VIC Back to School Day
2025 Ruth Friend – Lower Primary Kodaly
Listen, Move and Sing your way to a Singing Culture in Your School

Establish the culture of Singing and Moving

Warm up

- Glissandi – "sinnnggg"
- Body warm up & glissandi

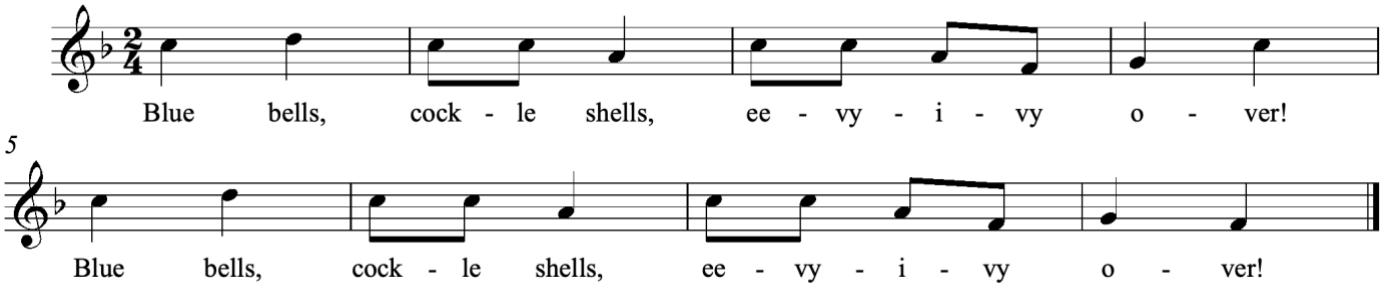
- Setting up routines in your classroom provide comfort and set up expectations
- **Opportunity EVERY lesson to develop the singing voice through the warm up
- Engage the body and singing voice actively together
- Warm up the resonators in the back of the head
- Melody – echo/demonstrate melodic contour visually and kineasthetically
- Provide opportunities to create!
- Teaching Tips & Tea Ep 3: Finding your singing voice link

★ Award the process and effort, not just success

★ The use of humour goes a long way to relaxing students and hopefully contributes to your own enjoyment in the classroom also!

Artful, Beat-ful, Tuneful

- Beat actions
- The Syncopated Clock - Travelling Movement Exploration
  Ref: Lyn Kleiner 'Kids Can Listen, Kids Can Move'
  This is best done as a stationery activity first so if you don't have a large space to enjoy the full experience, it can still be added to your list
- Bluebells – Partner beat work
  Ref: Catch a Song
  Great for students to develop sense of beat supported by others



Melodic cues for transitions – "less talk, more action!"

See TNM Teaching Tips & Tea- Professional learning - Ep 11
https://www.takenotemusic.com.au/episode-11-the-use-of-melodic-cues/

Transitioning to a different formation
eg Picture story book to a standing circle etc…..great for if you've lost your voice.

Finding your singing voice

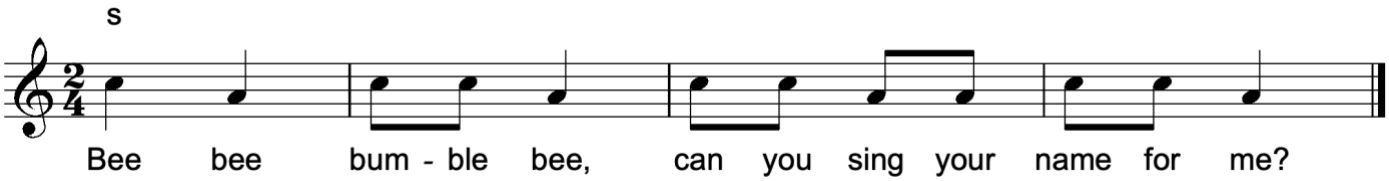
See TNM Teaching Tips & Tea- Professional learning - Ep#3 Finding your Singing Voice
https://www.takenotemusic.com.au/ep-3-finding-your-singing-voice/

