
subject catalogue S23 K24

course code KMX320

name of course

The Method of Relative Solfeggio by Z.Kodály

specification

for Music Education program BA level, elective for IP, MI specialty BA level

academic instructor

M.Ney

prerequisite course

no of terms

2

contact hr/total

60.0

hr/term

30.0

hr/week

2.0

ECTS/total

4.00

Lect

60.0

Grp

0.0

Ind

0.0

Sem

0.0

Pract

0.0

graded or pass/fail exams

A

A

term

1

2

ECTS

2.00

2.00

aim of the subject

The course aims at introducing the main principles and techniques of relative solmization, as well as developing basic skills for applying the method for music education at general comprehensive schools.

content

An overview of the development of relative solmization through centuries. Influence exercised by different pedagogical systems on development of music education in Hungary. Conception of music education developed by Z. Kodaly, his views on basic issues of music education. The role of singing, especially that of folk singing. Development of relative thinking and listening skills through level symbols. Hand signs, their fields of usage. Pentatonic and diatonic sound scales.

Diatonic modes in their natural and changed/developed forms. Joint activities between relative and absolute systems – musical keys, intervals, accords. Chromatic major and moll. Transpositions. Trends/inclinations, modulation.

learning outcomes

Student who have taken the course

- are informed and aware of the topics /themes covered.
- are able to visualise levels by hand signs.
- can sing by levels pentatonic, diatonic and chromatic sound scales;
- are able to use musical keys, accords, intervals according to the requirements specified in music syllabus of the National Curriculum for general comprehensive basic schools.

assessment

Non-differentiated assessment (pass/fail): Students are assessed considering their :

- active attendance and participation in contact hours;
- performance of a practical activity during seminars;

At the end of the course there is a session where students' theoretical knowledge and practical skills, acquired during the studies, are assessed.

assessment criteria

course reading material

1. G. Kadar "Kas tahame iseseisvuda ka kultuuriliselt", Z. Kodaly artiklid.
2. V. Tormis "Lauldud sõna", loeng "Muusikalisest emakeelest".
3. R. Päts "Muusikaline kasvatus üldhariduskoolis".
4. "Heino Kaljuste artiklite kogumik" (koostaja E. Kangron), artiklid "Abiks 1. klassi lauluõpetajale" ning "JO-LE-MI ja instrumendiõpetus".
5. "Muusikaõpetuse didaktika. Valik artikleid", artiklid "Riho Päts – fenomen Eesti muusikapedagoogikas", "Heino Kaljuste ja uuenduste aeg Eesti muusikapedagoogika arenguloos" ning "Z. Kodaly

muusikahariduskontseptsioon”.

Soovituslik kirjandus:

1. A. Liimets “Muusikalise kontegellikuse ühendused identiteedi ja diferentsiga”, peatükk T. Ernits “Relatiivse astmesümboolika kasutuselevõttust Eestis ja Voldemar Tammani osa selles”.
2. “H. Kaljuste kestev elu” (koostaja Maimo Kalmet).
3. J. A. Sloboda “Muusikaline meel. Kognitiivne muusikapsühholoogia”, peatükk “Muusika õppimine ning areng”.
4. Erzsebet Szönyi "Kodaly's Principles in Practice"
5. H. Kaljuste, E.Üleoja "Laulik JO-LE-MI" I-VII.

author of course description

Mall Ney