



Course Outline - Methodology

General information / overview

Methodology involves the application of Kodaly's principles to the development of classroom teaching programmes that are suitable for children. The Primary Level 1 stream will outline repertoire, strategies and teaching process for introducing a developmental, aural/vocal-based music programme to students in the early primary school years.

It includes the study of:

- Kodaly philosophy – basic tenets and pedagogical application
- Curriculum development
- Teaching techniques
- Sequencing learning
- Planning for teaching and learning – including lesson planning and long term planning
- Assessment

Class Placement:

Primary 1 Methodology, Teaching Techniques and *Materials* are interconnected modules and must be completed concurrently.

Students completing the Primary 1 course also complete other complementary modules – *Musicianship, Conducting and vocal techniques and Choir*. See course outlines for placement information.

Time Commitment:

In addition to the daily classes (total 15 hours over the 2 weeks), students will need to put aside time to complete readings and assignments. The time needed to do this will vary for each person but 30 minutes per day during the course is recommended as a minimum.

More time will be spent in between each week of the course prepare assignments as set by the lecturer.

Materials:

- A440 tuning fork, pencil, eraser, manuscript and notebook.

Set texts:

- Klinger, R. (1990). *A guide to lesson planning in a Kodaly setting*. Clayfield School of Music.
- Forrai, K. *Music in Pre School*. Clayfield School of Music, Brisbane.

The following recommended and additional references may be useful to complement and support work covered in this level. They are optional resources.

Recommended References:

- Musical Beginnings DVD/CDRom Package (KMEIA Qld)
- Choksy, L. (1999). *The Kodaly Method*. Prentice Hall.

Additional References:

- Bridges, D & Hoermann D. (1985). *Catch a Song*. Dominie
- Erdei & Komlos. (2004). *150 American Folksongs*

Content:

This course will outline repertoire, strategies and teaching process for introducing a developmental, vocal-based music programme to students in the early primary school years.

Rhythmic Concepts:

- Fast/slow comparatives
- Beat/Rhythm
- Basic rhythmic elements for  and 
- An introduction to 2 metre and bar line placement

Pitch and melody:

- High/Low comparatives
- Repertoire of suitably restricted pitch
- Use of the moveable doh system
- Melodic elements: *s-m, l*

Part Work:

- Songs/rhythms with simple rhythmic ostinati
- Songs with simple melodic ostinati
- Simple canons using well known song material

Other:

- Soft/Loud comparatives
- Repertoire suitable for the teaching of these concepts and elements
- Overview of a developmental program (long range planning) and lesson planning
- An introduction to focus teaching
- Listening activities
- An introduction to the concept of developmental sequencing

Folio Song Collection and Retrieval File:

In addition, students will begin a *Folio Song Collection and Retrieval File* - collecting, sequencing, analysing and categorising songs, games and rhymes. This collection and file will be added to and further developed in subsequent study of Levels 2 and 3 and will be submitted to complete requirements for the Australian Kodály Certificate (AKC). For further information about AKC requirements, visit www.kodaly.org.au/akc

Outcomes:

1. Students will demonstrate their ability to provide a good teacher model.
2. Students will show a growing knowledge of the abilities and requirements of the target age group.
3. Students will discuss, communicate ideas and display an awareness of developmental sequencing appropriate to primary music education.

Assessment:

Assessment is designed in ways that demonstrate an understanding of the musical concepts taught in this level of the course. This assessment may be by assignment.

For example:

- Written and/or practical lesson segments demonstrating an understanding of developmentally appropriate teaching and learning strategies covered in class
- Lesson plan demonstrating an understanding of short and/or long-term planning to support the musical, cognitive, motor and social development for this age group.
- Memorisation of repertoire
- A demonstrated deeper knowledge of Kodály’s educational philosophy through individual research and group discussion on the writings of Kodály.

Assessment tasks and schedule will be outlined in the first week of the course. Assessment tasks will be submitted during both weeks 1 and 2 of the course, with some written assignments to be submitted electronically to the lecturer during Terms 1 and 2.

