

WHAT = CONTENT				
Topic -Learning a Christmas Song (7') -Tarantella (7') -Playing by ear: the teacher sings some patterns and the pupil has to translate it on the piano (5')		Short learning goals / learning objectives / focus-points Christmas song: playing with both hands, refining fingerings Tarantella: working rhythm, singing and takadimi		
HOW = DIDACTICS				
Lesson planning -Playing 2 songs -exercise of playing by ear	Material Scores and piano	Work-forms Reading the score Singing and playing Playing two hands teacher/pupil Embodiment: clapping the rhythm and Takadimi Playing by memory Imagining the sound: preparing the positions	Ways of communication Experiencing music Explaining Showing by playing	Practical conditions 3 pianos in the room
WHY = VISION				
Personal beliefs / traditions Working on Christmas tunes, that are meaningful for the life of the child Singing as the foundation Using folk music		Pedagogical knowledge Kodaly background		Teacher ⇔ Student relationship -They are really connected all the time. -The involvement of both is high, the teacher plays and sings a lot! -The teacher asks the preferences of the pupil -The student is distracted by my presence
WHERE TO = IMPACT				
Curriculum / middle term goals -Naturalising the position on the piano -To develop singing and hearing		Long term goals/ dreams teacher Following the sequential learning of Kodaly Developing a complete musicianship and		Dreams / long term goals / interests student Developing a complete musicianship and enjoying making music

	enjoying making music	
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QUESTIONS TO ASK TO TEACHER:

- The paper of playing by ear in your lessons
- Start learning a song by singing
- Dynamic of the lesson

WHAT = CONTENT				
Topic Playing, singing, hearing, exploring		Short learning goals / learning objectives / focus-points -Internalising music -Refining technique: exercises with metaphors		
HOW = DIDACTICS				
Lesson planning -Exploring the piano, high and low registers, playing patterns on the piano (without score) -playing with 2/3 fingers -“Feliz Navidad” -Exercise of echo patterns: the teacher claps a rhythm, the pupil has to translate it with his body and then translate it to the takadimi system -technique in a funny way -cou cou: 3rd minor sol-mi, game of echo patterns, singing a song and then showing the score as a train -Jingle bells by modeling -singing exercises: imitating animals and sound for working the projection of sound, formula 1 (glissando)	Material Scores and piano	Work-forms Exploring the keyboard just playing Singing solmization Clapping the rhythm Playing and singing Teacher playing contrasts, “mistakes” Modeling	Ways of communication Experiencing music Explaining Showing by playing	Practical conditions 3 pianos in the room
WHY = VISION				
Personal beliefs / traditions Learning meaningful songs	Pedagogical knowledge Kodaly background		Teacher ↔ Student relationship -The involvement of both is high, the teacher	

Singing as a foundation Embodiment of the music		plays and sings a lot! -Activating the pupil by questions! -some accomplishments -The pupil work by trial and error: room for mistakes
WHERE TO = IMPACT		
Curriculum / middle term goals -Naturalising the position on the piano -developing intervalic awareness and rhythmical -playing engaging tunes	Long term goals/ dreams teacher Sequential learning of Kodaly Developing a complete musicianship and enjoying making music	Dreams / long term goals / interests student Developing a complete musicianship, not just playing songs

QUESTIONS TO ASK TO TEACHER:

- First steps: do you start with the rhythm first and then the notes?
- More exercises of playing by ear
- The child wasn't singing a lot in tune yet, how can we refine the pitch matching?

WHAT = CONTENT				
Topic -Learning a new piece (film song) -Blues song		Short learning goals / learning objectives / focus-points -playing enjoyable songs		
HOW = DIDACTICS				
Lesson planning -Warm up: pupil claps a rhythm, and the teacher claps a canon, the pupil must discover the sounds -playing songs -introducing technique: arpeggios, connecting minor and major chords	Material Scores and piano	Work-forms Listening the recording of the piece Modeling: singing and playing Step by step: hands separately, refining little elements Reading the score	Ways of communication Experiencing music Explaining Showing by playing	Practical conditions 3 pianos in the room
WHY = VISION				
Personal beliefs / traditions Learning meaningful songs Singing as a foundation Embodiment of the music Using folk music	Pedagogical knowledge Kodaly principles		Teacher ↔ Student relationship -The involvement of both is high, the teacher plays and sings a lot! -the pupil asks a lot of questions -some accomplishments, yes! -the pupil is enjoying	
WHERE TO = IMPACT				
Curriculum / middle term goals -Naturalising the position on the piano -Developing the ear - Developing the technique -Playing engaging tunes	Long term goals/ dreams teacher -Developing a complete musicianship, not just playing songs -sequential development of Kodaly		Dreams / long term goals / interests student -Having fun playing an instrument	

QUESTIONS TO ASK TO TEACHER:

-How do you create the warmups?

