

# British Kodály Academy: Foundation Course Agenda

All sessions will be supported by handouts which will be emailed to participants.

## Module 1 – FC01 (2 days)

### **Singing for starters**

Singing games suitable for use in Early Years (0 to 7) A practical session exploring the variety of singing games and rhymes suitable for early stages of development (vocally, cognitively, physically)

### **Singing Games for the Primary Classroom**

Singing games suitable for use with children age 7 to 11. A practical session exploring a variety of singing games and rhymes suitable for older children. More complex games appealing to this age group being fun but challenging at the same time.

### **What is suitable repertoire and how do we lead it?**

Warm up and recap of some games from the previous session.

The importance of choosing appropriate material according to the vocal capabilities of children. Learning about the child voice (vocal range, comfortable singing pitch)

Looking at a selection of resources with useful repertoire for young children.

How to become a useful role model for children.

### **Singing games are good for you!**

Discovering the holistic benefits of singing games. Why is it important to move!

How singing / rhymes can support the development of literacy, numeracy, health and well-being.

### **Beat it!**

How do we encourage the child's ability to keep a steady beat.

What are the important steps to support the development of steady beat.

Practical activities to show progression from experiencing steady beat to independently and confidently showing a steady beat.

### **I got rhythm!**

Introduction to rhythm and the differentiation of beat and rhythm

Preparation for rhythm reading – the importance of preparing for music literacy.

Introduction to simple rhythm notation – very early music literacy skills.

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## Module 2 – FC02 (2 days)

### **Warm up with singing!**

Some new singing games and rhymes for early years and primary.

Discussion about song leading and the importance of being a good role model for the children

### **Essential musical building blocks**

How to engage children in the development of essential concepts in music education:

Beat/Rhythm, development of singing skills – how to encourage children to find their singing voice and to pitch match, phrasing, structure and form, dynamics, tempo and timbre. Using simple classroom percussion to enhance musical learning.

### **Song and game leading**

Participants to create games and work together to lead the practical session.

Evaluation and feedback on the activities created and how they were introduced to the other participants. Criteria for being an effective role model discussed in light of the practical demonstrations. Self evaluation.

### **Singing in tune and pitch matching**

Warm ups games. Some useful advice for helping children to sing in tune.

Individual singing games to help with solo singing.

### **What is meant by Kodály inspired education?**

An introduction to the Kodály philosophy and the tools used in a Kodály inspired programme (solfa, handsigns, rhythm names). An introduction to the sequential, child friendly approach to music education based on experiential learning, later made conscious and then practiced or reinforced. Guidance as to how to include all children in music making supporting Kodály's idea that "Music belongs to everyone".

### **Preparing for reading from the stave**

Working with stick notation for rhythm work, developing an understanding of higher and lower and melodic shape, understanding the importance of building a song bank of useful material to introduce children to different rhythmic and melodic patterns in a "sound before symbol" approach

### **Musical reading and writing!**

Exploring a number of learnt songs and how they would appear in notation

Marrying rhythm and pitch reading together.

Exploring solfa in stick notation and how it transfers to the stave.