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Learning and notating a new song with the same toneset - online setting

classroom



DEVELOPING MUSICAL HEARING, WRITING AND READING IN
EARLY SCHOOL YEARS

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Introduction, pedagogical ideas

The materials in this section give you an idea on how to approach young children, who just entered school and started learning how to read and write letters, with musical reading and writing. The majority of the tasks can be used in online and offline setting as well. Some of the tasks, however, need to be modified if used in online setting. For example, singing together is quite difficult, it will never be in sync. With younger children I suggest to give it a try but if they are brave enough, let them sing one-by-one. The lessons are in order of learning new songs, notating them and recognising them.

The same way the children's fine motor skills develop, from bigger movement to smaller, we start from bigger movements to smaller. The way we place the notes onto our body shows the relations between the notes (higher notes on the upper body, lower ones on the lower body) and helps the children with their intonation. Even more, placing the notes onto our body helps not only the intonation but having the visuality of the notes so they can place them onto the 5-line stave much easier. The notes are colour-coded; therefore, the children will not have to know the letters yet, but they will be able to read and write musical notes. We use the same colours as in the *Kodály-Ádám Singing books*:

do=green

re=yellow

mi=blue

fa=grey

so=red

la=purple


ti=orange

At this age, children usually learn new songs by repeating after the teacher line-by-line, or if there is a game for the song, while playing the game and hearing the song many times sung by the teacher.



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6-7 year olds, early school years

<p>Preparing the new song</p> <p>Using the toneset and melodic turns of the song</p>	<p>Sing the melodic turns of the song with solfa that the children have to repeat.</p> <p>Sing the most difficult turn with 'hiding' one of the notes: s-l-(s)-m. Ask the children which note was the one that we didn't sing out loud.</p>	<p>s-l-s melodic turn</p> <p>s-m-s melodic turn</p> <p>s-l-s-m melodic turn</p>
<p>Learning the new song</p>	<p>Sing the song with words to the group first.</p> <div style="text-align: center; background-color: #f0f0f0; padding: 10px;">  <p>Gyer - tek lá - nyok li - get - re, li - get - re! Itt a vi - lág kö - ze - pe, kö - ze - pe! Itt á - rul - ják a ró - zsát, a ró - zsát, Ab - ból köt - nek bok - ré - tát, bok - ré - tát!</p> </div> <p>Ask the children to listen to the song one more time and try to listen if the melody is repeated or it is different.</p> <p>Sing the song one more time and count together with the children, how many times the same melody can be heard.</p>	

<p>Recognising the rhythm of the song</p>	<p>Sing the first line of the song slower with giving the beat to recognise the rhythm. Make sure the children remember that one note (word or syllable) on one beat is a 'ta' (crotchet), two notes (words or syllables) on one beat are 'ti-ti' (quavers).</p> <p>Sing the song now with rhythm names.</p>	<p>My suggestion is that if the children start guessing the rhythm, sing the song with their version and make them recognise whether they were the same as the original or not.</p>
<p>Recognising the solfa of the song</p>	<p>Sing just the first bar of the song and make the children count how many 'so' the song starts with.</p> <p>After recognising the 4 'so' at the beginning, make them listen whether the melody goes higher or lower.</p> <p>After figuring out the next note, lead them to recognise the rest of the melody line.</p>	
<p>Notating the note-heads onto the 5-line stave</p>	<p>Give clear instructions to the children what they need for this task: their exercise book, coloured and graphite pencils.</p> <p>Show and discuss the already prepared (and enlarged) 5-line stave with the children, so they will all have the same in their books: placing the 3 notes onto to the stave at the very beginning - used as a clef - and writing the time-signature.</p> <p>Remind the children how many of what note the song started on, then write them onto the 5-line stave</p> <p>Write the next 3 notes, make sure the children use the correct colours.</p>	<p>I suggest to use the same 'clef' as previously when working online so the children can relate to the task easily.</p>

	<p>Make the children listen to the last 3 notes and make them count, how many times they can hear that turn. The 'l-m-s' turn is repeated, so make sure the children write it down one more time.</p>	
<p>Adding the rhythm to the note-heads</p>	<p>First make sure, they know which way and from which side of the note heads they need to write the stems.</p> <p>Draw in the stems first then discuss which notes should be beamed together to make them quavers.</p> <p>When the children draw the beam between 'la' and 'mi', make sure they know that the beam is a straight line but this time it is not horizontal.</p>	<p>My suggestion is to show your own work at every step to the children so they can check back theirs straight away.</p>
<p>Adding the bar lines to the melody</p>	<p>Discuss what the number 2 at the beginning of the line means. It indicates the time-signature.</p> <p>At this age we call the bars (measures) train cabins and the bar lines walls. The number 2 means that 2 snaps fit into one cabin. Now they can draw the cabin walls.</p> <p>As it was said before, the song has this melody 4 times, therefore, they don't have to write down 4 times, but they can use the repeat sign.</p> <p>Make sure, the last bar has double bar line to indicate the ending.</p>	<p>At this age, I usually use the "smiley face" as a repeat sign so they remember, that is not the end of the song yet.</p>

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