

ANNEX 1:

MISE METHOD (Mental Images for Singing Education) PROPRIOCEPTION SCALE APPLIED TO SINGING

(Copy for the participant)

PARTICIPANT INFORMATION

Official studies in singing: YES / NO Indicates years:

Private studies in singing: YES / NO Indicates years:

Official music degree: YES / NO Singing: Instrument (which one):

Do you play any instrument? Wind / String / Key / Percussion / Others

Professional experience as a singer (years): Soloist: Choir / vocal ensembles:

Other studies:

ASPECT 1: BREATHING IN SINGING: Continuity in the breath

Execution of the exercise without a mental image	0	1	2	3	4	5
Execution of the exercise with a mental image	0	1	2	3	4	5

Describe what changes you have experienced when using mental imagery:

ASPECT 2: VOICE SUPPORT: Musculature involved in respiration

Execution of the exercise without a mental image	0	1	2	3	4	5
Execution of the exercise with a mental image	0	1	2	3	4	5

Describe what changes you have experienced when using mental imagery:

ASPECT 3: CONCENTRATION OF SOUND IN PHONATION

Execution of the exercise without a mental image	0	1	2	3	4	5
Execution of the exercise with a mental image	0	1	2	3	4	5

Describe what changes you have experienced when using mental imagery:

ASPECT 4: VOICE FLEXIBILITY

Execution of the exercise without a mental image	0	1	2	3	4	5
Execution of the exercise with a mental image	0	1	2	3	4	5

Describe what changes you have experienced when using mental imagery:

ASPECT 5: RESONANCE. The concentration of sound in the hard palate

Execution of the exercise without a mental	0	1	2	3	4	5
Execution of the exercise with a mental image	0	1	2	3	4	5

Describe what changes you have experienced when using mental imagery:

0: Does not know how to do it / 1 to 5 level of execution: 1: Low / 2: Medium low / 3: Medium / 4: Medium high / 5: High.

ANNEX 2:

MISE METHOD (Mental Images for Singing Education) PROPRIOCEPTION SCALE APPLIED TO SINGING (Expert judge copy)

ASPECT 1: BREATHING IN SINGING: Continuity in the breath

Execution of the exercise without a mental image	0	1	2	3	4	5
Execution of the exercise with a mental image	0	1	2	3	4	5

ASPECT 2: VOICE SUPPORT: Musculature involved in respiration

Execution of the exercise without a mental image	0	1	2	3	4	5
Execution of the exercise with a mental image	0	1	2	3	4	5

ASPECT 3: CONCENTRATION OF SOUND IN PHONATION

Execution of the exercise without a mental image	0	1	2	3	4	5
Execution of the exercise with a mental image	0	1	2	3	4	5

ASPECT 4: VOICE FLEXIBILITY

Execution of the exercise without a mental image	0	1	2	3	4	5
Execution of the exercise with a mental image	0	1	2	3	4	5

ASPECT 5: RESONANCE. The concentration of sound in the hard palate

Execution of the exercise without a mental image	0	1	2	3	4	5
Execution of the exercise with a mental image	0	1	2	3	4	5

0: Does not know how to do it / 1 to 5 level of execution: 1: Low / 2: Medium low / 3: Medium / 4: Medium high / 5: High.

VOCAL EXERCISES AND MENTAL IMAGES PROVIDED

ASPECT 1: Fifths with third jumps while performing portamentos. Using the vowel “I” sound (Mental image: Imagine making big soap bubbles).

ASPECT 2: Slurred fifths with third jumps. Using the vowel “a” sound.
 (Mental image: Imagine that your body is a large syringe filled with liquid, placing the plunger at the bottom of the syringe at the level of the diaphragm and opening the tube in the neck area. Imagine that you must press the plunger to empty the syringe).

ASPECT 3: Fifths with third jumps exercise using the vowel “I” sound (Mental image: Imagine picking something up with precision tweezers).

ASPECT 4: Fifths exercise performing a messa di voce with the vowel “a” sound.
 (Mental image: Imagine slowly tightening and untightening a rubber band).