- Students echo Teacher: *This is my talking voice*……. This is my calling voice……, squeaky, whispering, singing.
- SHOW your learning – singing voice vs talking voice
- Ghost sounds (Ghost Puppet TNM)

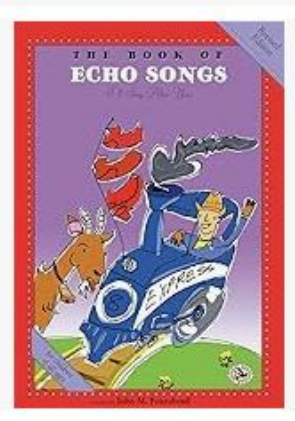
Speech Rhymes: *Talking Voice*

- *Bee Hive* (Finger Play)
  Ref: *Musical Beginnings* QLD Kodaly as download
  Here is a beehive, but where are the bees?
  Hiding away where nobody sees
  Watch them come creeping, out of the hive,
  1,2,345 buzzzzzz (and catch them with hand – back in the hive)

- *Bee Rhyme: talking voice – bee finger puppet*
  What do you suppose?
  A bee sat on my nose,
  What do you think,
  He gave me a wink.
  "I beg your pardon,
  I thought you were the garden!"

- Bee Bee
  Ref: CAS

- Picture story book: '*Good Night, Sleep Tight*' by Mem Fox – singing vs talking voice

Echo songs



Charlie over the Water – game
Ref: *Catch a Song* Hoermann & Bridges (CAS) and
Echo Songs John Feierabend

- *Teacher sings the song and class echo each phrase.*
- *the student leader walks with the teacher as they learn the song and echo along with the class.*
- *(As the students learn the song they can become able to sing the solo leaders part)*

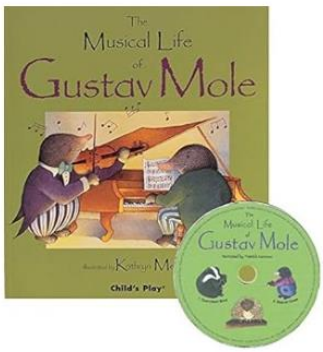
Establish the culture of listening

Listening and responding – Listening is at the core of singing development.
"You sing for me and I'll sing for you" Feierabend

Establish the culture of **listening** from their very first year:

- Dance without talking, listen to music and tap the beat or mime the instruments without vocal sounds (eg Gustav Mole), listen to the teacher sing without singing along.

- Songs can be learnt by doing an activity while the teacher sings the song over and over. Students **then** sing WITHOUT the aid of the teacher.



Other suggestions:

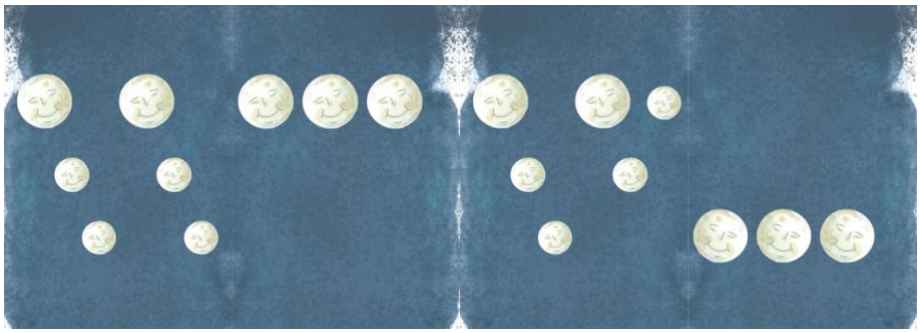
- Cuckoo Puppet (TNM) – *Cuckoo in the Clock* - traditional (sm)
    - See TNM website - Cuckoo Clock for clock song download https://www.takenotemusic.com.au/store/cuckoo-clock-puppet/

