

## Step it Up: Upper Level Sequencing in the Kodály Classroom

Alyssa Hunsucker Avenatti, Rebecca Lakes Juárez,  
& Huebner Elementary students  
Contact us: [almhuns@indiana.edu](mailto:almhuns@indiana.edu), [rjuare3@neisd.net](mailto:rjuare3@neisd.net)

*"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)

\*Additional Handouts available at: <http://mrsjuarezmusicroom.weebly.com>

### Houlahan/Tacka Lesson Plan Sequence

Week 1	Kinesthetic preparation of new concept	Reading of known concept
Week 2	Aural preparation of new concept	Writing of known concept
Week 3	Visual preparation of new concept	Improvisation of known concept
Week 4-5	Present concept aurally and visually	

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

4th grade Lesson Preparing dotted quarter eighth: Week 3	Repertoire	Sequence	TEKS
Warm up	"Sealion" Feist (The Reminder)  Above the Plain	Movement warm up  Vocal warm up (sirens, breathing exercises)  Review a known song	4.3A 4.3B 4.3C 4.3E 4.5A
Review known song and elements: Create a representation of what you hear dotted quarter eighth	Chairs to Mend  Liza Jane	Review Kinesthetic activities (beat v. rhythm, etc.)  Review Aural questioning: see <u>Kodály in the Fourth Grade Classroom</u> p. 67  Use manipulatives to make a visual of the phrase with the new rhythm	4.1C 4.3A 4.3C 4.3E 4.6B 4.6D 4.5A
Creative movement	Sea-Lion (C-line) Woman	Maze Game *created by Juárez/Hunsucker	4.3A 4.3C 4.5A
Practice music performance and literacy skills: Improvisation of a minor i chord	Ah, Poor Bird	1. S sing phrases 1, 2, & 3 in solfege 2. S improvise p3 with low la, do, or mi (using the rhythm of that phrase) 3. S improvise with any rhythms 4. S improvise using more than 1 pitch (low la, do and mi)	4.3A 4.4B 4.5A
Closing Exploring ABA form	Ah, Poor Bird	A - song and orffestration B - vocal improvisation	4.3A 4.5A

### Sources:

Houlahan, M. & Tacka, P. (2015) *Kodály today: A cognitive approach to elementary music education* (2nd ed.). New York, NY: Oxford University Press.

Houlahan, M. & Tacka, P. (2015) *Kodály in the fourth grade classroom: Developing the creative brain in the 21st century*. New York, NY: Oxford University Press.

### Special thanks to...

- ❖ Jody Noblett, Director of Vocal and Elementary Music, NEISD for providing our students with transportation to this event.
- ❖ Carol Pierce, Principal, Huebner Elementary School, NEISD for your support and guidance with our students.
- ❖ Philip Tacka and Micheal Houlahan, authors of Kodály Today, and Patty Moreno, Kodály Certification Program, Texas State University, for your unwavering dedication to quality music education and for your guidance and mentorship over the past 10 years.