

The Outcome of Teaching Music as a Language

Teacher
Introduction

Once students have learned the language of music slowly and sequentially, writing melodic dictations becomes a task similar (although more complex) to that of taking dictation from the spoken word. In other words, students will begin to hear and think in the new language (tonic solfa). Note that the use of tonic solfa will encourage an aural feeling for, and understanding of, tonal relationships (such as intervals) within given keys.

Musicianship & Aural Training for the Secondary School, Level 1, 2nd Edition

This book has been written to help teachers plan a broad, thorough, sequential music curriculum for the first two years of secondary or high school (or any older beginner).

This text contains all the lessons, associated lesson activities, revision sheets and listening activities required. Everything else referred to in this text can be found online.

With one lesson per week of approximately 50 minutes, for two years the following could be achieved:

YEAR 7	
Term One	Lessons 1 to 6; Revision Lesson 1; Assignment 1; Listening Excerpt 1.
Term Two	Lessons 7 to 12; Revision Lessons 2 and 3; Assignment 2; Listening Excerpt 2; Written and Aural Test 1.
Term Three	Lessons 13 to 17; Revision Lesson 4; Assignment 3; Listening Excerpt 3.
Term Four	Lessons 18 to 22; Revision Lessons 5; Assignment 4; Listening Excerpt 4; Written and Aural Test 2.
YEAR 8	
Term One	Lessons 24 to 28; Revision Lessons 6 and 7; Assignment 5; Listening Excerpt 5.
Term Two	Lessons 29 to 34; Revision Lesson 8; Assignment 6; Listening Excerpt 6; Written and Aural Test 3.
Term Three	Lessons 35 to 40; Revision Lessons 9 and 10; Assignment 7; Listening Excerpts 7 and 8.
Term Four	Lessons 41 to 44; Revision Lesson 11; Assignment 8; Written and Aural Test 4.

The above timetable can also be adapted for other variations of this lesson timing by adjusting the number of lessons and associated activities completed each term.

In a program where lessons are much less than 50 minutes, teachers should complete the preparation and conscious (written) activities as first priority, with the practice activities (including the aural activities and canon singing) next and the other activities being done if time permits.

The Level 1 Teacher Resource Package – Teacher Book and Digital and Online Resources

The **Teacher Book** of **Musicianship and Aural Training for the Secondary School, Level 1, 2nd Edition** includes the entire Student Book (with the same page numbers) with the inclusion of the answers (grey ink is used to show text information not shown in the student edition) and the necessary dictation information (such as the melodies and rhythms etc).

In addition, **two pages of Teacher Activities** have been included on the two previous pages of the written lesson that it relates to. These give detailed lesson suggestions based on a sequential and developmental approach to music teaching.

By using the unique access number supplied at the bottom right of the title page of this text, teachers will be able to access many **digital and online resources** such as a digital copy of the text, the song, canon and game material referred to in the text, assignment assessment sheets, written and aural examinations, curriculum planning documents, reporting and assessment documents and much more. See www.dsmusic.com.au/digitalresources for more information.

The Lessons

The first part of the student book contains 44 two page lessons intended as the written segment of a music lesson lasting for approximately 40 to 60 minutes. The information taught in these written lessons should be prepared for in previous lessons and practised in all lessons that follow.

In the Teacher Book, on the two pages prior to each lesson from the student book, are the corresponding Teacher Activities. Note that these are suggested activities only and should be adapted as required.



The ladder symbol means that this activity is for advanced students or can be used as an extension activity.

Essential Lesson Components

There are many suggested activities for each lesson. This table gives the order of importance for these activities.

Essential Lesson Activities	<ul style="list-style-type: none"> ▪ Rhythmic and Melodic Preparation Activities ▪ Elements Taught Consciously (Written Activities)
Activities of Moderate Importance	<ul style="list-style-type: none"> ▪ Rhythmic and Melodic Practice Activities ▪ Aural and Theory Activities ▪ Suggested Canons and Games ▪ Listening Excerpts (which show theory and aural concepts in real contexts)
Supplementary Activities	<ul style="list-style-type: none"> ▪ Revision Lessons ▪ Written and Aural Tests ