

## Secondary Classroom Music Level 1

This 10-day course caters for music specialists in secondary schools, studio teachers and other interested people who wish to improve their music teaching skills. The classroom music course is designed as a 3-year sequential program in the area of Secondary Classroom Music Pedagogy. Participants are required to complete each of the 3 levels of the Secondary Classroom Music Pedagogy Program in order to be eligible for the Australian Kodály Certificate. Please indicate if you have previously completed components within a specialisation.

### The curriculum includes:

- Pedagogy
- Repertoire/ Materials
- Practicum
- Musicianship
- Choir
- Choral Conducting

### Required Text books:

Tacka, P and Houlahan, M. *Sound Thinking (Developing Musical Literacy) - Volume 2*. Boosey & Hawkes

Klinger, R. *A Guide to Lesson Planning in a Kodaly Setting*. Sound Thinking Australia

Johnson, J. *Music For All – Student*. Sound Thinking Australia

Johnson, J. *Music For All – Teacher*. Sound Thinking Australia

**N.B. Sound Thinking Australia retains the right to cancel the course if there are insufficient enrolments.**

## **PEDAGOGY – LEVEL 1 SECONDARY - 15 hours**

### **Course Content:**

- Methodological sequencing of musical concepts and elements for a lower secondary aural based music program.
- Pitch:           drum, s, l, d', Treble clef letter names, Tonal centres = F, G and C
- Rhythm:        Beat and rhythm, Patterns in simple time using:
- Metre:         Simple duple, simple quadruple, simple triple
- Repertoire suitable for the teaching of the above concepts and elements including part work – Canons in up to 4 parts and melodic and rhythmic ostinati.
- An understanding of the overall philosophy of a developmental music program based on Kodaly concepts.
- Teaching older beginners with particular attention to the changing voice.
- Managing classes of mixed ability and experience.
- Investigating the use of a teaching focus and its relevance to strategy writing.
- An introduction to tone set analysis.
- Using repertoire and games effectively with this age group.

### **Assessment:**

- A demonstrated knowledge of Kodaly's educational philosophy through individual research and group discussion on the writings of Kodaly.
- Written and/or practical lesson segments demonstrating an understanding of the particular steps in the teaching of a concept/element covered in class.

### **Outcomes:**

- The students will demonstrate their ability to provide a good teacher model for this age group.
- They will show a growing knowledge of the abilities and requirements of lower secondary students.
- They will be able to discuss, communicate ideas and display a growing awareness of developmental sequencing appropriate to the children in lower secondary.

## **PRACTICUM – LEVEL 1 SECONDARY - 5 hours**

### **Course Content:**

- An introduction to peer teaching.
- Peer teaching of repertoire appropriate for Lower Secondary classes.
- Peer teaching of short lesson segments suitable for the age group.

### **Assessment:**

- Students will prepare a minimum of 3 required segments.
- Peer discussion and analysis of demonstrated techniques.
- Willingness of the student to act as the “teacher” and the “student”

### **Outcomes:**

- The students will demonstrate a growing confidence in the repertoire and the teaching techniques under discussion.
- The students will demonstrate a growing ability to plan lesson segments which show more understanding of the requirements of children of this age.

## **MATERIALS – LEVEL 1 SECONDARY - 5 hours**

### **Course Content:**

- An investigation of the various categories of songs, rhymes and games which are appropriate to a lower secondary music program.
- An 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 which allow young children to respond to a variety of moods.
- Listening songs.
- The beginning of a song file and retrieval system to allow teachers to categorize and organize their resources as an aid to better lesson planning.

### **Assessment:**

- Preparedness and willingness to participate in class to demonstrate set material.
- Written test which requires the student to write out set materials and to discuss their use in a music program for this age group.

### **Outcomes:**

- Through performance of the repertoire the students will memorize a body of material suitable for this age group and be able to demonstrate it musically and confidently.
- Through analysis, they will begin to understand the attributes of appropriate resources for this age group and find it easier and more effective to choose material for their classes.