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# 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:**

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

#### **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:

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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

Focus Writing				
High Distinction	Distinction	Credit	Pass	Fail
The student	The student	The student	The student	The student
demonstrates an	demonstrates a	demonstrates a good	demonstrates some	demonstrates little
exceptional	thorough	understanding of	awareness of how to	or no understanding
understanding of	understanding of	how to teach the set	teach the set task for	of how to teach the
how to teach the set	how to teach the set	task for the target	the target age level	set task for the target
task for the target	task for the target	age level and stage in	and stage in the	age level and stage in
age level and stage in	age level and stage in	the methodological	methodological	the methodological
the methodological	the methodological	sequence.	sequence.	sequence.
sequence.	sequence	A 1		
		The student has a	The student has a fair	The student has little
The student has a	The student has a	good understanding	understanding of	or no understanding
complete	thorough	of script/descriptive	script/descriptive	of script/descriptive
understanding of	understanding of	style and uses	style and usually uses	style and uses
script/descriptive	script/descriptive	appropriate language	appropriate language	language that is
style and uses	style and uses	to achieve learning	to achieve the	inappropriate to
concise and	effective language to	outcomes.	learning outcomes.	achieving the
appropriate language	achieve learning		Page 1	learning outcome.
to achieve learning	outcomes.	The student uses all	The student uses	
outcomes.	1 20	headings:	most headings	The student fails to
A 70	The student uses all	Behavioural	correctly:	use headings -
The student uses all	headings:	Objective, Review,	Behavioural	Behavioural
headings:	Behavioural	Point and Reinforce	Objective, Review,	Objective, Review,
Behavioural	Objective, Review,	correctly, with	Point and Reinforce	Point and Reinforce -
Objective, Review,	Point and Reinforce	suitable revision,	correctly, with some	correctly, with little
Point and Reinforce	correctly, with	procedure and	understanding of the	or no understanding
correctly, with logical	careful revision,	conclusion of the	steps in revision,	of the steps in
revision, procedure	procedure and	learning task.	procedure and	revision, procedure
and conclusion of the	conclusion of the		conclusion of the	and conclusion of the
learning task, and	learning task.	The student chooses	learning task.	learning task.
suitable extension		appropriate song		
where appropriate.	The student chooses	material and activity	The student chooses	The student chooses

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

Strategy Writing				
High Distinction	Distinction	Credit	Pass	Fail
The student	The student	The student	The student	The student
demonstrates an	demonstrates a	demonstrates a good	demonstrates some	demonstrates little or
exceptional	thorough	understanding of the	awareness of the	no understanding of
understanding of the	understanding of the	procedure involved	procedure involved	procedure involved
procedure involved	procedure involved	in long term planning	in long term planning	in long term planning
in long term planning	in long term planning	to teach a musical	to teach a musical	to teach a musical
to teach a musical	to teach a musical	element.	element,	element,.
element.	element.			
		The student has	The student has	The student has little
The student has used	The student has used	usually used age	usually used age	or no understanding
age appropriate	age appropriate	appropriate activities	appropriate activities	of age appropriate
activities with	activities with	with good success,	with some success in	activities, and little
outstanding success,	thorough success,	and has sequenced	sequencing the	success in
and has logically	and has logically	the introduction of	introduction of new	sequencing the
sequenced the	sequenced the	new information.	information. Some	introduction of new
introduction of new	introduction of new	Most modes of	variety in the modes	information. Little
information. All	information. All	learning are used	of learning is used,	attention is given to
modes of learning	modes of learning	with some	and some delineation	differentiate the
are used with an	are used with a clear	delineation between	between Early,	modes of learning,
effective delineation	delineation between	Early, Middle and	Middle and Late	and there is little or
between Early,	Early, Middle and	Late practice stages.	practice stages.	no delineation
Middle and Late	Late practice stages.			between Early,
practice stages.	47. 7. 1.0	The student uses	The student uses	Middle and Late
The standard consequent	The student uses all	most headings	some headings	practice stages.
The student uses all	headings (General	(General Objective,	(General Objective,	The standard falls to
headings (General	Objective, Pre-	Pre-Requisite Skills;	Pre-Requisite Skills;	The student fails to
Objective, Pre-	Requisite Skills; Song	Song List,	Song List,	use most headings
Requisite Skills; Song	List, Bibliography of	Bibliography of	Bibliography of	(General Objective,
List, Bibliography of Sources; Preparation,	Sources; Preparation, Presentation and	Sources; Preparation,	Sources; Preparation,	Pre-Requisite Skills;
Presentation and		Presentation and	Presentation and	Song List,
Practice) correctly.	Practice) correctly. Considerable variety	Practice) correctly. A good variety of	Practice) correctly. Some variety of	Bibliography of Sources; Preparation,
Extensive variety of	of performance,	performance,	performance,	Presentation and
performance,	reading, writing and	reading, writing and	reading, writing and	Practice) correctly.
reading, writing and	creative tasks is	creative tasks is	creative tasks is used.	Little variety of
creative tasks is	used.	used.	creative tasks is used.	performance,
used.	uscu.	uscu.	The student chooses	reading, writing and
useu.	The student chooses	The student chooses	some questionable	creative tasks is used.
The student chooses	excellent song	appropriate song	song material for the	creative tasks is asea.
outstanding song	material for the age	material for the age	age level and stage of	The student chooses
material for the age	level and stage of	level and stage of	learning, and has	inappropriate song
level and stage of	learning, and	learning, and	little provision for	material for the age
learning, and	supplements	supplements	supplementary	level and stage of