ASPECT 5: Fifth range exercises (scale step) with the vowel “I” sound (Mental image: Imagine sticking the needle of a syringe into the front of the hard palate, above the palate. Imagine injecting fluid in that area).

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ANNOTATIONS

ANNEX 3

NEUROPSYCHOLOGICAL TESTS		Media	Standard deviation.	Min	Max
<i>Progressive Matrices Raven</i>	APM Set I (scale 0-12)	10.83	1.586	8	12
	APM Set II (scale 0-36)	24.83	6.952	15	35
<i>Similarities (WAIS-III)</i>	DS Similarities (scale 0-33)	26.73	3.438	18	32
<i>Wisconsin card sorting test</i>	No. Attempts applied DS (scale: 0-128)	82.92	17.207	70	128
	Correct answers DS	67.58	7.845	61	84
	Total number of errors DS	15.33	10.569	5	44
	Perseverative responses DS	7.58	6.947	4	29
	Perseverative errors DS	7.25	6.369	4	27
	Resp. Behavioral Level DS	64,67	5,297	60	79
	No. of complete categories DS	5.83	0.577	4	6
	Attempts to complete 1st category. DS	11.17	1.193	10	14
	Failure to maintain attitude DS	0.17	0.577	0	2
Learning to learn DS	-2.17	2.98	-10	1	

Table 1A: Raven's Progressive Matrices - APM Scale, WAIS-IV Similarities and Wisconsin Test. Overall results. (DS - direct score)

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WISCONSIN CARD SORTING TEST		No. Attempts applied DS	Correct answers DS	Total number of errors DS	Persevs Answers. DS	Errors persevs. DS	Responses N. Behavioral DS	No. of complete categories DS	Attempts to complete 1st category. DS	Failure to maintain attitude DS	Learning to learn DS
No. Attempts applied DS	R2 Sig	1 .000	.911** .000	.952** .000	.855** .000	.873** .000	.567 .054	-.825** .001	.231 .470	.221 .490	-.658* .020
Correct answers DS	R2 Sig	.911** .000	1 .000	.741** .006	.685* .014	.705* .011	.841** .001	-.659* .020	.066 .838	.539 .071	-.563 .057
Total number of errors DS	R2 Sig	.952** .000	.741** .006	1 .000	.884** .000	.898** .000	.299 .345	-.854** .000	.327 .300	-.040 .902	-.653* .021
Perseverative answers DS	R2 Sig	.855** .000	.685* .014	.884** .000	1 .000	.997** .000	.231 .471	-.971** .000	-.090 .782	-.026 .935	-.869** .000
Perseverative errors DS	R2 Sig	.873** .000	.705* .011	.898** .000	.997** .000	1 .000	.253 .427	-.977** .000	-.066 .839	-.012 .970	-.855** .000
Resp. Behavioral Level DS	R2 Sig	.567 .054	.841** .001	.299 .345	.231 .471	.253 .427	1 .000	-.198 .537	-.077 .813	.852** .000	-.217 .498
No. of complete categories DS	R2 Sig	- .825**	-.659* .020	-.854** .000	-.971** .000	-.977** .000	-.198 .537	1 .000	.044 .892	.091 .779	.828** .001
Attempts to complete 1st category. DS	R2 Sig	.231 .470	.066 .838	.327 .300	-.090 .782	-.066 .839	-.077 .813	.044 .892	1 .000	-.308 .330	.366 .241
Failure to maintain attitude DS	R2 Sig	.221 .490	.539 .071	-.040 .902	-.026 .935	-.012 .970	.852** .000	.091 .779	-.308 .330	1 .000	-.088 .785
Learning to learn DS	R2 Sig	-.658* .020	-.563 .057	-.653* .021	-.869** .000	-.855** .000	-.217 .498	.828** .001	.366 .241	-.088 .785	1

** . Correlation is significant at the 0.01 level (one-tailed).

* . Correlation is significant at the 0.05 level (two-tailed).

Table 2A: Correlations between items of the Wisconsin Card sorting Test.

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