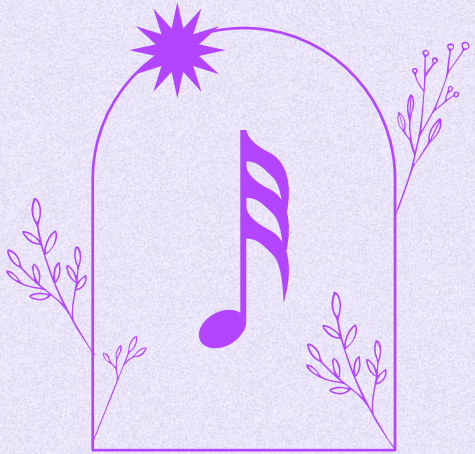
Music Literacy In Action: Setting the Foundation for Joyful Music Making

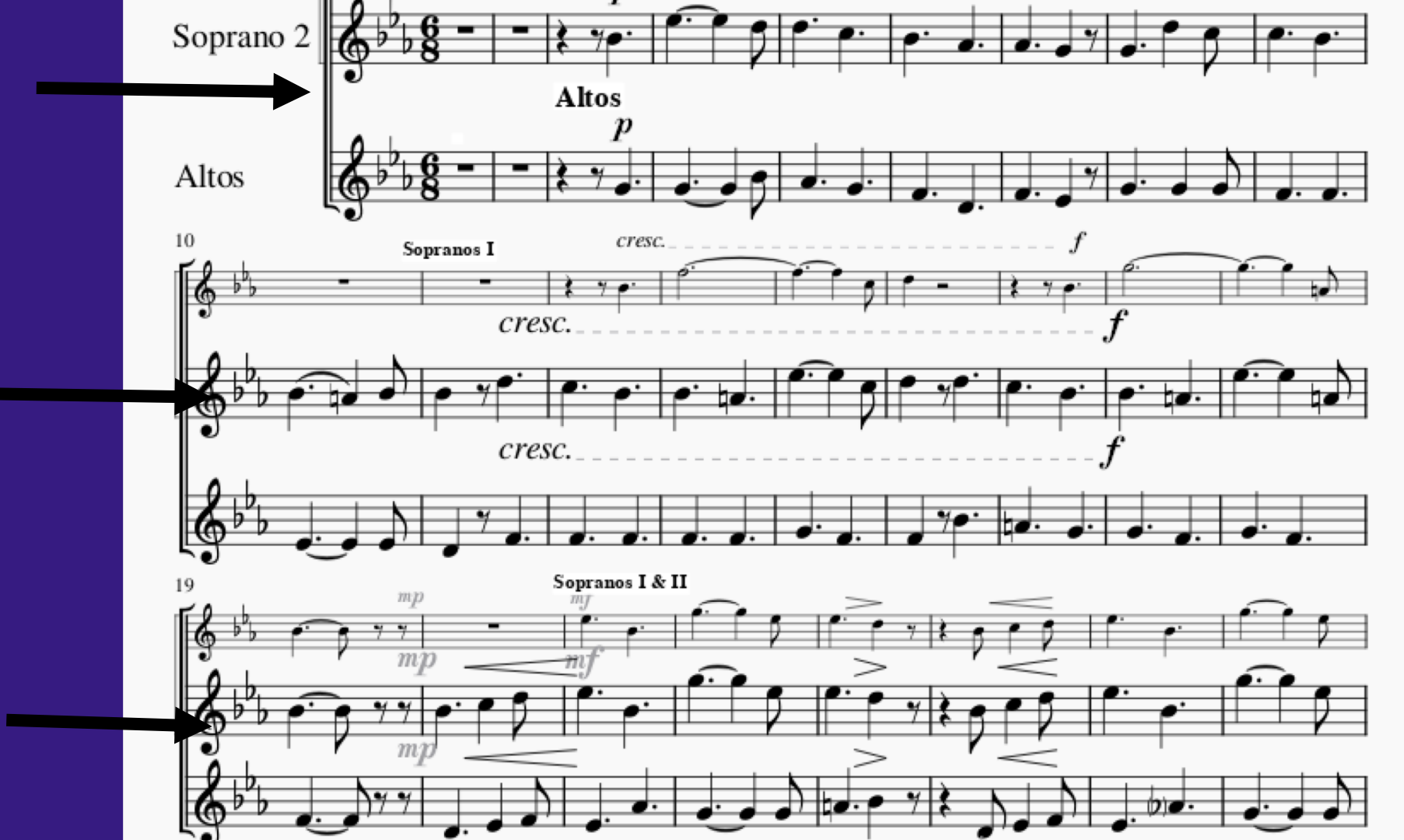


