



# Folio Guidelines

FOLIO SONG COLLECTION AND RETRIEVAL FILES

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Australian Kodály Certificate

2020

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## Overview

- The **Folio** is made up of **a Song Collection** and a **Retrieval File**.
- The **Song Collection** contains songs, rhymes, games and art music themes suitable for specific teaching purposes, filed alphabetically by title.
- Material is then collated for its usefulness/teaching purpose in the **Retrieval File**.
- Any repertoire which appears on a list in the **Retrieval File** must be included in your **Song Collection**.
- For practical purposes, teachers may also have a third file which contains repertoire still to be analysed. This will not be required for assessment purposes.

The following are minimum requirements for the assessment of the Folio. You are encouraged to explore further headings to help this document be useful beyond your studies. Headings should be drawn from the analysis of the repertoire.

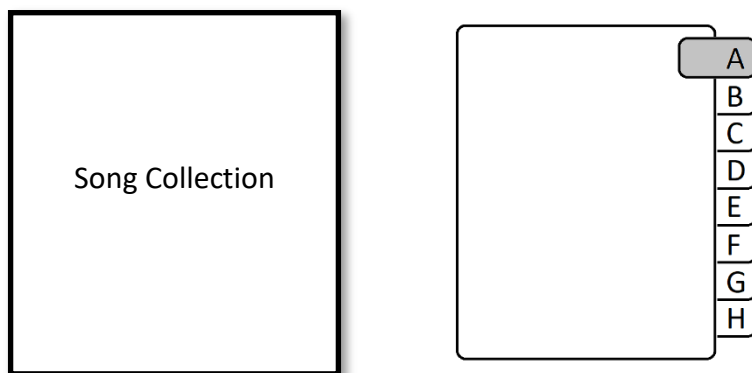
### *Criteria for Assessment*

Refer to page 57 of the *Australian Kodály Certificate in Music Education 2019 Curriculum* available at [www.kodaly.org.au](http://www.kodaly.org.au).

## Part A: Folio Song Collection (Hard Copy or Digital)

### *Suggested Format*

- Hard copy: 1 or 2 strong A4 binders, using plastic pockets, with one page per repertoire item, using Alphabet dividers
- Digital copy: One Folder, with one page per repertoire item and completed song analysis, in alphabetical order



Your course provider will usually make the songs for each particular level available in their preferred song analysis format. On the following pages there is a description of each heading on the song analysis sheet, as well as summary of common scale forms and a blank song analysis sheet which may be used for supplementary materials.

### *Practical Advice:*

- You will become more confident as you practise this analysis. As a general rule- *'If in doubt, leave it out!'* It is better to leave blanks than to complete the analysis incorrectly.
- **If handwritten, please use PENCIL to complete analysis.**
- Notate the song neatly and clearly in staff notation (rhythms for rhymes)
- One phrase per line
- Select a key that is suitable for children's voices.

## Song Analysis (Folio Song Collection)

<b>TITLE:</b>	Decide on name of song or first name of line
<b>ORIGIN:</b>	Country or place of origin – if you are sure
<b>SOURCE:</b>	Original collector or where you sourced this (book/class)
<b>TONE SET:</b>	From the lowest note to the highest – circle the last note of the song (finalis)
<b>SCALE:</b>	Decide on the scale form
<b>FORM:</b>	Show phrases with letters: verse/chorus: binary, ternary, rondo, question and answer, call and response, etc.
<b>CSP:</b>	Comfortable starting pitch (usually a range eg. s = A-C)
<b>TYPE OF SONG/GAME:</b>	Canon/Lullaby/Circle Game/ Chase Game/Line Game etc.
<b>RHYTHMIC ELEMENTS:</b>	List <b>all rhythmic elements</b> in the song, in the order of teaching sequence. (eg. ♩ ♪ ♫ ♬)
<b>MELODIC ELEMENTS:</b>	List <b>all melodic elements</b> in the song, in the order of teaching sequence. (eg. s-m, l, d, r for primary or drm, s, l for secondary)
<b>RHYTHMIC/ MELODIC CONTEXT:</b>	Show the context in which the targeted element is used. For instance if the element is ♫ then show the context as it appears in the song. (eg. ♩ ♪ ♫ ♬) If it is used in more than one context, show the different contexts in the order in which they appear. (eg. for “Paw Paw Patch”: ♩ ♪ ♫ ♬ / ♩ ♪ ♫ ♬)
<b>APPROPRIATE AGE LEVEL:</b>	Lower/Middle/Upper/Secondary (OR LEVELS of Music Syllabus)
<b>TEACHING PURPOSES:</b>	List the rhythmic/melodic elements which could be taught or practised. Include where this song fits in the strategy – ie. if it is useful for the Prepare and/or Present and/or Practise phases (eg. Prep/Pres/Prac s-m) List also other useful teaching purposes. (eg. form; part-work; themes, etc)

