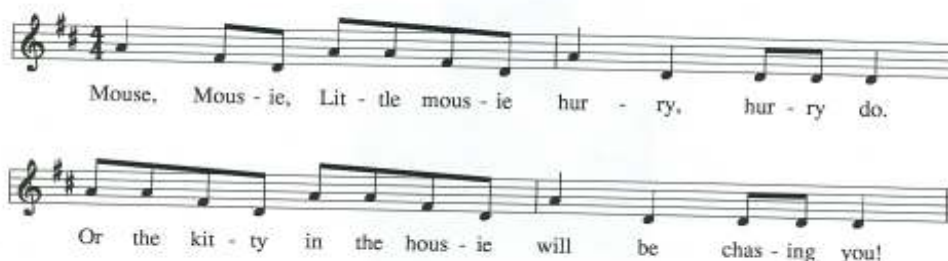


Kodály in Your Classroom by Dr. Shelly Cooper, University of Arizona

As we begin a new school year and once again enter the hectic race to keep up with creating lessons to meet the needs of “all” our students, I’d like to share a strategy that might assist your planning.

Use *every* song as an opportunity to teach
Multiple Concepts and Multiple Grade Levels!

The activities below, for the folksong “Mouse Mousie,” provide an example of using one song for multiple age groups to teach multiple music concepts.



Mouse, Mous - ie, Lit - tle mous - ie hur - ry, hur - ry do.
Or the kit - ty in the hous - ie will be chas - ing you!



Grades K-1

♪ Learning a Repertoire (Dictionary) Song

- ◆ Students in circle formation. Teacher sings song while walking around circle. Teacher hands the stuffed “mouse” to one student on the word “you.” He/She then walks around the circle and song continues.
[Note: preschoolers also enjoy this song. Sing song and then hesitate before adding the word “you.” The children enjoy the suspense of waiting for the word—especially if they know a “tickle” will follow. This strategy also promotes tonal memory.]

Grades 1-2

♪ Song Review

- ◆ Chase Game – Circle formation. All children stand in circle except two (“*mouse*” who is inside circle and “*cat*” who is outside circle). When the class sings the word, “you,” the cat chases the mouse. Chase continues until cat catches the mouse or the class counts to five. Choose a new mouse and cat and then game continues.

♪ **Melodic/Rhythmic Icon Cards – High/Low and Fast/Slow**

- ◆ Assemble large icon cards (suggest making 8 ½ X 11 version of each card included in the “song grid” page) in correct order as class. Ask students questions such as “How did you know it should be that card?” to encourage discussions on **high/low** (noting the mouse location within the house) and **fast/slow** (bigger vs. smaller mice)
- ◆ Contest: Using two sets of large icon cards, divide class into small groups have groups assemble w/out teacher assistance. As team completes task, they send their leader to board to tap mouse.
- ◆ Each student receives an envelope with “mousie” cards to assemble w/out teacher assistance (“Mousie” song grid is below). Before distributing: Copy, laminate, cut into 8 pieces, place in envelopes)
- ◆ **Reminder: To increase the challenge level always include “*extra*” cards

Grades 2-3

♪ **Melodic/Rhythmic Concepts**

- ◆ use song (and/or cards) to determine rhythms, solfa syllables, phrases, etc.

Grades 4-6

♪ **Perform on Melody Instruments (Bordun, Ostinato)**

- ◆ Review song by singing in solfa and handsigns
- ◆ Have students setup barred instruments in F pentatonic
- ◆ Perform melody on alto/soprano xylophones
- ◆ Add bordun (bass bars/bass xylophone): “Hurry, Hurry Do” | | □ |
- ◆ Add “tone clusters” on glockenspiels on rhyming words: “mousie,” “housie,” “do,” and “you”
- ◆ Have students create an introduction and a coda
- ◆ Perform