Graduate Course Number: 6223

Course Title: Exploration of Kodály Pedagogy

Days/Times of Meetings: June 26, 2023 - June 30, 2023; 8am-5pm, in-person

8am-12pm: Lecture & Discussion
12pm-1pm: Lunch
1pm-5pm: Lecture & Discussion (Including time for work on course assignments)

Number of Credits for the course: 3 graduate credits

Instructor: Bryson Tarbet; (419) 303-4366; bryson@thatmusicteacher.com

Office Hours: Office hours will be held by appointment.

This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.

Student Engagement Statement: Students will attend class in-person from 8am-5pm. Students will engage in lessons and activities following a Kodály-influenced sequence. Students will work collaboratively to create a curricular outline and framework for their teaching practice. Students are expected to communicate in a collegial fashion with the instructor and classmates. They are expected to complete readings and assignments in a timely fashion. It is also expected that students will inform the instructor as soon as possible if facilitation or accommodations for learning or scheduling reasons are needed. This is a tightly-scheduled week-long course.

Course Description: Learn the practical application of Kodály-influenced teaching in this hands-on course for elementary music educators. During this week-long course you will create resources, gather high-quality repertoire, and create concept and yearly plans to help simplify and strengthen your planning and instruction during the school year. While the basics of the philosophy and history of Zoltán Kodály will be discussed, this course will focus mainly on the practical application of Kodály-influenced pedagogy in a modern elementary classroom through a culturally-responsive lens.

Student Learning Outcomes	Outcomes Assessments
Students will be able to engage with and understand the pedagogical concepts and sequencing following a Kodály-influenced curriculum.	Daily participation.
Students will be able to create a yearly curriculum map for a target grade level that follows a Kodály-influenced sequence.	Yearly curriculum map/plan.
Students will create a song collection organized by concept, grade level, and cultural background.	Folk song retrievals and song list.
Students will plan and deliver teaching examples following a Kodály-influenced teaching approach.	Peer teaching demonstrations and reflections.

Program-Level Outcomes Addressed:

Professionalism in Teaching - Students will demonstrate the ability to reflectively discuss and share teaching strategies and best-practices.

Course Requirements and Assessment:

Points are given daily for attendance and participation. Daily assignments will be graded for completion and understanding. Incomplete work or work that does not demonstrate understanding of assigned concepts will be asked to be redone and turned in again until understanding is met.

Grading Breakdown:

Participation: 25%
Assignments & Reflections: 75%

See course calendar for assignment breakdown of percentages.

Instructional Materials:

Required Texts:

- Erdei, P., & Komlós Katalin. (1974). *150 American Folk Songs to Sing, Read, and Play*. Boosey & Hawkes. ISBN 978-0-913932-04-9
- Brumfield, S. (2014). *First, We Sing!: Kodály-Inspired Teaching for the Music Classroom*. Hal Leonard Corporation. ISBN 978-1-4308-3982-8
- Kodály, Z. (2004). *333 Reading Exercises*. Boosey & Hawkes.

Required Materials:

- A440 tuning fork
- Staff paper

Course Bibliography: Other texts will be provided by the instructor.

Course Calendar or Schedule: Topics to be covered in each day's lessons will be noted in the first column below. Please note that anything listed in the right column should be completed *prior* to that day's class.

Date:	Discussion Topic(s):	Homework DUE:
6/26/23	• Historic overview of Kodály and his philosophy on music education. • Kindergarten Pedagogy • First Grade Pedagogy • Concept Planning: Prepare • Folk Song Retrievals	☐ Choksy Ch. 2 (pp. 15-23) ☐ Choksy Ch. 10 (pp. 113-126) ☐ Brumfield Ch. 1 (pp. 8-10) ☐ Brumfield Ch. 2 (pp. 12-16 only) ☐ Brumfield (pp.52-57) ☐ **Teaching Experience Reflection (1%)**
6/27/23	• Second Grade Pedagogy • Concept Planning: Present & Practice • Third Grade Pedagogy • **Peer Teaching: Song by Rote (4%)**	☐ **Sol-Mi Concept Plan (Prepare Only)** ☐ **Ta/Ti-Ti Concept Plan (Prepare Only)** ☐ **Day 1 Reflection (1%)** ☐ Brumfield (pp.58-63)
6/28/23	• Songs with a Questionable Past • Fourth Grade Pedagogy • Folk Song Retrievals	☐ **Sol-Mi Concept Plan (4%)** ☐ **Ta/Ti-Ti Concept Plan (4%)** ☐ **Choice Concept Plan (8%)** ☐ **Day 2 Reflection (1%)** ☐ **Peer Teaching Reflection (1%)** ☐ Brumfield (pp.64-66)
6/29/23	• Yearly Planning • Scope and Sequence	☐ **15 Folk Song Retrievals (15%)** ☐ **Song List (2%)** ☐ **Peer Teaching Lesson Plan (5%)**

			☐ **Day 3 Reflection (1%)**
6/30/23	● **Peer Teaching (10%)** ● Tying Up Loose Ends ● Folk Dances and Movement Activities		☐ Assignment Resubmits ☐ **Yearly Plan (15%)** ☐ **Day 4 Reflection (1%)** Due After Class: ☐ **Peer Teaching Reflection (2%)**

Attendance Policy:
Due to the subject matter and compressed timeline of this course attendance is expected during all class meeting times.

Candidate Conduct:
An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.

Health and Safety:
VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty:
Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:
- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.

- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

Plagiarism:
Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

Disability Statement:
If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.