Methodology Secondary Level 1

Lecturer: Dr James Cuskelly

Overview: Methodology involves the application of Kodaly's principles to the development of classroom teaching programmes that are suitable for Australian children. The Secondary Level 1 stream will outline repertoire, strategies and teaching process for introducing a developmental, aural/vocal-based music programme to older beginners in the middle 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:

- Johnson, J. (1988). *Music for all*. Clayfield School of Music.
- Choksy, L. (1999). *The Kodály Method II*. Prentice Hall.
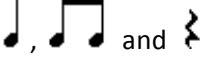- Klinger, R. (1990). A guide to lesson planning in a Kodály setting. Clayfield School of Music.

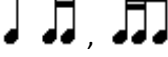**Recommended References:**

The following references may be useful to complement and support work covered in this level.

- Choksy, L. (1999). *The Kodály Method I*. Prentice Hall.
- Tacka, P., and Houlahan, M. (1995). *Sound thinking (Vol 1)*. Boosey & Hawkes.
- Tacka, P., and Houlahan, M. (1995). *Sound thinking (Vol 2)*. Boosey & Hawkes.
- Middle Years Music Education (KMEIA Qld)

Course Content:

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

Rhythmic Concepts:	• Beat and rhythm • ♩ , ♫ and 𝄽 • ♬♬ (sixteenth notes) • ♫♬ , ♬♫ • Longer notes: ♩. , 𝅝 • All equivalent rests to note values studied.
Metre:	• Conducting patterns for duple, triple and quadruple metre • The downbeat, bars and bar lines • Simple duple, simple quadruple, simple triple
Pitch and melody:	• Introduction to the pentatonic scale and an appropriate sequence for developing skills in hearing, singing, reading, writing and creating using the pentatonic scale. • Relative pitch names: *d r m s l d'* • Absolute pitch (letter) names for the tonal centres of F, G and C. • Aural awareness of the intervals in the tri-chords of the pentatonic scale.
Part Work:	• Simple diatonic canons in 2 or 3 parts • Partner songs • Rhythmic and Melodic ostinati in known song material • Ensemble singing/playing to reinforce repertoire used
Other:	• Repertoire suitable for the teaching of these concepts and elements • An introduction to focus writing • An introduction to the developmental music programme and lesson planning • Writing activities • Listening activities including art music and timbral recognition • Beginning a Folio Song Collection and Retrieval File: Collecting, sequencing, analysing and categorising songs, games and rhymes • Visual and aural analysis of folk music

Outcomes:
- Students will demonstrate their ability to provide a good teacher model.
- Students will demonstrate a growing knowledge of the abilities and requirements of lower secondary students.

- Students will discuss, communicate ideas and display an awareness of developmental sequencing appropriate to lower secondary music education.

Assessment:

- A demonstrated in-depth knowledge of Kodály's educational philosophy through individual research and group discussion
- Written and/or practical lesson segments demonstrating an understanding of the particular steps in the teaching of a concept/element covered in class
- Lesson planning
- Memorisation of repertoire
- Writing exercises
- Listening exercises
- Song analysis

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 | 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 | 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 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 | 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 |

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learning task, and suitable extension where appropriate. The student chooses outstanding song material and activity for the age level and stage of learning.	learning task. The student chooses excellent song material and activity for the age level and stage of learning.	The student chooses appropriate song material and activity for the age level and stage of learning.	learning task. The student chooses questionable song material or activity for the age level or stage of learning.	learning task. The student chooses inappropriate song material and activity for the age level and stage of learning.

Secondary Level 1 Teaching Techniques

Lecturer: Dr James Cuskelly

Overview: Teaching Techniques (Secondary Level 1) involves the practical application of the musical and pedagogical concepts taught in Methodology (Secondary Level 1). 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:

* An introduction to peer teaching.
* Peer teaching of repertoire appropriate for older beginners in the middle schooling years.
* Peer teaching of the lesson segments covered in Methodology Secondary Level 1.

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 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).