## Scale Forms

Scales may be described according to interval content.

**a. A set of two to six consecutive tones:**

Bichord	$d-r$ ( $s-l$ )
Trichord	$d-r-m$ ( $l-t-d$ )
Tetrachord	$d-r-m-f$ ( $l-t-d-r$ )
Pentachord	$d-r-m-f-s$ ( $l-t-d-r-m$ )
Hexachord	$d-r-m-f-s-l$

**b. A set of two to five tones with at least one leap and no semitone.**

Bitonic	$m-s$
Tritonic	$m-s-l$
Tetratonic	$d-r-m-s$ ( $r-m-s-l$ ) ( $d-m-s-l$ )
Pentatonic	$d-r-m-s-l$

**c. The pentatonic scale used in a particular song is named according to the finalis.**

do pentatonic:	$d-r-m-s-l$
re pentatonic:	$r-m-s-l-d$
mi pentatonic:	$m-s-l-d-r$
so pentatonic:	$s-l-d-r-m$
la pentatonic:	$l-d-r-m-s$

**d. The diatonic scale is a set of seven consecutive tones. The most common are:**

Major	$d-r-m-f-s-l-t$
Natural minor	$l-t-d-r-m-f-s$
Harmonic minor	$l-t-d-r-m-f-si$
Melodic minor	$l-t-d-r-m-fi-si$ (ascending) $l-s-f-m-r-d-t$ (descending)