- Triangle – Rickety Pickety Buttercup (smd) (sfmrddd)
  (smd song) (final phrase sfmrddd)
  "Rickety Pickety Buttercup
  How many fingers do I hold up?
  3 there are and 3 you say
  Please play 3 for us today"

Establish the culture of 'showing your learning'

Melodic Contour

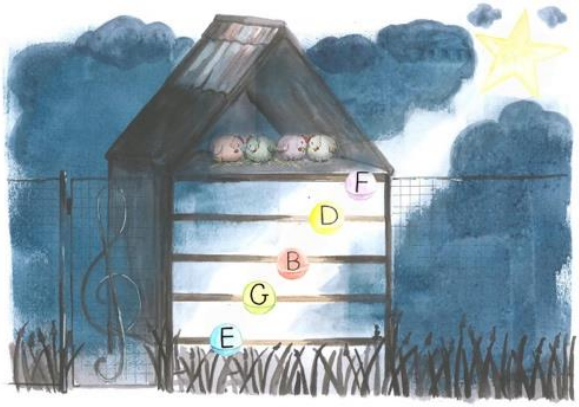
I See the Moon



- Text improvisation – Years 2 & 3
  Hello river are you talking to me….
  Hello sun are you _____ to me…

- Mrs Clef (TNM) Books 1 & 2 – includes melodic contour at the end (from Prep – Yr 3)

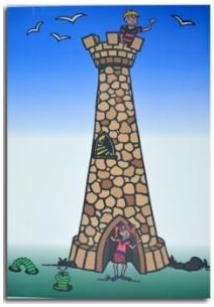
- Alternate melody for Star Light – close your eyes and show your learning



Embedded Formative Assessment

Strategies for Classroom Assessment That Drive Student Engagement and Learning
Dylan William (2017)
The importance of formative assessment and feedback FOR learning
Students must "SHOW their learning!"

Understanding Pitch - High/Low



Visual, kineasthetic and aural experience

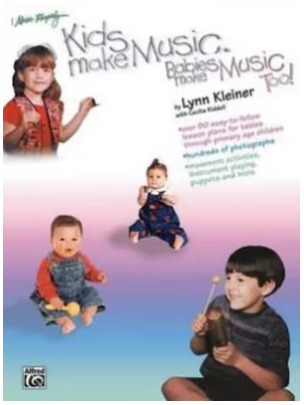
eg, Hi/Low Tower – musician and pointer of the day using a progression of songs. Prep may spend a term or 2 on each song.
Alto Chime Bars placed on Colour Pitch Staircase (TNM)
Ref: Catch a Song (CAS)

1. *Up High Down Low – octave (standing)*
2. *Lickety Spry – 5th (seated)*
3. s-m songs – minor 3rd s-m unconscious

First Prep Assessment near end Term 1 – Take Note Music Writing Book 1 Page 3

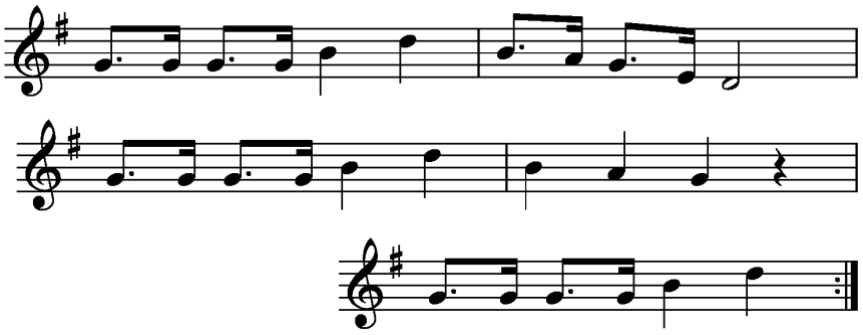
- Can they hear whether the pitch goes up or down? Students point to the top or the bottom of the tower
- How well can they sing higher/lower/in tune?
    - T: 'Now I'm in the middle and I'm going '
    - Stu: …..'up/down' - as pointed by the teacher.

