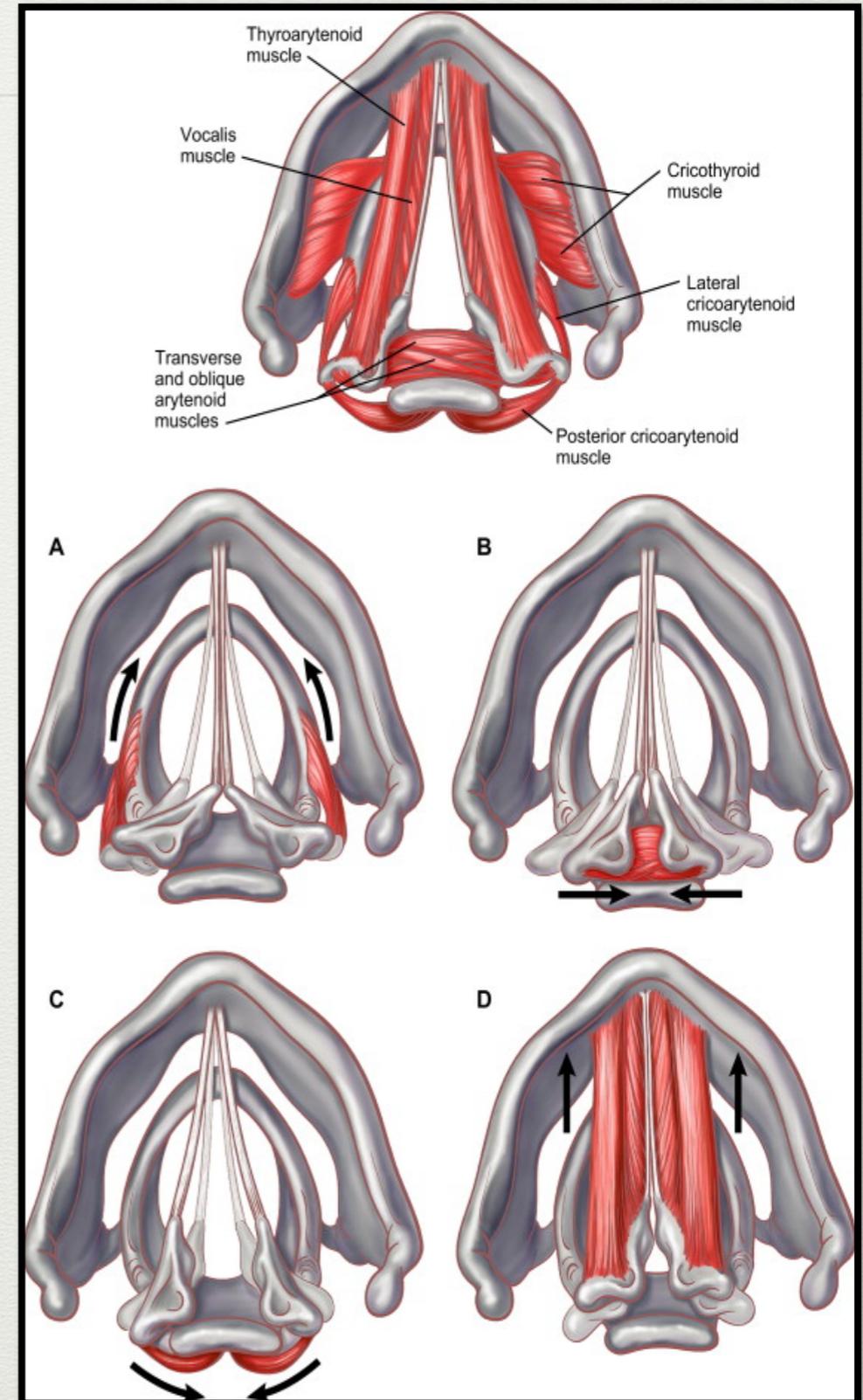
# Structures of the Larynx

- Hyoid bone acts as suspension system
  - Connects to tongue & hinges upward when swallowing
- Cricothyroid pulls and tips thyroid to stretch & lengthen vocal folds to raise pitch (high range)
- More growth anterior to posterior in boys' larynx to account for vocal folds lengthening more than girls (Adam's Apple)