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supplements materials with a range of sight reading, part work	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.
and art music	and are master	and, or are masien		



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## **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".

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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	demonstrates a	demonstrates a good	demonstrates an	demonstrates little
exceptional	thorough	understanding of the	awareness of the	or no understanding
understanding of the	understanding of the	pedagogical	pedagogical	of the pedagogical
pedagogical	pedagogical	principles involved in	principles involved in	principles involved in
principles involved in	principles involved in	logically sequencing	sequencing a range	sequencing activities,
logically sequencing	logically sequencing	a range of activities	of activities which	and show no ability
a range of activities	a range of activities	which will engage	will engage some	to cater to different
which cater to all	which will engage	most learning styles.	learning styles.	learning styles.
learning styles	most learning styles.			
		The student	The student	The student
The student	The student	demonstrates a good	demonstrates a	demonstrates a
demonstrates a	demonstrates a	approach to	sound approach to	hesitant approach to
confident approach	confident approach	teaching, with	teaching, with fair	teaching, with poor
to teaching, with	to teaching, with	adequate pacing,	pacing, clear	pacing and delivery,
outstanding pacing,	excellent pacing,	clear delivery, and	delivery, and basic	and unclear
clear delivery, and	clear delivery,	suitable instructions	instructions and	instructions and
concise instructions	concise instructions	and questions.	questions.	questions.
and questions.	and questions.	175		
		The student has good	The student has	The student has
The student has	The student has	classroom	sound classroom	limited classroom
mastered classroom	excellent classroom	management skills,	management skills,	management skills,
management skills,	management skills,	and is working	and is working	and has little or no
fully maximising	and carefully	towards maximising	towards developing	capacity to engage
student engagement	considers how to	student engagement	the confidence to	students via
via energised	maximise student	via energised	fully maximise	energised demeanor
demeanor and	engagement via	demeanor and	student engagement	and musicality of
musicality of	energised demeanor	musicality of	via energised	approach.
approach.	and musicality of	approach	demeanor and	
	approach		musicality of	
	V 3.		approach	

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## **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

 $\textbf{Time:} \ \ 10.30 \text{am} - 1.00 \text{pm} \ (\text{delivered in conjunction with the Materials and Teaching Techniques}$ 

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:**

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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	SOURCE				
	Primary 3		melody	rhythm	Form	Uses
<b>C1</b>	Alabama Girl	Choksy: #71	s,l, <u>d</u> rm s	<b>∏</b> ] }	ABAC	Game; [] ]; <i>l, s,;</i> 4 metre
C2	All Things Shall Perish	150 Rounds	s,I,t, <u>d</u> rmfsl		ABA	Canon/ Partner Song; 3 metre; J. J. J.; major diatonic
<b>C3</b>	Dog and Cat	150 AFS:44	s,l, <u>d</u> rm		ABC	Call and Response; Improvise text; JJ; <i>l,s,</i> ; 2 metre
C4	Liza Jane	Catch a Song:103	<u>d</u> rm sl d'		Call and response	Call and Response; high doh;
<b>C5</b>	My Paddle	150 Rounds	m, <u>l,</u> drm l	<b>∏</b> ,≵	ABAC	Canon/ partner song'  \$\int J\forall; lah tetratonic; 2 metre
C6	Oh How Lovely	150 Rounds	<u>d</u> rmfsl	Compound	ABC	Canon; doh pentachord; Compound metre
С7	Pat Works on the Railway	Choksy: #176	m,f,s, <u>l</u> ,t,dr	Compound anacrusis	ABAvC Verse /chorus	Verse/Chorus; Compound metre; anacrusis; natural minor
C8	Rise Up Oh Flame	150 Rounds	<u>l</u> ,t,drm l	<b>J J X</b>	АВ	Canon; 3 metre; lah pentachord;
С9	The Birch Tree	150 Rounds	<u>J</u> ,t,drm s		AAvBB	Round; ti; 2 metre
C10	Weav'ly Wheat	Music for All: 22	s,l, <u>d</u> rm sl		ABCD	Game: $III$ ; $l, s, 2$ 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.