**e. Modes**

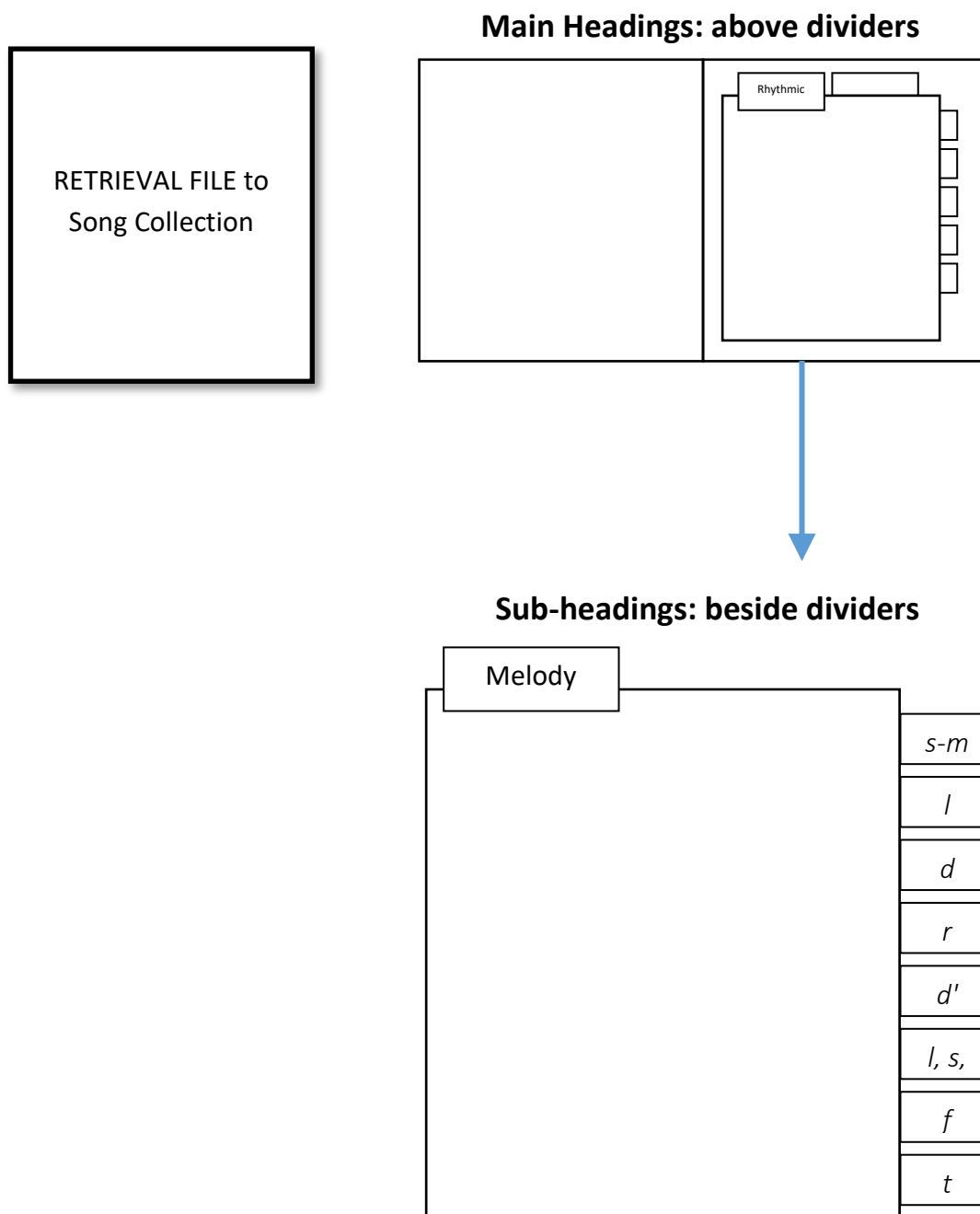
Ionian (major)	$d-r-m-f-s-l-t$	
Dorian	$r-m-f-s-l-t-d$	or $l-t-d-r-m-fi-s$
Phrygian	$m-f-s-l-t-d-r$	or $l-ta-d-r-m-f-s$
Lydian	$f-s-l-t-d-r-m$	or $d-r-m-fi-s-l-t$
Mixolydian	$s-l-t-d-r-m-f$	or $d-r-m-f-s-l-ta$
Aeolian (natural minor)	$l-t-d-r-m-f-s$	



## Part B: Folio Retrieval File (Electronic or Hard Copy)

### Suggested Format

- A strong A4 ring binder
- Dividers with tabs for Main Headings
- Dividers with tabs for Sub-headings
- Required Main Headings and Sub-headings, particularly for rhythmic and melodic elements,-as specified for each stream – EC, Primary, Secondary and Colourstrings.





### *Practical Advice:*

- Only include songs in each sub-heading that contain known elements with the new. For instance, the ♩ song list should NOT contain repertoire that uses a ♯. The do list should NOT include a song with re. It is possible to specify which phrases of a song will be used to teach the featured element if the song contains elements not yet taught.
- Only list the songs which would be best to *teach* the featured element, not necessarily every song that contains it. Aim to include a mix of different contexts.
- Please note the various streams for the Australian Kodály Certificate require some different headings. It is not necessary to begin a new Folio Retrieval if you have already completed an Australian Kodály Certificate in one stream. You may simply add the required headings to your existing document.
- The core repertoire from all three levels of the stream must be included and cross-referenced appropriately in the Retrieval File. To make this a useful working document it is strongly encouraged that supplementary materials will be included.