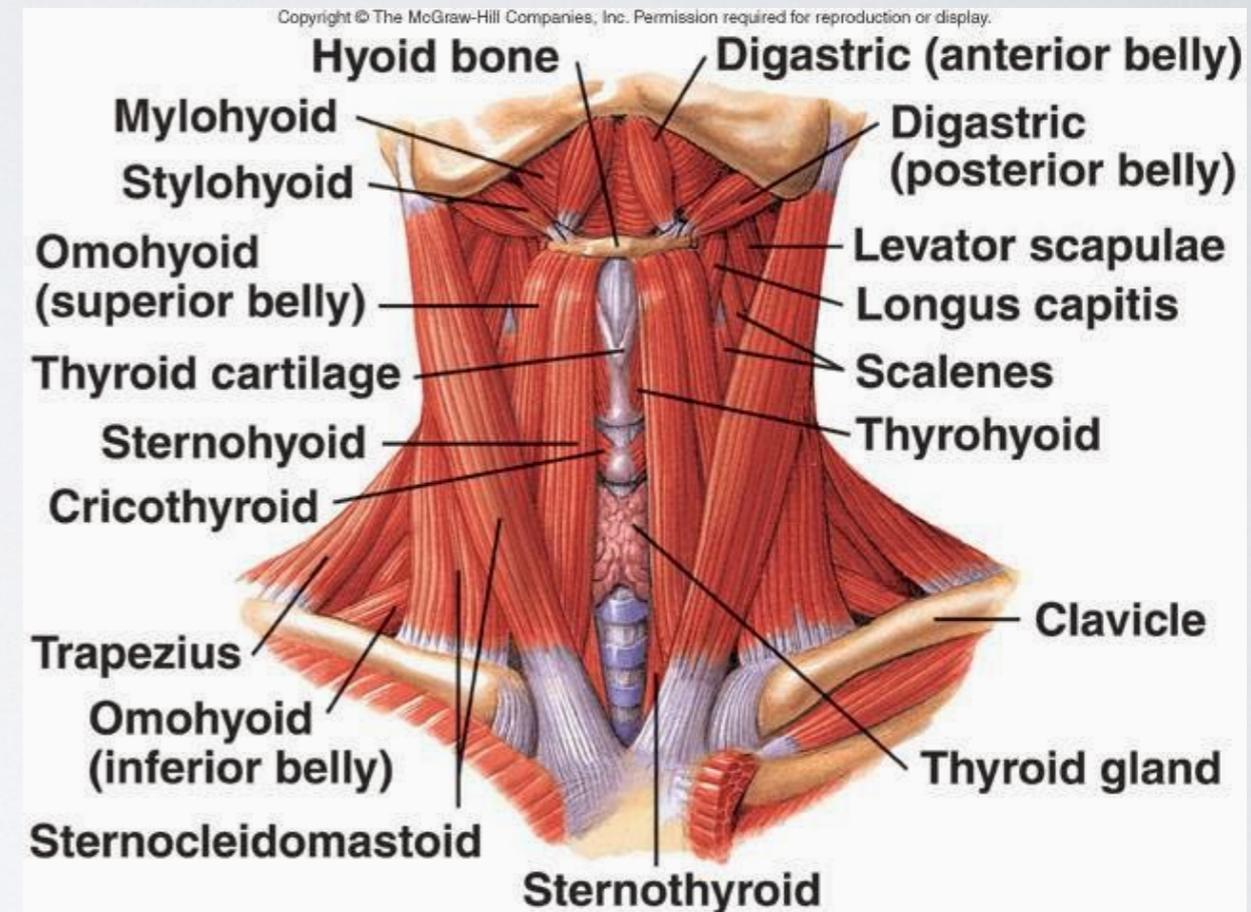


# Top view of larynx

- B - Interarytenoids - bring two arytenoids together to close rear portion of the glottis (weakness causes mutational chink in girls)
- D - Thyroarytenoid (part of vocal fold group) lowers pitch by thickening and relaxing vocal folds (low range)
- Unchanged voices avg of 2mm of vibrational length. Adult females avg 10mm and male avg 16mm vibrational length



- Raising/jutting chin pulls vocal tract and raises larynx
- Pulling head back depresses larynx
- Tongue tension can raise larynx
- Pulling tongue back can depress larynx and create false, dark tone
- Turning head in order to see conductor can tense muscles and pull vocal tract
- Sing [a] while rotating head and neck, then raise, lower, and jut chin
- Tongue rolls & lip buzzes



SLIDES, SCORES, & OTHER RESOURCES AVAILABLE

[WWW.RYANAOLSEN.COM/HANDOUTS](http://WWW.RYANAOLSEN.COM/HANDOUTS)

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**THANK YOU!**