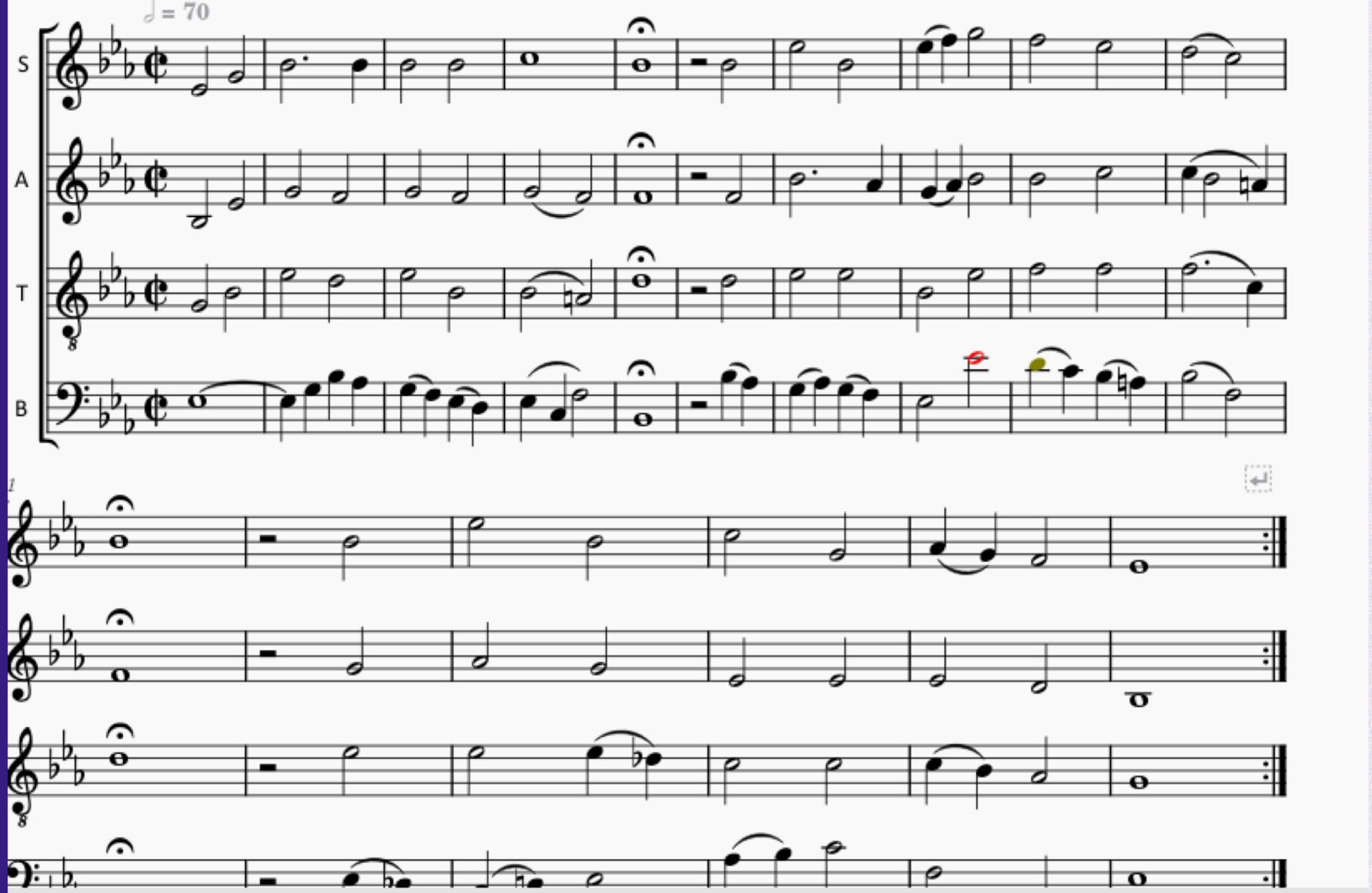
Welcome! Please find a seat and introduce yourself to the people around you.