Standards Matrix

Assessment will be marked according to the following matrix (sourced from the Australian Kodály Certificate Curriculum 2013).

Focus Writing

High Distinction	Distinction	Credit	Pass	Fail
<p>The student demonstrates an exceptional understanding of how to teach the set task for the target age level and stage in the methodological sequence.</p> <p>The student has a complete understanding of script/descriptive style and uses concise and appropriate language to achieve learning outcomes.</p> <p>The student uses all headings: Behavioural Objective, Review, Point and Reinforce correctly, with logical revision, procedure and conclusion of the learning task, and suitable extension where appropriate.</p> <p>The student chooses outstanding song material and activity for the age level and stage of learning.</p>	<p>The student demonstrates a thorough understanding of how to teach the set task for the target age level and stage in the methodological sequence.</p> <p>The student has a thorough understanding of script/descriptive style and uses effective language to achieve learning outcomes.</p> <p>The student uses all headings: Behavioural Objective, Review, Point and Reinforce correctly, with careful revision, procedure and conclusion of the learning task.</p> <p>The student chooses excellent song material and activity for the age level and stage of learning.</p>	<p>The student demonstrates a good understanding of how to teach the set task for the target age level and stage in the methodological sequence.</p> <p>The student has a good understanding of script/descriptive style and uses appropriate language to achieve learning outcomes.</p> <p>The student uses all headings: Behavioural Objective, Review, Point and Reinforce correctly, with suitable revision, procedure and conclusion of the learning task.</p> <p>The student chooses appropriate song material and activity for the age level and stage of learning.</p>	<p>The student demonstrates some awareness of how to teach the set task for the target age level and stage in the methodological sequence.</p> <p>The student has a fair understanding of script/descriptive style and usually uses appropriate language to achieve the learning outcomes.</p> <p>The student uses most headings correctly: Behavioural Objective, Review, Point and Reinforce correctly, with some understanding of the steps in revision, procedure and conclusion of the learning task.</p> <p>The student chooses questionable song material or activity for the age level or stage of learning.</p>	<p>The student demonstrates little or no understanding of how to teach the set task for the target age level and stage in the methodological sequence.</p> <p>The student has little or no understanding of script/descriptive style and uses language that is inappropriate to achieving the learning outcome.</p> <p>The student fails to use headings - Behavioural Objective, Review, Point and Reinforce - correctly, with little or no understanding of the steps in revision, procedure and conclusion of the learning task.</p> <p>The student chooses inappropriate song material and activity for the age level and stage of learning.</p>

Course Outline: Teaching Techniques

General information / Overview

This module involves the practical application of the musical and pedagogical concepts taught in Methodology. Sensitivity to the musical content is essential throughout the teaching process. Students will be given the opportunity, not only to teach, but to observe and discuss segments they see taught.

Content

- An introduction to peer teaching
- Peer teaching of appropriate repertoire for the targeted age group
- Peer teaching of chosen segments of the content of the Methodology course for Methodology Level 1
- Practicum assessment x 2-3

Outcomes:

- Students will demonstrate their ability to provide a good teacher model.
- Students will demonstrate a consistent confidence in the repertoire and the teaching techniques under discussion
- Students will demonstrate a basic ability to plan lesson segments which show an understanding of the requirements of children of the target age group.

Class Placement:

Primary 1 Methodology, Teaching Techniques and *Materials* are interconnected modules and must be completed concurrently.

Students completing the Primary 1 course also complete other complementary modules – *Musicianship, Conducting and vocal techniques and Choir*. See course outlines for placement information.

Time Commitment:

In addition to the daily classes (total 5 hours over the 2 weeks), students will need to put aside time to prepare for practical teaching of lesson segments prepared in Methodology. The time needed to do this will vary for each person but 30 minutes for each teaching segment is recommended as a minimum.

Materials:

- A440 tuning fork, pencil, eraser, manuscript and notebook.
- Audio visual recording device eg phone

Set texts:

As per *Methodology*. See course outline for *Methodology*.

