



Current Pedagogies for Teaching Music to Children

The BIG Five

Dalcroze, Kodaly, Orff, Suzuki, Gordon



Theories of Learning & Teaching



- *All theories of instruction consist of:*
 - *Instruction by teacher*
 - *Learning processes by student*
 - *Learning outcomes (student demonstrates learning)*

“Teaching without theories in mind is like driving into new territory without a road map.”



Emile Jacques-Dalcroze

- *Swiss, 1865-1950*
- *Music is Motion*
- *The human body is primary musical instrument*
- *Music begins when human emotion is translated into musical movement*
- *Eurhythmics-trains the body in rhythm & dynamics*
- *Based on Kinesthetic sense, feed-back of the nervous system*



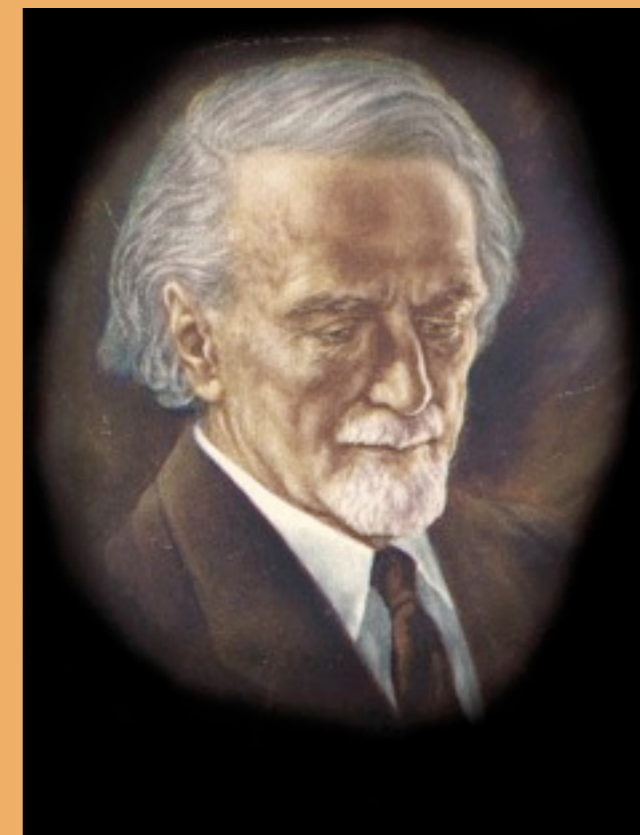
Emile Jacques-Dalcroze

- Youtube Video <http://www.youtube.com/watch?v=1-4uu0cPGuI&feature=related>
- *Solfège-trains ear, eye, voice in pitch, melody, & harmony (fixed Do)*
- *Imagination-listening-response*
- *Improvisation with movement brings all elements together*



Zoltán Kodály

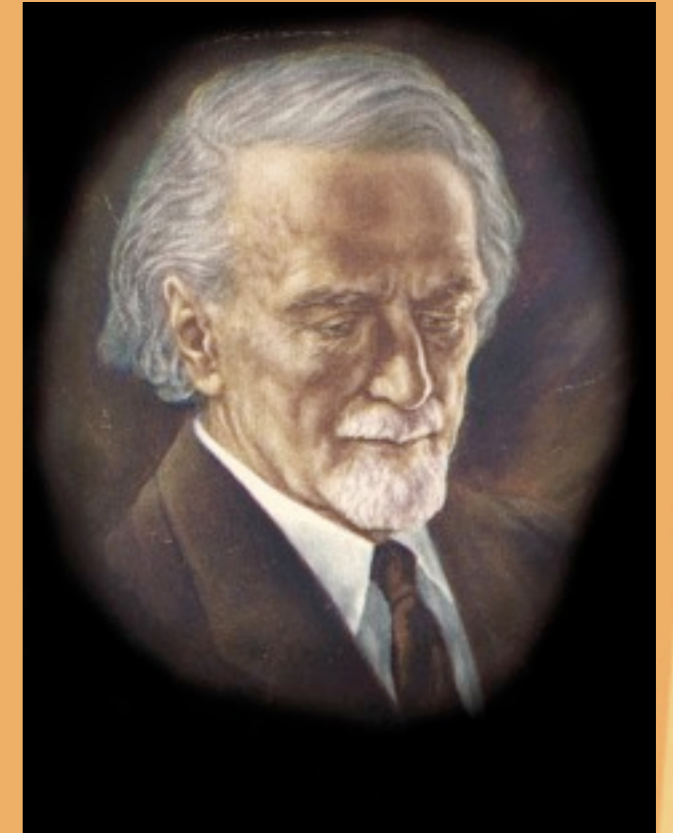
- *Hungarian, 1882-1967*
- *Used folk songs in the mother tongue*
- *Music literacy*
 - *Moveable Do with Curwen hand signs*
 - *Cheve rhythm syllables*



