Step it Up:
Upper Level Sequencing in the Kodály Classroom

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“Singing connected with movements and action is a much more ancient and, at the same time, more complex phenomena than is a simple song” – Zoltán Kodály

Preparing new concepts

Kinesthetic
1. S. point to visual representation on the board of a focus pattern containing new element
2. S. demonstrate melodic contour or rhythm with their bodies of the focus pattern
3. S. demonstrate melodic contour with a partner, or class demonstrates beat v. rhythm

Aural
1. Review Kinesthetic prep from the previous music class
2. S. answer questions about the new sound or group of sounds
   a. First identify all known pitches or rhythms in the focus pattern
   b. Describe the unknown pitch or rhythm (high/low, long/short)
   c. Perform focus pattern with solfege or rhythmic syllables, using descriptive word for the unknown element (ex: sixteenths – short-short-short-short)

Visual
1. Review Kinesthetic and Aural prep from the previous classes
2. S. show what the new element “looks like” using manipulatives (unifix cubes, popsicle sticks, etc)
3. S. point to their representation and perform individually and in groups

Practicing known concept

Reading
1. S. read melodic and/or rhythmic patterns from known repertoire
2. S. sight-read unknown melodic and/or rhythmic patterns

Writing
1. S. use manipulatives (popsicle sticks, unifix cubes, etc.)
2. S. write at the board or using individual dry erase boards
3. S. use paper and pencil or an app for dictation

Improvisation
1. S. perform improvisation vocally or on instruments
2. S. perform improvisation using question/answer, multiple choice or ABA form (song/improvise/song)
## Houlehan/Tacka Lesson Plan Sequence

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### Sample Lesson Plan by R. Juárez and A. Avenatti

#### 4th grade Lesson

**Preparing dotted quarter eighth:**  
**Week 3**

- **Warm Up**
  - Repertoire: 'Sealion' Feist (The Reminder)
  - Repertoire: Above the Plain
  - Sequence: Movement warm up
  - Sequence: Vocal warm up (sirens, breathing exercises)
  - Sequence: Review a known song

- **Review known song and elements:**  
  - Create a representation of what you hear dotted quarter eighth
  - Repertoire: Chairs to Mend
  - Repertoire: Liza Jane
  - Sequence: Review Kinesthetic activities (beat v. rhythm, etc.)
  - Sequence: Review Aural questioning: see Kodály in the Fourth Grade Classroom p. 67
  - Sequence: Use manipulatives to make a visual of the phrase with the new rhythm

- **Creative movement**
  - Repertoire: Sea-Lion (C-line)
  - Repertoire: Woman
  - Sequence: Maze Game

- **Practice music performance and literacy skills:**  
  - Improvisation of a minor i chord
  - Repertoire: Ah, Poor Bird
  - Sequence: 1. S sing phrases 1, 2, & 3 in solfege
  - Sequence: 2. S improvise p3 with low la, do, or mi (using the rhythm of that phrase)
  - Sequence: 3. S improvise with any rhythms
  - Sequence: 4. S improvise using more than 1 pitch (low la, do and mi)

- **Closing**
  - Exploiting ABA form
  - Repertoire: Ah, Poor Bird
  - Sequence: A - song and orffestration
  - Sequence: B - vocal improvisation

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*Additional Handouts available at [http://mrsjuarezmusicroom.weebly.com](http://mrsjuarezmusicroom.weebly.com)*
Sources:

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