

# presto

## Instructions for tasks to be completed at home individually - hybrid 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

### Preparation

The children were sent the video and a separate worksheet that contains three songs.

The left side of the paper has the songs (or part of the songs) with solfa - shown in three different ways: hand-signs, colour-coded stick notation and photos of notes placed onto the body.

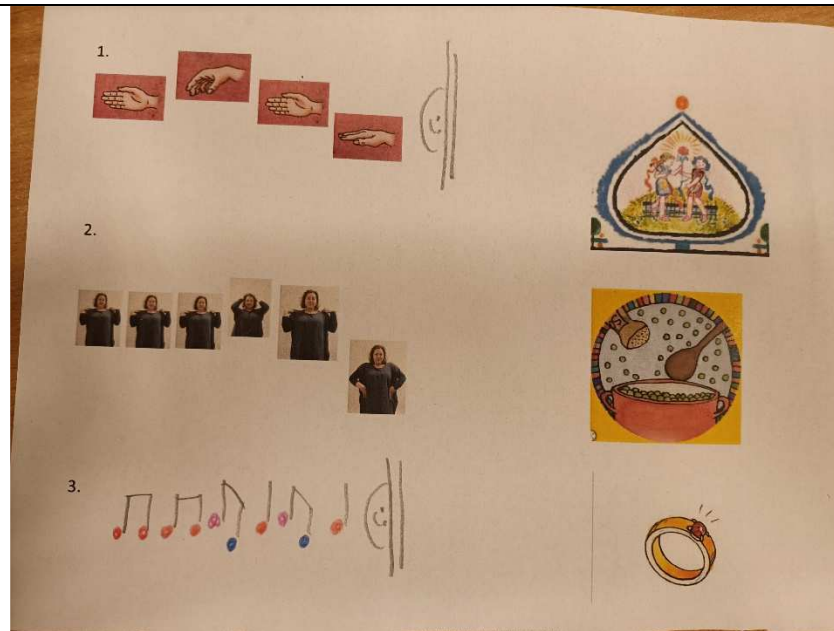
The right side of the paper has three pictures that represent the three songs the children have learnt.

Their task will be to connect the song with its solfa.

Make sure the video is understandable for the children so they will not need their parents there to be able to complete the tasks.



## Giving clear instructions



First explain what the children would see in the paper.

Sing the songs, first with words (and actions if there are any), then with showing their melodies on your body.

Explain the children that the first line on the left is hand-sings, there is a repeat sign at the end. Sing the hand-signs while showing them as well and ask the children to try to find the song and connect it with the hand-sings.

The second line on the left is notes shown on the body, where the smaller pictures are quavers, the bigger pictures are crotchets. This part is not the beginning of the song, make sure the children are told that this melody is

	<p>somewhere in the middle. To help them even more, hum the beginning of the song after showing what is written in the pictures.</p> <p>Lastly, sing the third line that is written with colour-coded stick notation.</p>	
<b>Finishing up</b>	<p>Tell the children that when they finished with their work, have the paper in their exercise book so you will be able to glue in the next time you see each other in person.</p>	

*presto*

