



KATE  
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Transgender Students in the Choral  
Classroom: Creating Safe & Accepting  
Environments

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## ISSUE

### Social

Use of gendered language (e.g. boys & girls, ladies & gentleman)

Use of binary uniforms (e.g. dresses-women, tuxedos-men)

Lack of open dialog in the classroom about social, societal and gender issues

### Musical

Use of highly gendered or heteronormative repertoire (e.g. fragile women falling for a strong man)

Negative effects of chest binders on singing and breath (e.g. fainting, loss of breath, pain & bruising)

Stagnant vocal part assignments (e.g. a transitioning person not allowed to switch voice parts)

Voice parts assigned by gender rather than true vocal range (e.g. a woman with tenor range, but assigned alto)



## SOLUTION

### Social

Use student names or vocal part (e.g. soprano, alto, tenor, bass)

Use unisex uniform (e.g. robes), color palette or choice of uniform

Regular open discussions about inclusivity (e.g. quote discussions)

### Musical

Use repertoire with diverse themes (e.g. music written by LGBTQ+ composers, music about nature)

Teach proper & efficient breathing technique (benefits all students, but especially those wearing binders)

Test vocal range regularly & reassign accordingly (e.g. move a transitioning singer from alto to tenor)

Eliminating gender as a factor for vocal parts (e.g. a person of any gender singing any vocal part)