## EARLY CHILDHOOD STREAM: Required Headings

### Types of Songs/Rhyme/Chant:

Specify the best teaching purpose for each song/rhyme listed. For example:

- Lullabies
- Bounces
- Tickles
- Finger Plays/Actions
- Vocalise (Teaching purpose: Counting Out; Role Play; Expressive Dialogue; Individual singing)

### Rhythmic - Required Sub-headings:

- Beat (Includes songs/chants/rhymes that are appropriate for keeping a steady beat)
- Rhythm (Includes songs/chants/rhymes that are appropriate for performing the rhythmic pattern)
- 
- 
- 

### Melodic - Required Sub-headings:


- *s m*
- */*

### Games – Required Sub-headings:

- Dramatic Play
- Circle (Action Improvisation; Form binary; break & reform; follow leader; chase)
- Line (Teaching Purpose: Spiral/Winding)
- Partner
- Listening
- Individual Singing
- Themes (Optional subheadings: Animals, Transport, Colours, Art Music, Special Events, etc)

## PRIMARY STREAM: Required Headings

### Rhythmic - Required Sub-headings:

- 
- 
- 
- 
- 
- 
- 
- 
- 2 metre
- 4 metre
- 3 metre
- Compound time

### Melodic - Required Sub-headings:

- *s m*
- *l*
- *d*
- *r*
- *d'*
- *l, s,*
- *l,*
- *s,*
- *f*
- *t*

**Games** (optional sub-headings: circle, double circle, chase, line, individual singing, partner, clapping, etc)

**Part Work** (optional sub-headings: canon, ostinato, partner songs, etc)











**Themes**(optional sub-headings: Animals, Transport, Colours, Art Music, Special Events, etc)

**Art Music**

**Australian Music**

## SECONDARY STREAM: Required Headings

### Rhythmic – Required Sub-headings:

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- triplet
- compound rhythms
- metre – simple duple, simple triple, simple quadruple, compound duple
- anacrusis

### Optional Rhythmic Sub-headings:

- Augmentation/Diminution

### Melodic – Required Sub-headings:

- *drm*
- *s*
- *l*
- *d'*
- *l, s,*
- *t*
- *f*
- altered notes
- Major
- Minor
- Modes

**Part Work** (optional sub-headings: canon, ostinato, partner songs, etc)

**Harmonic Progressions** (optional sub-headings: baroque descending sequence, 12 bar blues, chaconne, la folia, etc)

**Art Music** (optional sub-headings: Classical, Baroque, Renaissance, Romantic, 20th Century, etc)

**Australian Music**

**Games**

**Suggestions for further headings:**

**Themes** (eg. Contemporary Music, Jazz, Protest, etc)

**Structure** (optional sub-headings: Theme and Variation, Sonata form, Binary, Ternary, Rondo, Programmatic, etc)

## **COLOURSTRINGS STREAM**

Colourstrings must include methodological analysis for the string teaching sequence. These headings will be discussed and clarified throughout the levels courses.

## Optional Sub-headings

The following sub-headings are not required for assessment in most of the streams, however they may be developed over time as the folio becomes a working document in the planning and teaching contexts.

### Canons

2 part, 3 part, 4 part, Multiple, Other, etc

### Part Work

Partner Songs, Ostinati, 2 part, 3 part, pillar tones, accompaniments (alberti bass, contrapuntal, homophonic, polyphonic, etc)

### Games

Circle, Double circle, Partner, Chase, Line, Acting Out, Set, Jump Rope

### Themes (Early Childhood and Primary)

Animals, Colours, Counting, Insects, Plants, Food, Seasons, Transport, Nature, Lullabies, Love/Courtship, etc

### Art Music

Rhythmic/Melodic elements, Genre (Classical, Baroque, Romantic, 20<sup>th</sup> Century, Art Song, Lied, etc), Ensemble Type (Solo, Chamber, Choral, Symphonic, Concerto, etc)

### Metre

$\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ ,  $\frac{6}{8}$ ,  $\frac{3}{8}$ ; Simple/Compound – Duple/Triple/Quadruple, Mixed metre

### Form

Question and answer, Binary, Ternary, Rondo, Fugue, Sonata, Variation

### Scales

Pentatonic, Major, Minor, Modal, Twelve Tone

### Letter names

Fixed Pitch, F do, G do, C do, Alto, Tenor, Soprano, Baritone, Bass clefs

### Improvisation

Rhythmic, Melodic, Harmonic








### Intervals (taught in order of melodic sequence)

Major 2<sup>nd</sup> and minor 3<sup>rd</sup>, Perfect 8<sup>ve</sup>, Major 3<sup>rd</sup> and Perfect 4<sup>th</sup>, Perfect 5<sup>th</sup> and minor 6<sup>th</sup>, Major 6<sup>th</sup> and minor 7<sup>th</sup>, minor 2<sup>nd</sup> and Major 7<sup>th</sup>