Understanding the Stave – active involvement



CREATE – towards pitch literacy in stave
Ref: *Kids Make Music, Babies Make Music to.* Lyn Kleiner

1. Students create text – adapted from *Going on a Picnic*

Going on a picnic, leaving right away__
If it doesn't rain we'll stay all day
Soloist call: Did you bring the_____ (create)
Class response: Yes we brought the _____ (echo same text)
Notation obviously not for students to be reading

Call/Response

2. Play the **Picnic game** in the Giant Floor Stave Kit
   Ref: Take Note Music Giant Floor Stave Kit Teacher Notes
   Call/Response – *Did you bring the _____, Yes we brought the _____*

Music Literacy

Reading and Writing - Pitch

- Stick then staff
- *Intro to staff via hands on activities using Giant Floor Stave (TNM) Teacher notes*

Analysing and Creating - Rhythm

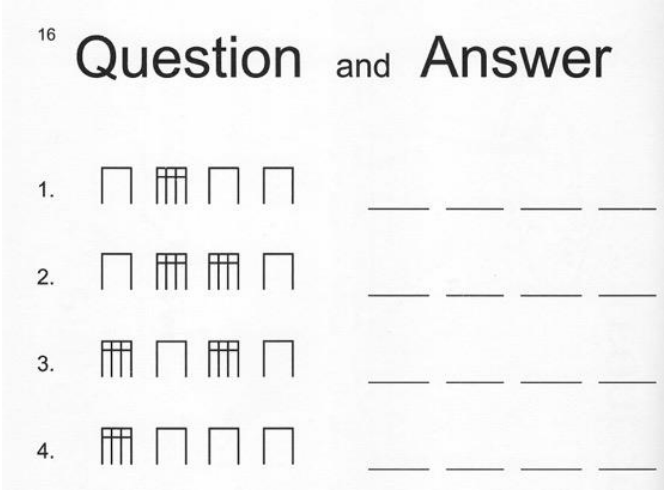
- Known song – Noah's Ark
- Echo
- Clever Echo
- Which One? Identify
- Read & Perform
- Splash game
- Create – Call & Response/ Question and Answer phrases

Splash game

- Preparation
- Game
- Reflection

Question & Answer phrase performance

Use a column for Question phrases and a column for Answer phrases from which students chose.
Ref: Music Writing Student Bk 4 Pg 16

