

## Methodology Project

Content standard: MU:Pr6.1.4a [Content Anchor #6, Grade 4]: Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

Orff Lesson: In this lesson, the students will be taught to sing “Row, Row, Row Your Boat” by learning its melody and rhythm, then will expand upon that foundation by adding in basic, ostinato instrument parts, probably just simple rhythms for instruments like xylophones, small drums, etc. The lesson will begin with the teacher demonstrating the rhythm of the vocal melody line on a neutral syllable measure by measure, as well as patting the rhythm somewhere of the body, and having the students repeat it back to him/her. During this process, the teacher may ask questions to the students regarding some of the patterns (what patterns are similar, what they notice about the patterns, etc.). When the students are comfortable enough with the rhythm, the teacher will then demonstrate the melody by singing it and having the students echo it back to them, while having them keep time by patting beats on their laps. Once the students are able to sing through the whole song accurately, the teacher will then introduce the rhythm of the instrument parts, by speaking on a neutral syllable, giving them an idea of the duration, or how long to hold notes. As the students learn the instrument parts, individuals will be asked to play on the instruments to accompany the melody. The final product should include students singing through the song accurately, with others playing simple rhythms on instruments. Students will not be given any music and will not see any notation of the song, as to focus more on the students feeling the music building tonality. Depending on quickly the students gain understanding of these different aspects and how long each class period is, this sequence could potentially be used within a week.

Kodály Lesson: In this lesson, students will prepare either a portion of a song or a melodic exercise by following and echoing the teacher. Before they are presented with any notation,

explanation, or even a name for the piece or exercise, the teacher will make sure that the students have built a solid foundation and understanding with the material they are being presented. The teacher will begin by establishing the meter and rhythm of the exercise by having the students echo them either on claps or on rhythm syllables (du-ta-de-ta, ta-ka-di-mi, etc.) The rhythm patterns will begin simple and will grow to be complex to match that of the piece or exercise being taught. Once the students perform the rhythms accurately, the teacher will then move on to teach the melody of the exercise on solfège. The key will be established by having the students echo a basic five note scale (do, re, mi, fa, so). Similar to the process with the rhythm syllables, the intervals and patterns with solfège will begin with simple intervals and grow to fit those of the song or exercise. Once the proper solfège is learned, the teacher will combine it with the rhythm that was learned previously. When all is learned and together, the teacher will finally present the students with a context of what they have just learned (the name, explanation, even notation.) Once presented, the students will be expected to practice this exercise or portion of the song inside the class with the teacher's instruction, or even outside of class. This sequence, depending on how quick the students gain understanding of the different aspects, could potentially be used for upwards of two class periods.

**Music Learning Theory Lesson:** In this lesson, students will build their audiation skills by singing various tonal patterns on solfège syllables, instructed by the teacher. The teacher will sing a tonal pattern and have the students then back to them, at first without solfège, and then put into context. These tonal patterns should not be more complex than simple intervals to get musical ideas into the students' heads. After singing through several patterns, the teacher could request students to create their own tonal patterns. The teacher would ask a particular student to sing their own tonal pattern, then have the rest of the class echo it. This gives the students

experience with creating, in a sense, their music. After doing this for a while, the teacher could explain in how all this relates to music notation by showing some tonal patterns written on a staff and asking students to notate their tonal patterns on a staff. Through this lesson, students will not learn an actual piece of music or song, but will build their listening and audiation skills through these activities. This could help guide and add context to some of their repertoire pieces as well. This would most likely be used not in every class time, but perhaps once or twice a week, depending on how well the students pick up these skills.