Australian Kodály Certificate Course 2016

Methodology Primary Level 3

Lecturer: Tess Laird

Overview: Methodology involves the application of Kodaly's principles to the development of classroom teaching programmes that are suitable for Australian children. The Primary Level 3 stream will outline repertoire, strategies and teaching process for introducing a developmental, aural/vocal-based music programme to students in the upper primary school years.

Dates: Block 1 (8 days): Saturday 2 July to Sunday 10 July 2016 (Wednesday 6 July off)
Block 2 (2 days): Saturday 1 October to Sunday 2 October 2016

Time: 10.30am – 1.00pm (delivered in conjunction with the Materials and Teaching Techniques course components)

Venue: Presbyterian Ladies' College (room to be announced)

Time Commitment: In addition to the daily classes (total 15 hours), participants will need to put aside time to for reading and assignment tasks. The time needed to do this will vary for each person but 30 minutes per day is recommended as a minimum.

Materials: Students will need to bring an A440 tuning fork, pencil, eraser, manuscript and notebook. Students also need to acquire the set texts as detailed below. The lecturer will provide all other materials as necessary.

Set Texts:

- Choksy, L. (1999). *The Kodály Method*. Prentice Hall.
- Klinger, R. (1990). A guide to lesson planning in a Kodály 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.

Recommended References:

- As outlined by the lecturer.

Additional References:

- As outlined by the lecturer.

Course Content:

Students will investigate curriculum development for the middle primary school years through an in-depth study of the following:

Rhythmic Concepts:	• Further extension of rhythmic elements: ♩. ♪ ; ♪♩♪ ; ♫ in simple time; and ♩. , ♫ , 𝄽. and ♩ ♪ in compound time • A continuation of metre, including simple triple and compound duple time signatures • Anacrusis, external and internal
Pitch and melody:	• Additional range of melodic elements: *l, s, d'* • *do* and *la* pentatonic tonalities • Introduction to pentatonic tri-chords and all intervals in the tri-chords • Further extension of the range of solfa to include *fa* and *ti*
Part Work:	• Simple sing and play activities • Canons in 2, 3 and 4 parts • Partner songs
Other:	• Repertoire suitable for the teaching of these concepts and elements • Introduction to strategy writing • More detailed work in the developmental music program and lesson planning • Writing activities • Listening activities (including Art Music) • Continuing a Folio Song Collection and Retrieval File: Collecting, sequence, analysing and categorising songs, games and rhymes • Continuation of the teaching of form • An introduction to the developmental music program for *older beginners*.

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 upper primary students.
3. Students will discuss, communicate ideas and display an awareness of developmental sequencing appropriate to upper primary music education.

Assessment:

Assessment will allow the student to demonstrate an understanding of the musical concepts taught in this level of the course. This assessment may be by assignment. For example:

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

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

Focus Writing

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

	excellent song material and activity for the age level and stage of learning.	for the age level and stage of learning.	questionable song material or activity for the age level or stage of learning.	inappropriate song material and activity for the age level and stage of learning.
The student chooses outstanding song material and activity for the age level and stage of learning.				

Strategy Writing

High Distinction	Distinction	Credit	Pass	Fail
The student demonstrates an exceptional understanding of the procedure involved in long term planning to teach a musical element.

The student has used age appropriate activities with outstanding success, and has logically sequenced the introduction of new information. All modes of learning are used with an effective delineation between Early, Middle and Late practice stages.

The student uses all headings (General Objective, Pre-Requisite Skills; Song List, Bibliography of Sources; Preparation, Presentation and Practice) correctly. Extensive variety of performance, reading, writing and creative tasks is used.

The student chooses outstanding song material for the age level and stage of learning, and | The student demonstrates a thorough understanding of the procedure involved in long term planning to teach a musical element.

The student has used age appropriate activities with thorough success, and has logically sequenced the introduction of new information. All modes of learning are used with a clear delineation between Early, Middle and Late practice stages.

The student uses all headings (General Objective, Pre-Requisite Skills; Song List, Bibliography of Sources; Preparation, Presentation and Practice) correctly. Considerable variety of performance, reading, writing and creative tasks is used.

The student chooses excellent song material for the age level and stage of learning, and supplements | The student demonstrates a good understanding of the procedure involved in long term planning to teach a musical element.