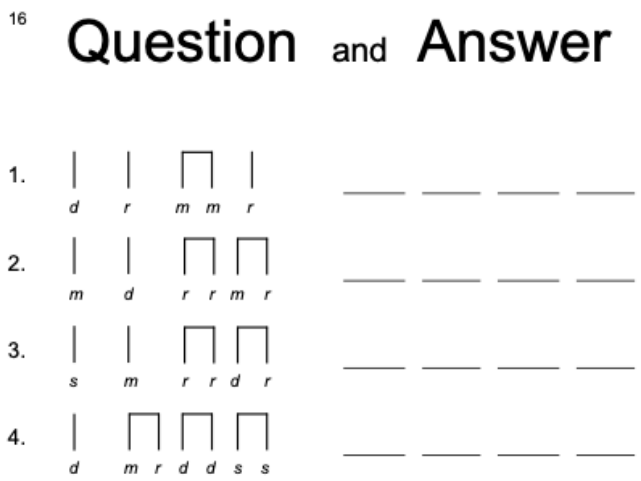


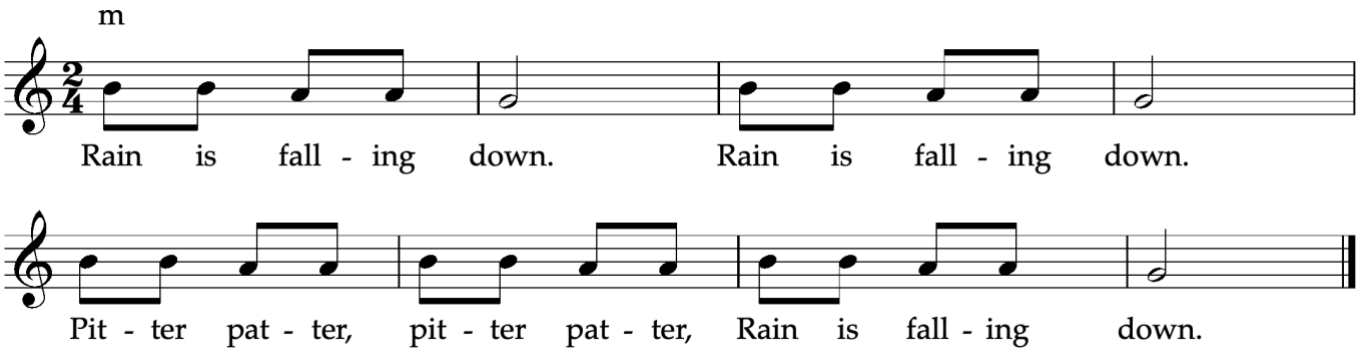
Create

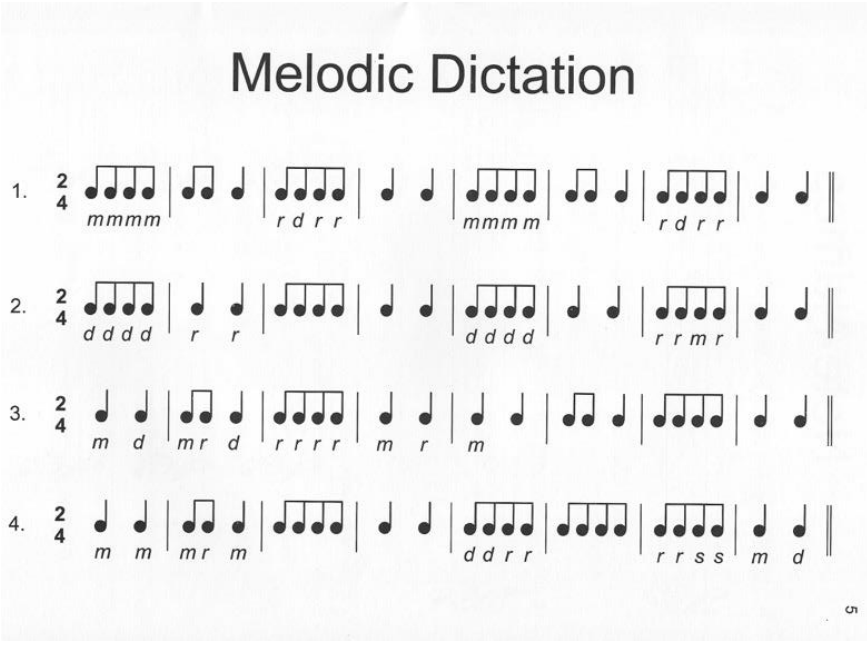
Analysing and Creating - Melody

Melodic Dictation – Preparation is the key to success
Video: TT&T –Growth Mindset and which one? Ep 7 Melodic Strategy

- Revise Melodic Content – sing a song with the note set
  - Ref: Rain is Falling Down (CAS) Listen – Wurramurra – spotify





- Echo pattern
- Clever Echo
- Which one? Flashcards
- **Solfa Knockout - game**
- Dictation
- Create – Question & Answer phrases - Flashcards

Immediate feedback
Summative assessment

- No erasers to be used by students. Cross out errors so Teacher can see original answers.
- Teacher repeats the dictation 3 times
- In between each repetition, the Teacher corrects each student's work giving a numbered circle if it's correct. If not "not yet!".
- At the end of the 3 repetitions, the Teacher individually corrects the students who are still working, giving immediate feedback and providing the Teacher with a summative assessment grade for reporting.