-How do you manage short/middle/long term goals?

FORM FOR OBSERVING CLASSES | Teacher: Juliette (Amersfoort) | Student(s): girl of 9 years | Date: 17/12/2024 | Duration: 30 minutes

WHAT = CONTENT				
Topic -Learning a Christmas song, Rudolph		Short learning goals / learning objectives / focus-points -playing enjoyable songs		
HOW = DIDACTICS				
Lesson planning -Warm up: clapping the rhythm of the song -Modeling Rudolph song	Material Scores and piano	Work-forms Modeling: singing and playing Step by step Reading the score Singing la la la, lyrics	Ways of communication Experiencing music Explaining Showing by playing	Practical conditions 3 pianos in the room Using the space of the room for embodying music
WHY = VISION				
Personal beliefs / traditions Creating a Christmas environment, meaningful for the kids Singing as the foundation Using folk music Refining technique but always music first		Pedagogical knowledge Kodaly background	Teacher ↔ Student relationship -The involvement of both is high, the teacher plays and sings a lot! -Full focus on the pupil -teacher guiding just singing, no more instructions -Pupil developing a lot of autonomy, correcting herself!	
WHERE TO = IMPACT				
Curriculum / middle term goals -Refining the singing, intonation		Long term goals/ dreams teacher -Developing a complete musicianship, not just playing songs		Dreams / long term goals / interests student -Having fun playing an instrument

QUESTIONS TO ASK TO TEACHER:

- How do you connect the warm up and the repertoire?

- I have observed that you just guide singing, and the pupil was really activated, how to find the balance between giving instructions and just focusing on the music making?

WHAT = CONTENT				
Topic - Playing Kyrie for a school project		Short learning goals / learning objectives / focus-points -playing enjoyable songs		
HOW = DIDACTICS				
Lesson planning -Warm up: echo pattern and call and response -rhythmical exercise: the teacher claps a rhythm, and the pupil has to translate it into takadimi system -canon by clapping	Material Scores and piano	Work-forms Modeling: singing and playing Embodiment Reading the score Solmization Emphasizing more the score	Ways of communication Experiencing music Explaining Showing by playing	Practical conditions 3 pianos in the room The mother and the pupil are sitting on one piano and the teacher in the other piano
WHY = VISION				
Personal beliefs / traditions Creating a Christmas environment, meaningful for the kids Singing as the foundation Using folk music	Pedagogical knowledge Kodaly background		Teacher ⇔ Student relationship -shy girl, but the teacher encourages her a lot! -Transforming the error: minor in to major -teacher encouraging singing, but giving her a lot of space -The teacher explains the process to the mother during the lesson -teacher writing the homework and some guidelines	
WHERE TO = IMPACT				
Curriculum / middle term goals -Refining the singing, intonation -Naturalising the position on the piano -To develop hearing	Long term goals/ dreams teacher -Developing a complete musicianship, not just playing songs -Activating the pupil -sequential development of Kodaly		Dreams / long term goals / interests student -Having fun playing an instrument	

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QUESTIONS TO ASK TO TEACHER:

- How do you activate shy pupils?
- I have observed that you just guide singing, and the pupil was really activated, how to find the balance between giving instructions and just focusing on the music making?

WHAT = CONTENT				
Topic Singing, playing, having fun with music making, playing in ensemble, dancing		Short learning goals / learning objectives / focus-points -Singing -Learning. Huge repertoire of songs		
HOW = DIDACTICS				
Lesson planning -Welcoming song with dance + warm-up of the voice -Singing songs with hand signs -cup game (multitasking) -Rhythm cards: changing directions, memorizing -Playing instruments (winds, ukelele, piano): all playing a DO while the teacher is singing	Material -Sticks -rhythm cards -color beats for the floor	Work-forms Singing Imagining the sound – audiation Singing with hand signs Takadimi system – clapping Changing activity through music making	Ways of communication Experiencing music Music making Some instructions Questions	Practical conditions 1 pianos in the room 8 chairs 2 teachers
WHY = VISION				
Personal beliefs / traditions Developing musical skills in group Enjoying music making together		Pedagogical knowledge Kodaly background	Teacher ⇌ Student relationship - room for questions -some childrens sing more than others -space for mistake or not doing -teacher plays the piano while changing activity	
WHERE TO = IMPACT				
Curriculum / middle term goals -MULTITASKING -INTERNALISING THE PULSE, RHYTHMS AND NOTES -singing and dancing		Long term goals/ dreams teacher -Developing a complete musicianship, not just playing songs -sequential development of Kodaly		Dreams / long term goals / interests student Having fun with the music making in the group Al lesson

QUESTIONS TO ASK TO TEACHER:

-It is amazing how all the instruments can work in the first years together. What are the common struggles of the kids?

-Group dynamics?

-Relation with instrumental lessons?