A musical notation example on a single staff. The notes are: a quarter note, a pair of eighth notes, a quarter note with a fermata, a triplet of eighth notes, a pair of eighth notes, a triplet of eighth notes, a quarter note with a fermata, and a triplet of eighth notes. Below the staff, the corresponding Cheve rhythm syllables are written: ta, ti - ti, ti - ka - ti - ka, ti - ti - ka, ti - ka - ti, tim - ka, tre - o - la.

Zoltán Kodály

- Youtube video <http://www.youtube.com/watch?v=XXIVTHAhpdm>
- Stressed “inner hearing”
- Stressed quality repertoire



Carl Orff

- *German, 1895-1982*
- *All about process*
- *Schulwerke*
- *Experience, exploration*
- *Body percussion*
- *Instrumentarium*
- *Chant and movement to children's music-nursery rhymes*



Carl Orff

■ Youtube Video, Orff Level 3

<http://www.youtube.com/watch?v=yW2H6lyj0rs&feature=related>



American Orff Association <http://www.aosa.org/>
West Michigan Orff Chapter: <http://wmoc.tripod.com>
contact Dan De Zwaan mrdmusic@comcast.net

Shin'ichi Suzuki

- Japanese, 1898-1998
- Talent Education- "Nurtured by Love"
- Built around the way we learn to speak
- Listening first to good literature
- Surrogate Teachers - Parents
- Teach only one thing at a time



Shin'ichi Suzuki

- *Class instruction*
- *Sequenced according to technique*
- *Repetition helps younger learners*
- Youtube <http://www.youtube.com/watch?v=XY6ahyIBDD0>
- Youtube http://www.youtube.com/watch?v=0aL2_optj98&feature=related



<http://suzukiassociation.org>

Edwin Gordon

- *American, born 1927*
- *Music Learning Theory (psychology of music)*
- *Audiation*
- *Music Learning Sequence (tonality & rhythm)*



Music Learning Sequence

■ Discrimination Learning (perceiving)

1. Aural/Oral
2. Verbal Association
3. Partial Synthesis
4. Symbolic Association
5. Composite Synthesis

■ Inference Learning (conceiving)

1. Generalization
2. Creativity-Improvisation
3. Theoretical Understanding



APA FORMAT

Examples

Reference

Campbell, P. S. (2008). *Musician and Teacher* (3rd ed.). NY: Norton & Company.

Citations in text

Campbell (2008) states that music teachers “are in general agreement on the need for aural skills” (p. 13).

We should agree that music teachers “are in general agreement on the need for aural skills” (Campbell, 2008, p. 13).

Learn more

PDF file on APA format can be found on the class website

PLANNING

Step 1 in learning **HOW** to Teach Music

A goal without a plan is just a wish.