References:

Friend, R. and McClure, D. Take Note Music Teacher Books

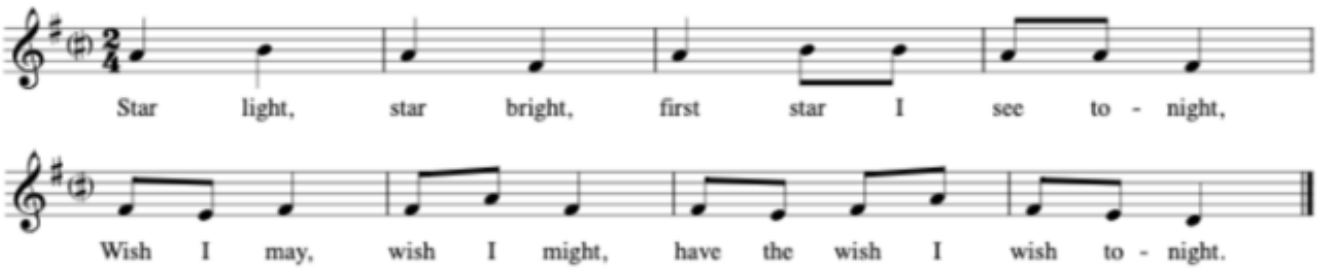
- www.takenotemusic.com.au – PL – Transform Your Teaching 'Musical Skills Framework'

Hoermann, D. and Bridges, D. (1985) 'Catch a Song'
Hattie, J. and Clarke, S. (2019). 'Visible Learning – Feedback'
Wiliam, D. (2017). 'Strategies for Classroom Assessment that Drive Student Engagement and Learning'.
Richhart, R. (2015). 'Creating cultures of thinking'.
Feierabend, J. 'Call and Response Songs'
Feierabend, J. 'Echo Songs'
Kleiner, L. (2003) 'Kids Can Listen, Kids Can Move'