The student has usually used age appropriate activities with good success, and has sequenced the introduction of new information. Most modes of learning are used with some delineation between Early, Middle and Late practice stages.

The student uses most headings (General Objective, Pre-Requisite Skills; Song List, Bibliography of Sources; Preparation, Presentation and Practice) correctly. A good variety of performance, reading, writing and creative tasks is used.

The student chooses appropriate song material for the age level and stage of learning, and supplements | The student demonstrates some awareness of the procedure involved in long term planning to teach a musical element,

The student has usually used age appropriate activities with some success in sequencing the introduction of new information. Some variety in the modes of learning is used, and some delineation between Early, Middle and Late practice stages. .

The student uses some headings (General Objective, Pre-Requisite Skills; Song List, Bibliography of Sources; Preparation, Presentation and Practice) correctly. Some variety of performance, reading, writing and creative tasks is used.

The student chooses some questionable song material for the age level and stage of learning, and has little provision for supplementary | The student demonstrates little or no understanding of procedure involved in long term planning to teach a musical element,.

The student has little or no understanding of age appropriate activities, and little success in sequencing the introduction of new information. Little attention is given to differentiate the modes of learning, and there is little or no delineation between Early, Middle and Late practice stages.

The student fails to use most headings (General Objective, Pre-Requisite Skills; Song List, Bibliography of Sources; Preparation, Presentation and Practice) correctly. Little variety of performance, reading, writing and creative tasks is used.

The student chooses inappropriate song material for the age level and stage of |

supplements materials with a range of sight reading, part work and art music	materials with some examples of sight reading, part work and art music.	materials with a few examples of sight reading, part work and/or art music..	materials..	learning, and provides no examples of supplementary material. .

Primary Level 3 Teaching Techniques

Lecturer: Tess Laird

Overview: Teaching Techniques (Primary Level 3) involves the practical application of the musical and pedagogical concepts taught in Methodology (Primary Level 3). Sensitivity to the musical content is essential throughout the teaching process. Students will be given the opportunity, not only to teach, but also to observe and discuss segments they see taught.

Dates: Block 1 (8 days):   Saturday 2 July to Sunday 10 July 2016 (Wednesday 6 July off)
            Block 2 (2 days):   Saturday 1 October to Sunday 2 October 2016

Time: 10.30am – 1.00pm (delivered in conjunction with the Materials and Teaching Techniques course components).

Venue: Presbyterian Ladies' College (room to be announced)

Time Commitment: In addition to the daily classes (total 5 hours), students will need to put aside time to for preparation of assignment tasks.

Materials: Students will need to bring an A440 tuning fork, pencil, eraser, manuscript and notebook.

Course Content:

- Peer teaching of repertoire appropriate for the targeted age group
- Peer teaching of chosen segments of the content of the Methodology course for Primary Level 3
- Practicum for 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 more mature ability to plan lesson segments that show an understanding of the requirements of children of the target age group.

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".

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

Primary Level 3 Teaching Techniques Marking Matrix

High Distinction	Distinction	Credit	Pass	Fail
The student demonstrates an exceptional understanding of the pedagogical principles involved in logically sequencing a range of activities which cater to all learning styles. .

The student demonstrates a confident approach to teaching, with outstanding pacing, clear delivery, and concise instructions and questions.

The student has mastered classroom management skills, fully maximising student engagement via energised demeanor and musicality of approach. | The student demonstrates a thorough understanding of the pedagogical principles involved in logically sequencing a range of activities which will engage most learning styles.

The student demonstrates a confident approach to teaching, with excellent pacing, clear delivery, concise instructions and questions.

The student has excellent classroom management skills, and carefully considers how to maximise student engagement via energised demeanor and musicality of approach | The student demonstrates a good understanding of the pedagogical principles involved in logically sequencing a range of activities which will engage most learning styles.

The student demonstrates a good approach to teaching, with adequate pacing, clear delivery, and suitable instructions and questions.

The student has good classroom management skills, and is working towards maximising student engagement via energised demeanor and musicality of approach.. | The student demonstrates an awareness of the pedagogical principles involved in sequencing a range of activities which will engage some learning styles.

The student demonstrates a sound approach to teaching, with fair pacing, clear delivery, and basic instructions and questions.

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 | 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.