Feel free to ask this ice breaker question: “Who is your favorite composer and why? What is your favorite piece of music that the composer wrote?”

Music Literacy In Action: Setting the Foundation for Joyful Music Making

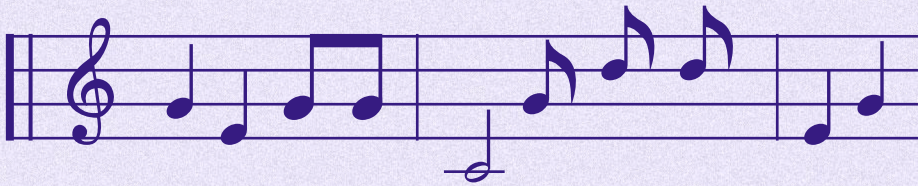
- Kara Faraldi; Grammar School Music
- Regents School of Charlottesville
- kfaraldi@regents-school.org


Soprano 2
Altos
p
Altos
10
Sopranos I
cresc.
f
cresc.
f
cresc.
f
19
Sopranos I & II
mp
mf
mp
mf
mp


♩ = 70
S
A
T
B

Music Literacy In Action

Setting the Foundation
for Joyful Music Making



Terms

01

Beat/Heartbeat

- “Heartbeat is the steady pulse.” (Aaron Snell)

02

Rhythm

- “Rhythm is the pattern of the words.” (Aaron Snell)

03

Solfege

- Do, re, mi, fa, so, la, ti
- The melodic relationship between notes

04

Melody

- The way the song goes

Zoltán Kodály

- He was a Hungarian composer/music teacher.
- He revolutionized Hungarian music education by using historical songs of his culture to teach children how to be musically literate.
- His primary emphasis was on singing.

Photo Credits: Organization of American Kodály Educators

Chenaniah Summer Music Institute (CSMI) at New Saint Andrews College

This is my graduating class from the CSMI program at NSA.