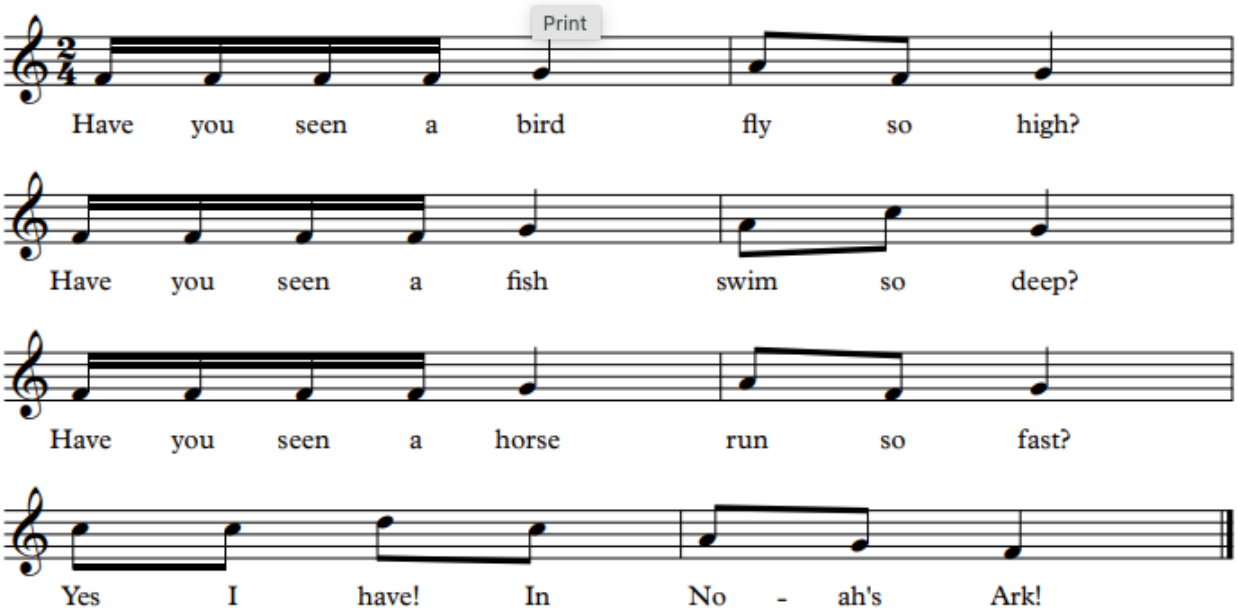
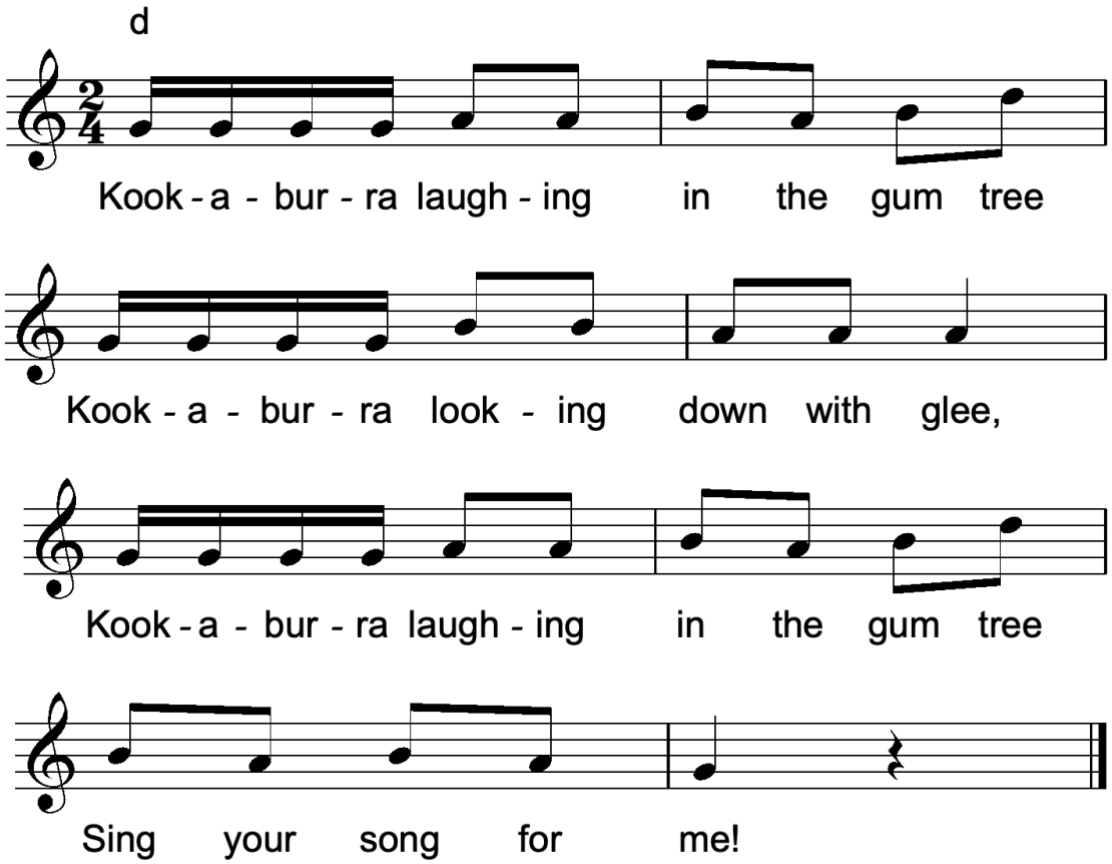
Take Note Music - Teaching Tips & Tea videos – see PL on website drop down menu

Other Resources

Other Song Notation

Star Light – Pentatonic version

Tika tika songs

Noah's Ark – Timothy Sherlock



Kookaburra Laughing – Ruth Friend