The student demonstrates a hesitant approach to teaching, with poor pacing and delivery, and unclear instructions and questions.

The student has limited classroom management skills, and has little or no capacity to engage students via energised demeanor and musicality of approach. |

Primary Level 3 Cultural Materials

Lecturer: Tess Laird

Overview: Cultural Materials (Primary Level 3) involves learning, collecting and analysing the folk music of Australia and other nations 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.

Dates: Block 1 (8 days): Saturday 2 July to Sunday 10 July 2016 (Wednesday 6 July off)
Block 2 (2 days): Saturday 1 October to Sunday 2 October 2016

Time: 10.30am – 1.00pm (delivered in conjunction with the Materials and Teaching Techniques course components)

Venue: Presbyterian Ladies' College (room to be announced)

Time Commitment: In addition to the daily classes (total 5 hours), students will need to put aside time to for memorisation of repertoire and preparation of assignment tasks.

Materials: Students will need to bring an A440 tuning fork, pencil, eraser, manuscript and notebook.

Course Content:

- An investigation of the various categories of songs, rhymes and games which are appropriate to an upper primary music program.
- Analysis of suggested material with guidelines to help teachers choose wisely for this age group.
- Songs, rhymes and recorded music of other cultures
- Listening songs and art music
- Expansion of a system for organising and storing a professional library of the above materials such as a song file and retrieval system.

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.

Core Songs:

The following core repertoire will be memorised as part of the Cultural Materials course for Primary 2 participants. Other supplementary material will be sourced from the Methodology Primary Level 2 set texts or provided. The lecturer will outline supplementary material during the course.

This repertoire must be filed and analysed to form part of the Song Retrieval System. This list of repertoire has been sourced from the *Australian Kodály Certificate Curriculum 2013 Supplementary Materials*.

	2013 Primary 3	SOURCE	melody	rhythm	Form	Uses
C1	**Alabama Girl**	Choksy: #71	s,l, drm s	♫♩𝄽	ABAC	Game; ♪♩♩; l, s,; 4 metre
C2	**All Things Shall Perish**	150 Rounds	s,l,t,drmfsl	♩ ♩.♪ ♩.	ABA	Canon/ Partner Song; 3 metre; ♩.♪♩ ♩.; *major diatonic*
C3	**Dog and Cat**	150 AFS:44	s,l, drm	♫♩ ♫♫	ABC	Call and Response; Improvise text; ♪♩♩; *l,s,;* 2 metre
C4	**Liza Jane**	Catch a Song:103	drm sl d'	♫♩𝄽 ♫♫♫	Call and response	Call and Response; *high doh;* ♪♩♩ and ♩.♪♩; 2 metre
C5	**My Paddle**	150 Rounds	m, l, drm l	♫♩𝄽	ABAC	Canon/ partner song' ♪♩♩; *lah tetratonic;* 2 metre
C6	**Oh How Lovely**	150 Rounds	drmfsl	Compound	ABC	Canon; *doh pentachord;* Compound metre
C7	**Pat Works on the Railway**	Choksy: #176	m,f,s,l,t,dr	Compound anacrusis	ABAvC Verse /chorus	Verse/Chorus; Compound metre; anacrusis; natural minor
C8	**Rise Up Oh Flame**	150 Rounds	l,t,drm l	♩ ♩ ♪♩ 𝄽	AB	Canon; 3 metre; *lah pentachord;*
C9	**The Birch Tree**	150 Rounds	l,t,drm s	♩ ♪♩ ♩	AAvBB	Round; *ti;* 2 metre
C10	**Weav'ly Wheat**	Music for All: 22	s,l, drm sl	♫♩♩	ABCD	Game: ♪♩♩; l, s, 2 metre

Additional Songs will be made available to participants as determined by the Course Provider and Lecturers.

Assessment:

- Song analysis
- A written test which requires the student to write out set materials and to discuss their use in a middle primary years setting.
- Assessment will be based on punctual class attendance, the student's willingness and preparedness to participate and on all written and practical assignments**.**

- The song file itself will be assessed on a pass/fail basis for the award of the Australian Kodaly Certificate, but knowledge of the repertoire will be assessed in a viva voce exam, and this exam will contribute to the grade for Cultural Materials Primary Level 3.