Antoine de Saint-Exupery

PLANNING FOR SUCCESS

- **Long-Range Plan**
 - **Music Curriculum**
 - **Course Curriculum**
- **Unit Plan**
 - **Content or time-related**
 - **Music for a program**
- **Lesson Plan**
 - **Daily, one class period**



BASIC LESSON PLAN



- **Goals and Outcomes**
- **Materials**
- **Procedures**
- **Assessment of Results**

A MORE ELABORATE LESSON PLAN

- Lesson Plan Title
- Concept / Topic To Be Learned
- Standards Addressed
- General Goal(s)
- Specific Outcomes
- Required Materials
- Anticipatory Set (Lead-In)
- Step-By-Step Procedures
- Plan For Independent Practice
- Closure (Reflect Anticipatory Set)
- Assessment Based On Outcomes
- Adaptations (For Students With Learning Disabilities)
- Extensions (For Gifted Students)
- Possible Connections To Other Subjects

<http://www.lessonplanspage.com/LessonTemplate.htm>

BEHAVIORAL OUTCOMES

OBSERVABLE & MEASUREMENTABLE

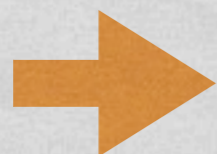
The student will be able to:

- sing
- play
- clap
- improvise
- notate
- read
- identify
- name
- describe
- analyze
- timbre
- melody
- rhythm
 - beat, meter
- harmony
 - chords, cadences
- texture
- form
- style
- dynamics

to this level of attainment:

- Percentage or proportion:
 - 90% accuracy
 - no more than two errors
- Performance accuracy:
 - on pitch
 - correct rhythm
 - match a model
- Mastery:
 - by the third attempt
 - after two trials
 - time limit

ACTION



CONTENT



CRITERION

Assignment with Your Neighbor

Write 2 behavioral outcomes

Bingo

There was a farm - er had a dog and Bin - go was his name - O. B - I -

6
N - G - O, B - I - N - G - O, B - I - N - G - O, and Bin - go was his name - O!

- 1) After hearing the song, *Bingo*, the students in 3rd grade music class will _____
- 2) After singing the song, *Bingo*, the students in 3rd grade music class will _____

BEHAVIORAL OUTCOMES (OBSERVABLE & MEASUREABLE)

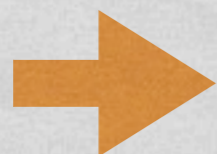
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ACTION



CONTENT



CRITERION

TWO TYPES OF SKILL-LEARNING

1) DISCRIMINATION LEARNING

- Rote
- Teacher-directed, the “what” to learn and “how” to learn it
- “Same or different”

2) INFERENCE LEARNING

- Discovery
- Based on knowledge of patterns
- Creativity and improvisation

START NOW

Lesson Plan, Assign III, is due March 1. Use the exact format listed below. You can find lists of songs on the class website or songs and other materials in the Library. Decide which elementary general music grade level is appropriate for the song you select.

- **Lesson Plan Title**
- **Song to be used**
- **Concept / Topic To Be Learned**
- **Standards Addressed**
- **General Goal(s)**
- **Specific Outcomes-written in behavioral terms**
- **Required Materials**
- **Step-By-Step Procedures**
- **Assessment Based On Outcomes**
- **Possible Connections To Other Subjects**

DO NOT PROCRASTINATE.....

* ASSIGNMENT FOR NEXT WEEK

* Read Chapter 7

* Look at Teacher in Action, Martie Larsen

<http://faculty.gvsu.edu/duitmanh/home/MuEdTeacher.html>

* Think of Questions to ask Martie Larsen next week.

* Philosophy Assignment due at the start of class **February 15.**

* Lesson Plan Assignment due at the start of class **March 1.**

WEBSITES

LESSON PLAN EXAMPLES

- <http://www.lessonplanspage.com/Music.htm>
- <http://www.theteacherscorner.net/lesson-plans/music/index.htm>

CHILDREN'S SONGS

<http://www.kididdles.com/>

- <http://www.theteachersguide.com/ChildrensSongs.htm>
- <http://bussongs.com/>