

# presto

## Preparing the toneset and melodic turns of the songs - 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.



## Preparing the toneset and melodic turns of the songs - classroom setting

6-7 year olds, early school years

<p><b>Greeting the children</b></p> <p>Using the toneset and melodic turns of the songs</p>	<p>Greet the children with name singing and using the toneset and melodic turns of the songs they are going to learn.</p> <p>It is important to note that the children have different skills and abilities, therefore, the teacher needs to amend the greeting. For example, if the child has higher or lower voice, the teacher needs to sing higher or lower.</p>	<p>s-l-s-m melodic turn</p> <p>s-m-s-l melodic turn</p> <p>l-s-m melodic turn</p> <p>s-m-s melodic turn</p>
<p><b>Discussing the notes that have been used in the greetings</b></p>	<p>Children already knew the 'so' and 'mi' notes and they recently learned the 'la'.</p> <p>Place the notes, all three of them onto their bodies.</p> <p>'la' is in their head, 'so' is on their shoulder, 'mi' is on their hip.</p>	
<p><b>Preparing the toneset of the new songs</b></p>	<p>Sing melodic turns with solfa while placing the notes onto the body that the children have to repeat with the actions as well.</p> <p>Repeat the hand-sings so the children know how to show the three notes with their hands.</p> <p>Sing melodic turns with hand-signs this time.</p>	<p>Variations of melodic turns on the toneset of l-s-m</p>

	<p>Make sure that the melodic turns that you sing are in the songs you are going to teach.</p> <p>Placing the notes onto their bodies before the hand-sings helps the children with the intonation and they can imagine the notes (inner hearing) easier in the following step.</p>	
<b>Developing inner hearing</b>	<p>Hum the first note and just show the rest so the children need to imagine the melody within. Discuss the notes then sing the melodies together with movements.</p> <p>Same task but this time using the hand-signs. Children always have to repeat back.</p>	

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