

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

In the last newsletter (fall 2007), I encouraged you to use every song as an opportunity to teach multiple concepts and multiple grade levels. The activities below, for the folksong “Rocky Mountain,” provide yet another example of possible strategies for a variety of ages and concepts. Happy music making everyone!

Rocky Mountain

Grades K-1

♪ **Learning a Repertoire Song**

- ◆ Teach song echo-style



Grades 2-3

♪ **Melodic Contour:**

- ◆ Suggested Sequence:
 - ▶ Draw imaginary mountains in the air – have children pantomime
 - ▶ Pretend to be climbing the mountain – great strenuous effort, etc., wipe brow
 - ▶ Sing song -- section A pat-clap body percussion; section B pat tummy, shoulders, head, in air
 - ▶ Draw Mountains on board. Explain: “I brought some mountain climbers with me– but they forgot how to sing the last phrase of our song – maybe if we put them on our mountains we will help them remember.”
 - ▶ Did the last phrase start high or low? Listen
 - ▶ Have student put up the first “climber” – continue through phrase
 - ▶ Divide class into small groups – pass out envelopes of song phrases – students put songs in order phrase by phrase. Teacher sings, students echo, then choose the correct phrase
 - ▶ Sing entire song again – for them to “check” their answers
 - ▶ Cleanup/Transition: Teacher sings “do, do, do, do, put away your cards....do, do, do, do put the envelope here.”

Grades 4-6

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

- ◆ Review song
- ◆ Have students setup barred instruments in C pentatonic
- ◆ Introduce Ostinato 1 using the process of body percussion transferring to unpitched instruments and then to pitched instruments.
- ◆ Continue same process to teach Ostinato 2 and Ostinato 3
- ◆ Have students create an introduction and coda
- ◆ Perform

Ostinato 1 Ostinato 2 Ostinato 3

Moun - tain high. Do re - mem - ber Ski - ing down the slope.

(tri., f. cymbal / alto xylo.) (drums / bass xylo.) (maracas / glocks.)