

# Kodály Australia

The Kodály Music Education Institute of Australia Incorporated



## Advice for the Preparation of the AKC Capstone Video and Lesson Plan

Candidates for the Australian Kodály Certificate will submit a teaching video and lesson plan with their application. If a person submits a video for the Australian Kodály Award (Early Childhood), it is not necessary to submit another video if applying later for the Australian Kodály Certificate (Early Childhood).

This capstone assessment demonstrates a candidate's realisation of the AKC objectives and is assessed by a nominated person/s of the Education Committee. Further guidance on the application process can be found on our website (<https://kodaly.org.au/akc/application/>). The following points are intended to further assist you in completing the Video and Lesson Plan:

- Refer to the latest version of the AKC Curriculum (<https://kodaly.org.au/akc/curriculum/>) for the assessment criteria.
- Clarify school policy and state and federal legal requirements before filming students. Be aware of any custody or media consent restrictions at your school. Seek out administrative and parental permission in written form before recording your lesson.
- Position the camera to give a clear view of your teaching. A view of the students participating is also necessary; however, the camera can be situated behind them if they are facing you. Consider placement of the camera so that any board work is also in view.
- Ensure that the sound and video recording is of good quality.
- Aim for an authentic learning experience and avoid a contrived demonstration.
- Aim for between 20 – 30 minutes to showcase a suitable number of segments (5 – 7 segments depending on the activities and ages of the students involved).
- The filmed class should demonstrate the principles of the studied specialisation in action. Please seek the advice of the Education Committee Convenor if a class from a different age level or context is to be considered for submission.

The Lesson plan should include:

- An introduction to contextualise the setting for the assessor, including student ages, prior knowledge and experience, frequency and duration of music lessons with you, whether the venue featured is your usual teaching space, and if any other behavioural or learning issues should be considered.
- All activity details, including key, comfortable starting pitch, tone set, repertoire, and behavioural objectives (learning intentions)
- Two detailed focus segments (preferably one rhythmic and one melodic, using the headings Review, Point/Reason, Reinforce)
- Smooth transitions between sections
- Consideration of a variety of learning styles and activities

The teaching video and lesson plan assessment are intended to be reaffirming and highly supportive, and assessors are mindful of the realities and complexities of learning environments. Please consult your Level 3 pedagogy lecturer or contact the Education Committee Convenor for further clarification.

Yours sincerely

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