## Notes for the completion of the Song Lists




- While you will only use one song to make conscious a particular element with any one class there may be more than one song on your list that is suitable for making conscious.
- For **Concept** state the concept you want the children to understand when you prepare the element, make it conscious and begin to practise it. Later in the practise of lah the children will learn mi – lah and also lah – soh. Many teachers choose to have a separate Song List for the different contexts i.e. a list for soh – lah songs and a different list for mi – lah songs.
- In the column **Teaching Purpose** state whether you consider repertoire useful for preparation, make conscious and/or practise. Optional purposes may include song specific uses that you wish to have on your list. These song uses should have direct relevance to the element you are practising.
- The following pages provide examples of how to complete **rhythmic and melodic song lists**.

## Example Rhythmic Song List

SONG LIST for the rhythmic element 					
Concept: State the concept YOU will TEACH/REINFORCE e.g. “the rhythm that is one sound on a beat and the rhythm that is two sounds on a beat”					
Title	Tone Set	Rhythmic Elements	Context	Age/Level	Teaching Purpose
The title of the piece as it appears in your collection.	All solfa in the song from lowest to highest with the final note circled.	All the rhythms that appear in the piece in your teaching order for those rhythms. Note the metre as it appears in your song collection.	The way the rhythm you are teaching appears in this song-rhyme. (Repeated phrases don't have to be shown.)	Note either ages OR the level.	<ul style="list-style-type: none"> <li>• Prepare</li> <li>• Present</li> <li>• Practice</li> </ul> Optional: include any particular practice directly relevant to the rhythmic element.
See Saw	$\textcircled{m}$ s			Lower / Level 1	<ul style="list-style-type: none"> <li>• Prep</li> <li>• Pres</li> <li>• Prac</li> </ul>
Lucy Locket	$\textcircled{m}$ s l			Lower / Level 1	<ul style="list-style-type: none"> <li>• Prac</li> </ul>
Bye Lo	$\textcircled{m}$ s			Lower / Level 1	<ul style="list-style-type: none"> <li>• Prep</li> <li>• Pres</li> <li>• Prac</li> </ul>



## Example Melodic Song List

SONG LIST for the melodic element <span style="float: right;"><i>la</i></span>					
Concept: Note here the concept YOU will TEACH/REINFORCE eg. “the sound that is one step higher than so”					
Title	Tone Set	Rhythmic Elements	Context	Age/Level	Teaching Purpose
The title of the piece as it appears in your collection.	All solfa in the song from lowest to highest with the final note circled.	All the rhythms that appear in the piece in your teaching order for those rhythms. Note the metre as it appears in your song collection.	The way the solfa you are teaching appears in this song-rhyme. (Repeated phrases don't have to be shown.)	Note either ages OR the year level.	<ul style="list-style-type: none"> <li>• Prepare</li> <li>• Present</li> <li>• Practice</li> </ul> Optional: include any particular practice directly relevant to the melodic element.
Bounce High	Ⓜ s l		s l s m ss ll s m	Lower / Level 1	<ul style="list-style-type: none"> <li>• Prep</li> <li>• Prac</li> </ul>
Lucy Locket	Ⓜ s l		ss ll ss mm ss ll s m	Lower / Level 1	<ul style="list-style-type: none"> <li>• Prep</li> <li>• Prac</li> </ul>
Snail Snail	Ⓜ s l		s m s m ss ll ss m	Lower / Level 1	<ul style="list-style-type: none"> <li>• Prep</li> <li>• Pres</li> <li>• Prac</li> </ul>

**SONG LIST** for the rhythmic element

Concept:

Title	Tone Set	Rhythmic Elements	Context	Age/Level	Teaching Purpose

**SONG LIST** for the melodic element

Concept:

Title	Tone Set	Rhythmic Elements	Context	Age/Level	Teaching Purpose