Photo Credits: Jarrod Richey, Chenaniah Summer Music Institute

Kodály's Singing- Focused Educational Approach

01

Preparation

- Physical
- Aural
- visual

02

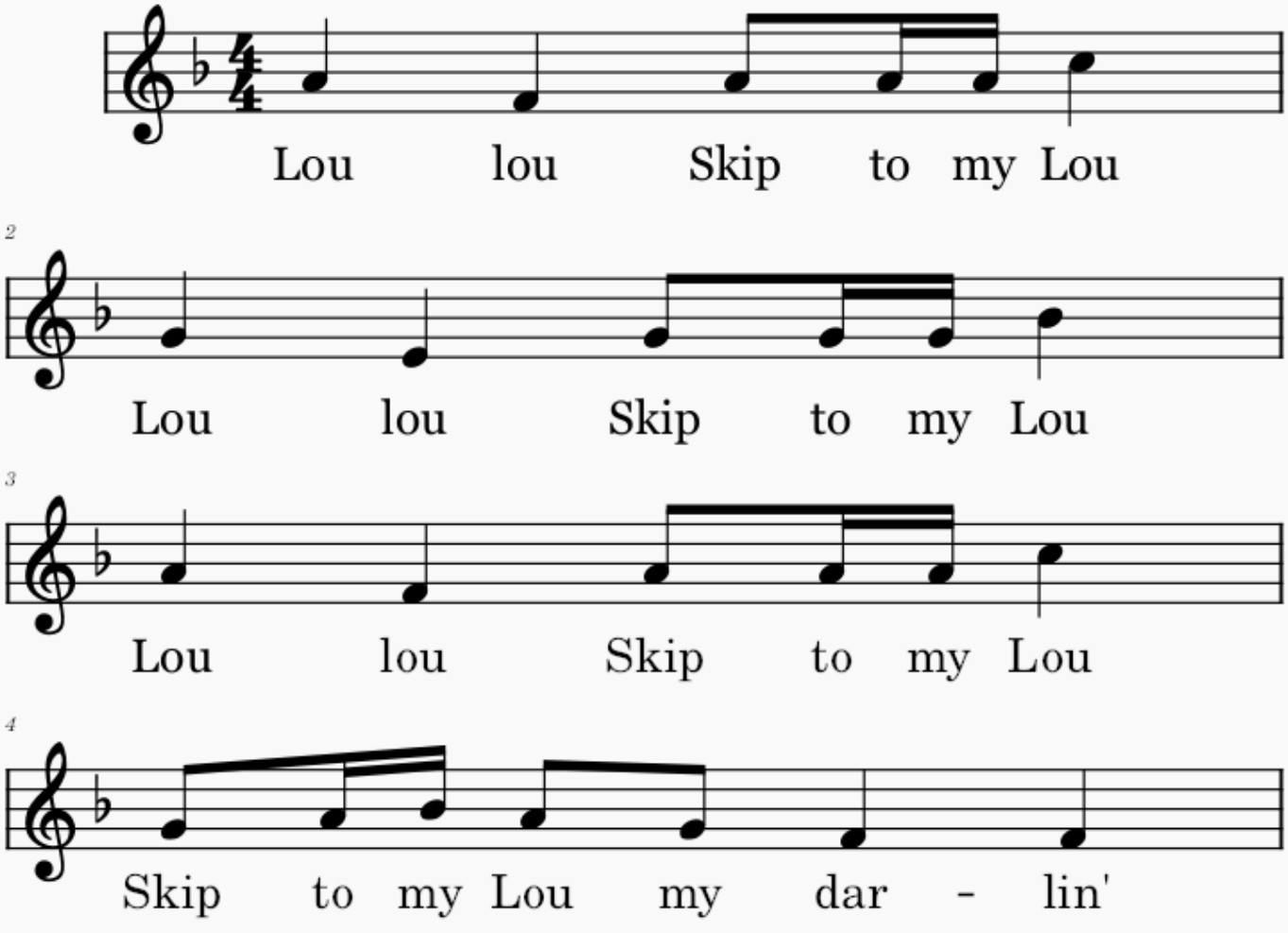
Presentation/Making Conscious

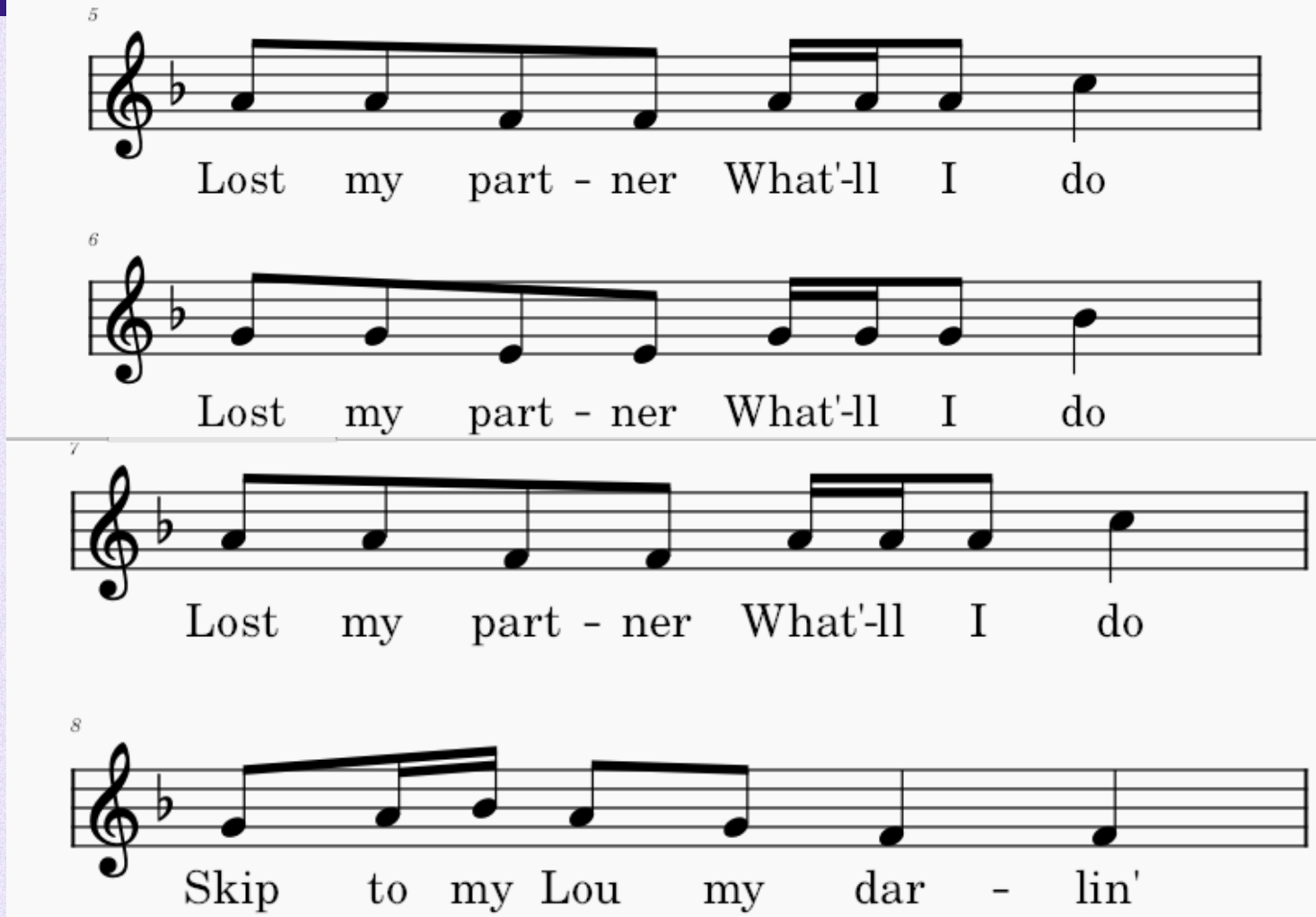
- This is the moment when the student is given the name of a particular concept.

