

Kinesthetic Kodály : Enhancing Literacy Through Kinesthetic Learning

Shannon Mueller-Sari

semuelle77@gmail.com

www.musicroommagic.wordpress.com

Activity: Space Walk

Materials: tempo dial (or nothing!)

Procedure:

- 1) Start this activity in the hall before the students enter the room. Tell students to enter silently and walk around the room at their normal walking speed. (Be sure to let them know to listen for a freeze signal.)
- 2) When students freeze, identify walking as a 5 on your “speed dial.”
- 3) “If 5 is normal walking and 0 is frozen, travel around the room at a 3.”
- 4) Identify 10 as being the fastest they can move. (I tell them this is only safe outside.)
- 5) Have students move around the room at various speed numbers.
- 6) Label musical speed as Tempo.
- 7) After moving at a 5, identify that this speed is called Moderato.
- 8) Label other numbers with corresponding tempo vocabulary.

Extension: This activity can be used to check the “best” tempo for a known song. Ask students to move at a given tempo (number or tempo name) and sing the song. Try it at various tempi. Ask which one they feel fits the best.

Activity: Contour Painting

Materials: solfege blocks, paint brushes, scarves, songs written in stick notation (flash cards)

- Procedure: Using a known song, students use manipulatives (solfege blocks) to decode the pitches of the first phrase of the song. Move the blocks up and down to reflect the contour of the melody.
- Sing and trace the contour in the air over the blocks.
- Stand and trace contour in the air while singing. MAKE SURE TO

MOVE FROM LEFT TO RIGHT!

- Add scarves!
- Use all of the vertical space in front of you! Draw it BIG in the air with your scarf.
- Sing and “paint the contour” in the air with the scarves
- Groups are given a known song in stick notation.
- Sight read and ID song
- Set up blocks to show contour
- Sing and paint with scarves
- Present to the class

Activity: Form Dancing

Materials: nothing!

Procedure:

- 1) Students learn song in previous class periods.
- 2) Sing known song and show phrases while singing by drawing “rainbows” in the air.
- 3) Identify number of phrases.
- 4) Identify same and different phrases, and label them with letters. (ie. ABAC)
- 5) In small groups, students create movements to perform while singing to represent the form of the song. Make sure to discuss how, since “same” phrases are the same musically, they should have the same movement. Students can choose from locomotor and non-locomotor movements. Encourage the students to make the phrases that sound different look very different.
- 6) Five-ten minutes of group work.
- 7) Dress rehearsal! All groups sing and perform “dances” at the same time.
- 8) Perform! Each group can perform individually or (in the case of shy kids or large class size) half of the class performs while the other half is the audience. Switch.
- 9) Peer assessment. Ask students to provide feedback. (“I noticed...”, “The form was very clear because...”, “I wonder...”)

Extension: You can specify that students use movements to express the beat or rhythms of the song, while differentiating between the different sections of the form.

Activity: Plate Skate

Materials: paper plates, hand drum

Procedure: Sing known song and “skate” to the beat. Skate the rhythms of the song.

Teacher plays a steady beat on the drum, students skate a given rhythm over the beat. (ie. “Everyone skate ta/ti-ti/ta-a!”)

In groups, students compose and perform an 8 beat rhythm pattern with their skates. As each group performs for the class, the other students decode and notate the pattern.

Extension: Groups perform a phrase from a known song. Play “Name That Tune.”

Duerme Pronto

$\text{♩} = 120$

Duer- me pron- to nin- ño lin- do duer- me pronto y sin llo- rar

5

Ques- tas en los bra- zos de tu ma- dre que te va- a can- tar.

Old Mother Goose

$\text{♩} = 120$

Old mo- ther goose, old mo- ther goose. Has an- y bo- dy seen my old mo- ther goose?

Here Comes a Bluebird

♩ = 120



Here comes a blue bird in through mywin- dow Hey, dee- dle dum- ma day day day.



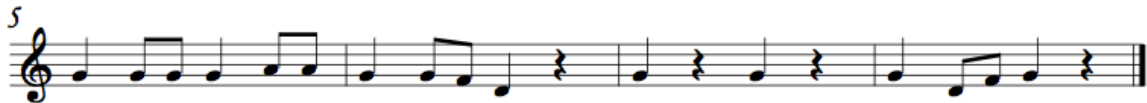
Take your- self a part- ner hop in the gar- den. hey, dee- dle dum- ma day day day.

Hotaru Koi

♩ = 120



Ho- ho- ho- ta ru koi at- chi no mi- zu wa ni- ga- i zo



Ko- tchi no mi- zu wa a ma- i zo Ho- ho- ho- ta- ru koi

Tengo, Tengo (I Have, I Have)



Ten-go, ten-go ten-go. Tú no tie-nes na-da. Ten-go, tres o-ve-jas



en u-na ca-ba-ña u-na me da le-che o-tra me da la-na o-tra me man-



tie-ne To-da la se-ma-na, To-da la se-ma-na.