Secondary Level 1 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 thorough understanding of the pedagogical principles involved in logically sequencing a range of activities which will engage most learning styles.	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 an awareness of the pedagogical principles involved in sequencing a range of activities which will engage some learning styles.	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 confident approach to teaching, with outstanding pacing, clear delivery, and concise instructions and questions.	The student demonstrates a confident approach to teaching, with excellent pacing, clear delivery, concise instructions and questions.	The student demonstrates a good approach to teaching, with adequate pacing, clear delivery, and suitable instructions and questions.	The student demonstrates a sound approach to teaching, with fair pacing, clear delivery, and basic instructions and questions.	The student demonstrates a hesitant approach to teaching, with poor pacing and delivery, and unclear instructions and questions.
The student has mastered classroom management skills, fully maximising student engagement via energised demeanor and musicality of approach.	The student has excellent classroom management skills, and carefully considers how to maximise student engagement via energised demeanor and musicality of approach	The student has good classroom management skills, and is working towards maximising student engagement via energised demeanor and musicality of approach..	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 has limited classroom management skills, and has little or no capacity to engage students via energised demeanor and musicality of approach.

Secondary Level 1 Cultural Materials

Lecturer: Dr. James Cuskelly

Overview: Cultural Materials (Secondary Level 1) 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 that are appropriate to a lower secondary/middle years 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
- Songs, rhymes and recorded music that allow young children to respond to a variety of moods.
- Listening songs
- The beginning 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 Secondary 1 participants. Other supplementary material will be sourced from the Methodology Secondary 1 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*.

	2014 Secondary 1	SOURCE	Melody	Rhythm	Form	Uses
C1	**Ah Poor Bird**	150 rounds	**l̲,**t,drmfsil	♩♫♩	AB C D	Canon; 𝅗𝅥 ; harmonic minor
C2	**Tideo**	PDF				♬♬
C3	**Mail Myself To You**	PDF		♬ ♫♫		♬ ♫♫
C4	**Dinah**	Forrai: #103	**d**rm s	♩♫𝄾 ♬♬	ABAC	Pillar tones; Text improvisation; ♬♬ ; *re*; 2 metre
C5	**Good News**	Music for All: 9	**d**rm	♩♫♩𝄾	A B A C	♩♫♩𝄾 ; *doh-re-mi;* 4 metre
C6	**Who's That Yonder?**	Music For All: 8	**d**rm	♩♫♩𝄾	A B	Beat/rhythm ♩♫♩𝄾 2 metre; drm
C7	**Come Follow Me**	C. Vajda The Kodaly Way To Music: 27	**d**rm sl	♩♫♩𝄾	A B	2 metre; la
C8	**Oh Said the Blackbird (Pourquoi)**	150 American Folksongs: #66	**d**rm sl d'	♩♫♩𝄾 𝅗𝅥	A B Av C	Story song; *high doh;*
C9	**Rose Rose**	150 Rounds	**m̲,** s,l,t,drm	♩♫	A B C D	Canon; Partner Song; 𝅗𝅥 ♫ ; *natural minor*
C10	**Swing a Lady Uptom**	Music for All: 14	**d**rm s	♩♫♩𝄾	A B	♩♫♩𝄾 ; *soh;* 4 metre

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

Assessment:

- Song analysis

- A written test that requires the student to write out set materials and to discuss their use in a lower secondary setting.
- Assessment will be based on punctual class attendance, the student's willingness and preparedness to participate and on all written and practical assignments.
- Demonstration that the song file and retrieval system has started to develop.

Secondary Level 1 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.

Secondary Level 1 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	The student writes neatly from memory with few inaccuracies, usually using all conventions of music notation accurately. The student reproduces the text	The student writes legibly from memory with some inaccuracies, using most conventions of music notation accurately. The student reproduces the text	The student writes legibly, with some lapses in memory, using some conventions of music notation accurately. The student reproduces the text and game	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

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.	and game instructions with 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	and game instructions with 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	instructions with many inaccuracies, 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	text and game instructions with 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