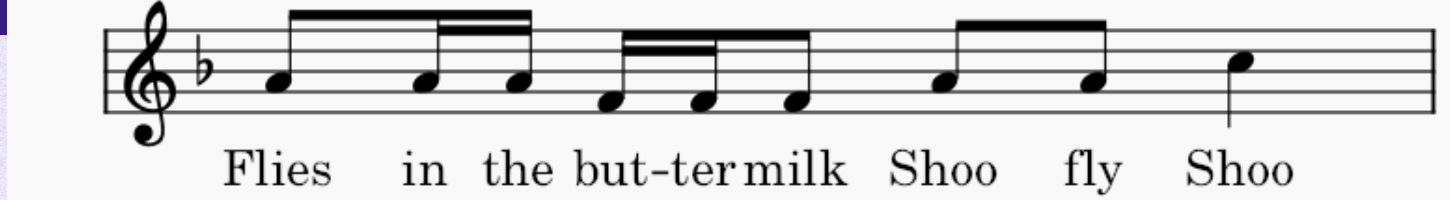
03

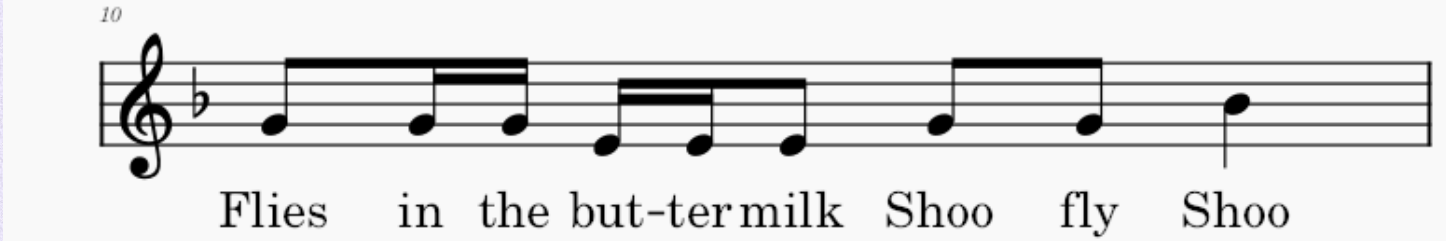
Practice

- Reading
- Writing
- part-work
- Improvisation
- Memorization


Lou lou Skip to my Lou
2
Lou lou Skip to my Lou
3
Lou lou Skip to my Lou
4
Skip to my Lou my dar - lin'


5
Lost my part - ner What'-ll I do
6
Lost my part - ner What'-ll I do
7
Lost my part - ner What'-ll I do
8
Skip to my Lou my dar - lin'


Flies in the but-ter milk Shoo fly Shoo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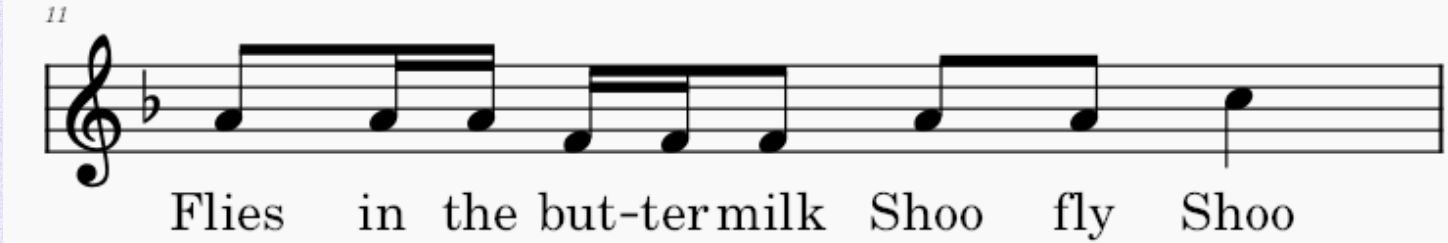
Flies in the but-ter milk Shoo fly Shoo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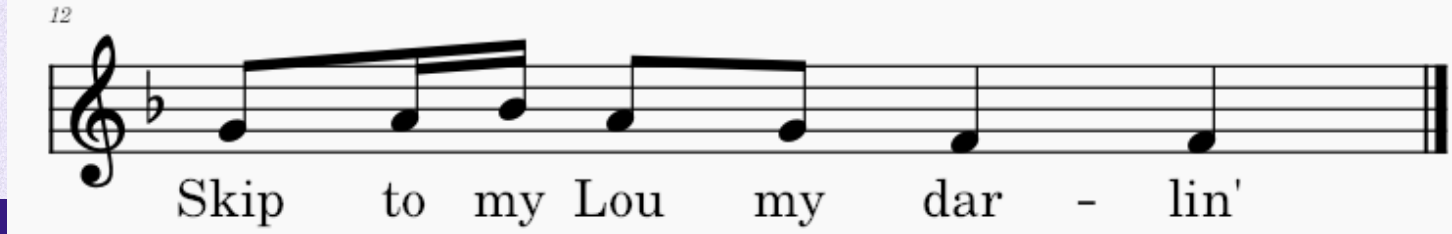
Flies in the but-ter milk Shoo fly Shoo


12
Skip to my Lou my dar - lin'

Kindergarten

“You’re doing one thing 100 different ways.” (Sarah Davis)