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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 Cu	ltural Materials Rea	ding Matrix		
<b>High Distinction</b>	Distinction	Credit	Pass	Fail
The student	The student	The student	The student	The student
performs with	performs with	performs with mainly	performs with	performs with
exceptional accuracy	consistent accuracy	accurate pitch and	reasonably accurate	inconsistent accuracy
in pitch and rhythm,	in pitch and rhythm,	rhythm, usually	pitch and rhythm,	in pitch and rhythm,
always choosing	usually choosing	choosing suitable	choosing suitable	and has consistent
suitable pitches from	suitable pitches from	pitches from the	pitches from the	difficulty choosing
the tuning fork.	the tuning fork.	tuning fork.	tuning fork given	suitable pitches from
			multiple	the tuning fork.
The student	The student	The student	opportunities.	
performs confidently	performs confidently	performs with some		The student
with a strong sense	with a good sense of	confidence, and an	The student	communicates little
of musicality,	musicality, including	adequate sense of	communicates some	or no sense of
including phrasing,	phrasing, dynamics,	musicality, including	sense of musicality,	musicality.
dynamics, mood and	mood and timbre.	phrasing, dynamics,	including phrasing,	The student has
timbre	VIE	mood and timbre.	dynamics, mood and	difficulty performing
	The student	1	timbre.	the material
The student	performs most of the	The student		accurately, either
performs all of the	material from	performs some of	The student	from memory or
material from	memory, and	the material from	performs a little of	from reading, and
memory, and	demonstrates a	memory, and	the material from	demonstrates little
demonstrates an	thorough knowledge	demonstrates a	memory, and	or no understanding
extensive knowledge	of the uses and	sound knowledge of	demonstrates an	of the uses of the
of the uses and	characteristics of the	the uses and	adequate knowledge	material.
characteristics of the	material.	characteristics of the	of the uses and	
material.		material.	characteristics of the	
1.1	N / 1 1	100	material.	
	1 / 7 /	4.7	and i	
7 //		1. 1		

## **Primary Level 3 Cultural Materials Writing Matrix**

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

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outstanding	great accuracy, and	some inaccuracies,	and with some	major inaccuracies,
accuracy, and with	with good attention	with sound attention	attention to the	and with little or no
consistent attention	to the correct use of	to the correct use of	correct use of slurs	consideration given
to the correct use of	slurs and	slurs and	and hyphenation	to the correct use of
slurs and	hyphenation where	hyphenation where	where appropriate	slurs and
hyphenation where	appropriate.	appropriate		hyphenation.
appropriate.			The student	
	The student	The student	demonstrates an	The student
The student	demonstrates a	demonstrates a good	sound understanding	demonstrates little
demonstrates an	thorough	understanding of the	of the repertoire and	or no understanding
extensive	understanding of the	repertoire and it's	it's uses for	of the repertoire and
understanding of the	repertoire and it's	uses for	methodological and	it's uses for
repertoire and it's	uses for	methodological and	musical purposes	methodological and
uses for	methodological and	musical purposes		musical purposes
methodological and	musical purposes			
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	There is little evidence of an understanding of the
appropriate uses of folk songs and other materials relevant	appropriate age level or uses of materials and folk songs
to the classroom music context.	to the classroom music context.
The ability to accurately analyse folk songs other materials	Analyses of materials are largely inaccurate or
with regard to tone-set, scale, form and harmonic structure	incomplete.
is demonstrated consistently.	U12
All material received from Levels One, Two and Three of	A significant amount of repertoire from Levels One, Two
the elected courses is included in the A-Z Collection and	and Three of the elected courses is absent in either the
Retrieval File.	A-Z Collection and/or the Retrieval File.
Materials are thoroughly organised in the A-Z Collection,	Materials are difficult to find in the A-Z Collection and
and the Retrieval File shows inclusion of appropriate lists of	inaccurately or inadequately represented in the
elements and relevant repertoire for the teaching of these	Retrieval File.
elements.	
Overall presentation is neat and legible, and ease of access	Overall presentation is poor, and materials are not
to materials has been considered.	easily accessible.