Assessment:

- Students will teach sufficient segments to satisfy the course provider of their competency
- Peer discussion and analysis of demonstrated techniques
- Willingness of the student to act as the “teacher” and the “student”

Standards Matrix

High	Distinction	C	P	F
<p>The student demonstrates an exceptional understanding of the pedagogical principles involved in logically sequencing a range of activities which cater to all learning styles. .</p> <p>The student demonstrates a confident approach to teaching, with outstanding pacing, clear delivery, and concise instructions and questions.</p> <p>The student has mastered classroom management skills, fully maximising student engagement via energised demeanor and musicality of approach.</p>	<p>The student demonstrates a thorough understanding of the pedagogical principles involved in logically sequencing a range of activities which will engage most learning styles.</p> <p>The student demonstrates a confident approach to teaching, with excellent pacing, clear delivery, concise instructions and questions.</p> <p>The student has excellent classroom management skills, and carefully considers how to maximise student engagement via energised demeanor and musicality of approach</p>	<p>The student demonstrates a good understanding of the pedagogical principles involved in logically sequencing a range of activities which will engage most learning styles.</p> <p>The student demonstrates a good approach to teaching, with adequate pacing, clear delivery, and suitable instructions and questions.</p> <p>The student has good classroom management skills, and is working towards maximising student engagement via energised demeanor and musicality of approach..</p>	<p>The student demonstrates an awareness of the pedagogical principles involved in sequencing a range of activities which will engage some learning styles.</p> <p>The student demonstrates a sound approach to teaching, with fair pacing, clear delivery, and basic instructions and questions.</p> <p>The student has sound classroom management skills, and is working towards developing the confidence to fully maximise student engagement via energised demeanor and musicality of approach</p>	<p>The student demonstrates little or no understanding of the pedagogical principles involved in sequencing activities, and show no ability to cater to different learning styles.</p> <p>The student demonstrates a hesitant approach to teaching, with poor pacing and delivery, and unclear instructions and questions.</p> <p>The student has limited classroom management skills, and has little or no capacity to engage students via energised demeanor and musicality of approach.</p>

Course Outline: Cultural Materials

General information / Overview

Cultural Materials involves learning, collecting and analysing folk music to determine its suitability for pedagogical processes outlined in methodology and its ability to support the acquisition of musicianship skills in an aural vocal developmental music programme.

Content

Memorisation: Students are able to perform and or write from memory a selection of age-appropriate musical materials that form the basis of the developmental music programme. Such materials should include:

- Folk song repertoire
- Speech rhymes
- Art Music
- Singing games and folk dances
- Listening songs

Folk song analysis: Analyse folk song material using the protocols taught in class. Identify and discuss pedagogical uses for folk music discussed.

Folk song selection: Repertoire selection of materials based on suitability of with regard to child vocal ranges, pedagogical purpose and musicality.

Folio - Song Collection and Retrieval File: Commence a system for organising and storing a professional library of the above materials such as a song folder or database (*Folio- Song Collection and Retrieval File*). Repertoire selection of materials based on suitability with regard to child vocal ranges.

Outcomes:

- Through performance of the repertoire students will memorise a body of material suitable for this age group and be able to demonstrate it musically and confidently.
 - Through analysis, students will begin to understand the attributes of appropriate resources for students and how to choose effective material for their programmes.
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Class Placement:

Primary 1 Methodology, Teaching Techniques and Cultural Materials are interconnected modules and must be completed concurrently.

Students completing the Primary 1 course also complete other complementary modules – *Musicianship, Conducting and vocal techniques and Choir*. See course outlines for placement information.

Time Commitment:

In addition to the daily classes (total 5 hours over the 2 weeks), students will need to put aside time to prepare for practical teaching of lesson segments prepared in Methodology. The time needed to do this will vary for each person but 30 minutes each day is recommended as a minimum.