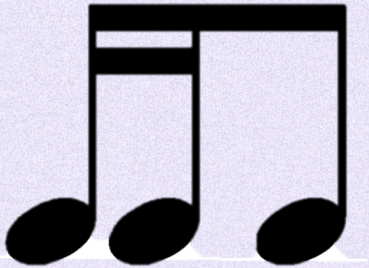
- Enforcing Steady Beat
- Loud/Soft
- High/Low
- Slow/Fast

Third Grade

01

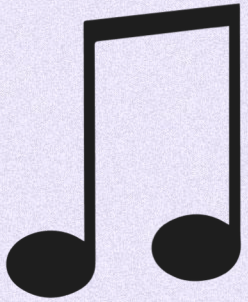
02

03

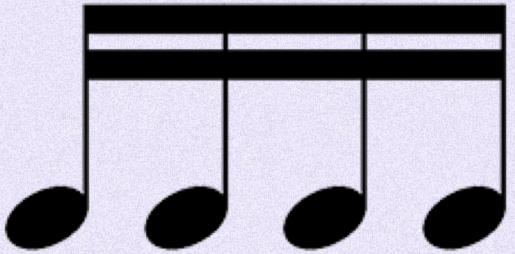


Titi

Tika-tika

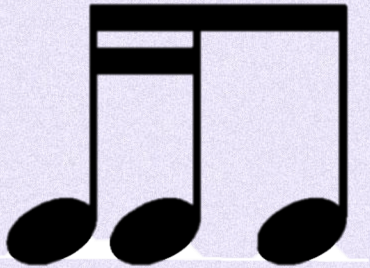


Titi



Tika-tika

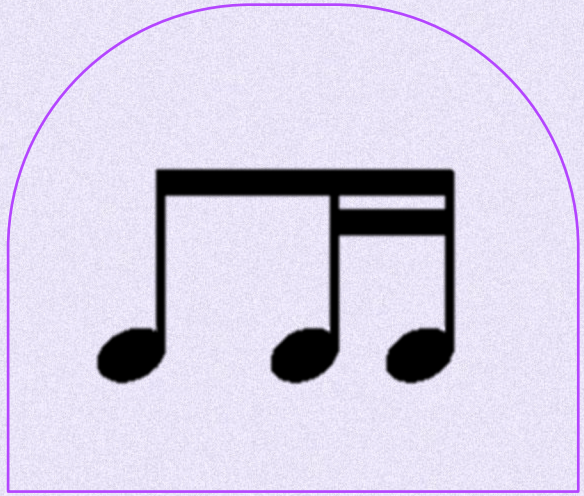
Ti-tika

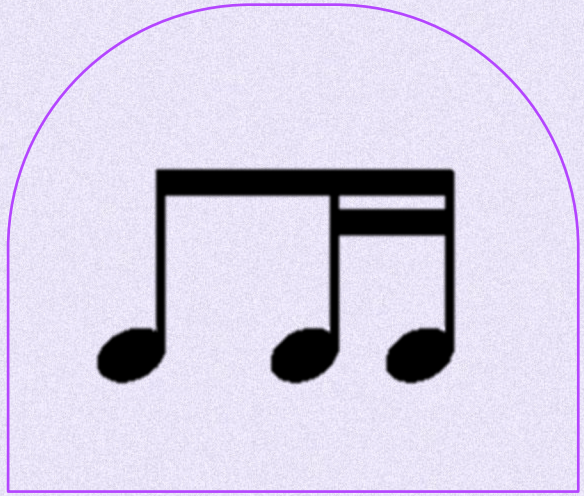


Tika-ti

Teaching Ti-Tika: Day 1

- Start by practicing tika-tika.
- Have groups pat the heartbeat (steady pulse) and tap the rhythm (the pattern of the words).
- “What words did our hands clap faster on, that we sang really close together?”
- Students describe the rhythm using slow and fast words.
- NOTICE: KNOWN TO UNKNOWN!



Teaching Ti-Tika: Day 1

Lou, Lou, Skip to my lou
Lou, Lou, Skip to my lou
Lou, Lou, Skip to my lou
Skip to my lou my darlin’