

# presto

## Learning new songs by hearing and repeating - classroom 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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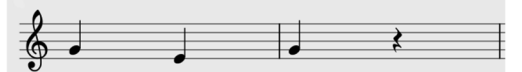
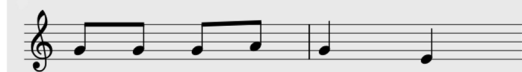
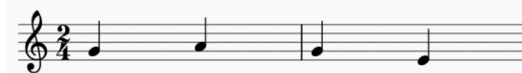
6-7 year olds, early school years

### Preparing the songs by guessing melodies

Sing short motives of the song with 'lulu' that the children need to sing back. First with 'lulu', then the children need to figure out the solfa and sing it with solfa. When the group sings it with solfa, they need to place the notes onto their bodies.

The second motive is sung with hand-signs.

The third time they sing the motive straight with solfa and hand-signs.



### Learning the 1st new song

Show the song first with actions, if the song has. If it does not, try to come up with something as children learn songs quicker if there are actions along the song.


Bor - sót fóz - tem

jól meg szó - tam

meg is pap - ri - káz - tam

Á - be - le bá - be - le hamm!

	<p>Teach the song by singing it line-by-line (with actions) that the children need to repeat.</p> <p>Sing the whole song together. Make sure, the children know what to do in each line of the song.</p>	
<p><b>Recognising the used notes of the song</b></p>	<p>First lead the children to find the starting note. Make them listen to the melody line to help whether the highest, the middle or the lowest note is the starting one.</p> <p>Once they figured out, sing the whole song with movements that follow the melody.</p> <p>Sing the song but when they put their hand on their head, use 'la' instead of the words (or syllable). This task needs concentration as the children need to remember the words and which note is placed where on their bodies.</p> <p>2nd time sing the song with words but sing 'mi' when they put their hands on their hips.</p> <p>3rd time sing the song with words but sing 'so' when they put their hands on their shoulders.</p> <p>Lastly sing the whole song with solfa along with placing the notes onto their bodies.</p>	<p>Most of the times the lyrics ends up very funny and the children love these tasks.</p> <p>My suggestion is to leave the most used note untill last. In our case this was 'so'.</p>

<p><b>Learning the 2nd new song</b></p>	<p>Show the song first with actions, if the song has. If it does not, try to come up with something as children learn songs quicker if there are actions along with the songs.</p>  <p>Teach the song by singing it line-by-line (with actions) that the children need to repeat.</p> <p>Sing the whole song together.</p>	
<p><b>Recognising the used notes of the song</b></p>	<p>First lead the children to find the starting note. Make them listen to the melody line to help whether the highest, the middle or the lowest note is the starting one. Figure out how the melody goes.</p> <p>Once it is done, sing the whole song with words while showing the solfa on their bodies.</p>	

Sing the song but when they put their hand on their head, use 'la' instead of the words (or syllable). This task needs concentration as the children need to remember the words and which note is placed where on their body.

2nd time sing the song with words but sing 'so' when they put their hands on their shoulders.

3rd time sing the song with words but sing 'mi' when they put their hands on their hips.

Most of the times the lyrics ends up very funny and the children love these tasks.

presto