Materials:

- A440 tuning fork, pencil, eraser, manuscript and notebook.
 - Ring binder, plastic envelopes and tabs
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Set texts: As per *Methodology*. See course outline for *Methodology*.

Assessment

Assessment will be based on punctual class attendance, the student’s willingness and preparedness to participate and on all written and practical assignments

- Memorisation of folk song repertoire of different styles and performance of same – demonstration via practical and/or written test
- Analysis and collection of materials suitable for children’s voices and for relevant pedagogical purposes in the classroom music setting.

Standards Matrix

Reading

High Distinction	Distinction	Credit	Pass	Fail
<p>The student performs with exceptional accuracy in pitch and rhythm, always choosing suitable pitches from the tuning fork.</p> <p>The student performs confidently with a strong sense of musicality, including phrasing, dynamics, mood and timbre..</p> <p>The student performs all of the material from memory, and demonstrates an extensive knowledge of the uses and characteristics of the material.</p>	<p>The student performs with consistent accuracy in pitch and rhythm, usually choosing suitable pitches from the tuning fork.</p> <p>The student performs confidently with a good sense of musicality, including phrasing, dynamics, mood and timbre.</p> <p>The student performs most of the material from memory, and demonstrates a thorough knowledge of the uses and characteristics of the material.</p>	<p>The student performs with mainly accurate pitch and rhythm, usually choosing suitable pitches from the tuning fork.</p> <p>The student performs with some confidence, and an adequate sense of musicality, including phrasing, dynamics, mood and timbre.</p> <p>The student performs some of the material from memory, and demonstrates a sound knowledge of the uses and characteristics of the material.</p>	<p>The student performs with reasonably accurate pitch and rhythm, choosing suitable pitches from the tuning fork given multiple opportunities.</p> <p>The student communicates some sense of musicality, including phrasing, dynamics, mood and timbre.</p> <p>The student performs a little of the material from memory, and demonstrates an adequate knowledge of the uses and characteristics of the material.</p>	<p>The student performs with inconsistent accuracy in pitch and rhythm, and has consistent difficulty choosing suitable pitches from the tuning fork.</p> <p>The student communicates little or no sense of musicality. The student has difficulty performing the material accurately, either from memory or from reading, and demonstrates little or no understanding of the uses of the material.</p>

Writing

High Distinction	Distinction	Credit	Pass	Fail
<p>The student writes neatly from memory with no, or very few inaccuracies, consistently using all conventions of music notation accurately.</p> <p>The student reproduces the text and game instructions with outstanding accuracy, and with consistent attention to the correct use of slurs and hyphenation where appropriate.</p> <p>The student demonstrates an extensive understanding of the repertoire and it’s uses for methodological and musical purposes.</p>	<p>The student writes neatly from memory with few inaccuracies, usually using all conventions of music notation accurately.</p> <p>The student reproduces the text and game instructions with great accuracy, and with good attention to the correct use of slurs and hyphenation where appropriate.</p> <p>The student demonstrates a thorough understanding of the repertoire and it’s uses for methodological and musical purposes</p>	<p>The student writes legibly from memory with some inaccuracies, using most conventions of music notation accurately.</p> <p>The student reproduces the text and game instructions with some inaccuracies, with sound attention to the correct use of slurs and hyphenation where appropriate</p> <p>The student demonstrates a good understanding of the repertoire and it’s uses for methodological and musical purposes</p>	<p>The student writes legibly, with some lapses in memory, using some conventions of music notation accurately.</p> <p>The student reproduces the text and game instructions with many inaccuracies, and with some attention to the correct use of slurs and hyphenation where appropriate</p> <p>The student demonstrates an sound understanding of the repertoire and it’s uses for methodological and musical purposes</p>	<p>The student writes illegibly and with considerable lapses in memory, and little or no attention to using the conventions of music notation.</p> <p>The student writes text and game instructions with major inaccuracies, and with little or no consideration given to the correct use of slurs and hyphenation.</p> <p>The student demonstrates little or no understanding of the repertoire and it’s uses for methodological and musical purposes</p>

