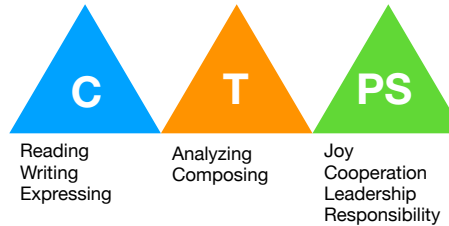


One Kodály-Inspired Interpretation of BC's Arts Education Curriculum

Core Competencies:



Age Group: Preschool & Primary
Jacob Autio, July, 2019

Big Ideas:

All people are innate musical artists.

Music literacy is acquired through reflecting on and analyzing praxial joyful musical experiences.

Performing & creating music together enriches our lives.

Cultural identity can be found through experiencing music from one's own and other cultures.

Learning Standards:

Curricular Competencies:

Teachers will be able to **plan and execute** culturally-responsive sequential lessons using the **sound- before-symbol** teaching process:

- **Prepare** (*oral, aural, kinaesthetic*) (BC Curriculum: Exploring & Creating)
 - Early Preparation
 - Singing song containing new musical learning joyfully!
 - Playing games and instruments using new conceptual learning
 - Listening to musical selections containing new musical learning
 - Moving to recorded or live music containing new musical learning
 - Middle Preparation
 - Guided noticing and comparing new musical learning from what students already know (What's different? How is it different?)
 - Late Preparation
 - Identifying new musical learning in a variety of known musical examples
 - Use pictorial representation of new concept
- **Make Conscious** (*label, present*) (BC Curriculum: Reasoning & Reflecting)
 - Label new musical learning with musical terminology (ex. sol-fa, rhythm syllable, absolute letter name)
- **Reinforce** (*practice*) (BC Curriculum: Reasoning & Reflecting)
 - Early Practice
 - Reading new musical learning from known song materials
 - Writing new musical learning from known song materials
 - Middle Practice
 - Reading new musical learning from unknown song materials
 - Writing new musical learning from unknown song materials
 - Late Practice (*analyzing & composing*)
 - Read, identify, play and analyze new musical learning in unknown song material
 - Compose new materials using new musical learning
- **Assess** (BC Curriculum: Communicating & Documenting)
 - Curation of growth of a skill or phase of their learning over time
 - Identify, explain, and justify the use focus concept
 - Creating new music that is meaningful to students
 - Use focus concept in improvisation, composition, and analysis
 - Goal setting for future learning
 - Set goals for musical expression
 - Reflect on learning process for future learning

Content:

Teachers are expected to know the following:

- Strategies to develop in-tune singing
- Praxial strategies for teaching a song by rote and by notation
- Elements of music, their comparatives, and phraseology for teaching
 - Melody (pitch)
 - Higher/Lower
 - Beat/Tempo
 - Faster/Slower
 - Rhythm
 - Longer/Shorter
 - Dynamics
 - Louder/Softer
 - Accent/Metre
 - Louder/Softer
 - Timbre
 - Same/Different
 - Form
 - Same/Different
 - Texture/Harmony
 - Same/Different
- Musical tools to support sequential musical literacy acquisition
 - sol-fa & absolute names
 - rhythm syllable system (Chevé or other, ex. Takadimi)
 - Curwin/Glover Hand Signs
 - manipulatives & visuals
- Classroom instrument technique
- Overview of history of Kodály method & philosophy as well as the Kodály movement in Hungary and Canada
- Folk music & musical materials from a variety of cultures that contain focus musical elements & concepts
- Familiarity with folk music resources & culture bearer
- Ethical considerations for cultural appropriation