Primary Level 3 Cultural Materials Reading Matrix

High Distinction	Distinction	Credit	Pass	Fail
The student performs with exceptional accuracy in pitch and rhythm, always choosing suitable pitches from the tuning fork. The student performs confidently with a strong sense of musicality, including phrasing, dynamics, mood and timbre.. The student performs all of the material from memory, and demonstrates an extensive knowledge of the uses and characteristics of the material.	The student performs with consistent accuracy in pitch and rhythm, usually choosing suitable pitches from the tuning fork. The student performs confidently with a good sense of musicality, including phrasing, dynamics, mood and timbre. The student performs most of the material from memory, and demonstrates a thorough knowledge of the uses and characteristics of the material.	The student performs with mainly accurate pitch and rhythm, usually choosing suitable pitches from the tuning fork. The student performs with some confidence, and an adequate sense of musicality, including phrasing, dynamics, mood and timbre. The student performs some of the material from memory, and demonstrates a sound knowledge of the uses and characteristics of the material.	The student performs with reasonably accurate pitch and rhythm, choosing suitable pitches from the tuning fork given multiple opportunities. The student communicates some sense of musicality, including phrasing, dynamics, mood and timbre. The student performs a little of the material from memory, and demonstrates an adequate knowledge of the uses and characteristics of the material.	The student performs with inconsistent accuracy in pitch and rhythm, and has consistent difficulty choosing suitable pitches from the tuning fork. 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.

Primary Level 3 Cultural Materials Writing Matrix

High Distinction	Distinction	Credit	Pass	Fail
The student writes neatly from memory with no, or very few inaccuracies, consistently using all conventions of music notation accurately. The student reproduces the text and game instructions with	The student writes neatly from memory with few inaccuracies, usually using all conventions of music notation accurately. The student reproduces the text and game instructions with	The student writes legibly from memory with some inaccuracies, using most conventions of music notation accurately. The student reproduces the text and game instructions with	The student writes legibly, with some lapses in memory, using some conventions of music notation accurately. The student reproduces the text and game instructions with many inaccuracies,	The student writes illegibly and with considerable lapses in memory, and little or no attention to using the conventions of music notation. The student writes text and game instructions with

outstanding accuracy, and with consistent attention to the correct use of slurs and hyphenation where appropriate.

The student demonstrates an extensive understanding of the repertoire and it's uses for methodological and musical purposes. | great accuracy, and with good attention to the correct use of slurs and hyphenation where appropriate.

The student demonstrates a thorough understanding of the repertoire and it's uses for methodological and musical purposes | some inaccuracies, with sound attention to the correct use of slurs and hyphenation where appropriate

The student demonstrates a good understanding of the repertoire and it's uses for methodological and musical purposes | and with some attention to the correct use of slurs and hyphenation where appropriate

The student demonstrates an sound understanding of the repertoire and it's uses for methodological and musical purposes | major inaccuracies, and with little or no consideration given to the correct use of slurs and hyphenation.

The student demonstrates little or no understanding of the repertoire and it's uses for methodological and musical purposes |

The Folio is graded as Pass or Fail. It does not influence the results of other modules in the course, but is a necessary component of the Australia Kodaly Award and Australia Kodaly Certificate. **These final results need to be kept on record by the Course Provider and sent to the Chair of the Education Committee at the end of each course graduation.**

Pass	Fail
There is evidence of a good understanding of the age appropriate uses of folk songs and other materials relevant to the classroom music context.	There is little evidence of an understanding of the appropriate age level or uses of materials and folk songs to the classroom music context.
The ability to accurately analyse folk songs other materials with regard to tone-set, scale, form and harmonic structure is demonstrated consistently.	Analyses of materials are largely inaccurate or incomplete.
All material received from Levels One, Two and Three of the elected courses is included in the A-Z Collection and Retrieval File.	A significant amount of repertoire from Levels One, Two and Three of the elected courses is absent in either the A-Z Collection and/or the Retrieval File.
Materials are thoroughly organised in the A-Z Collection, and the Retrieval File shows inclusion of appropriate lists of elements and relevant repertoire for the teaching of these elements.	Materials are difficult to find in the A-Z Collection and inaccurately or inadequately represented in the Retrieval File.
Overall presentation is neat and legible, and ease of access to materials has been considered.	Overall presentation is poor, and materials are not easily accessible.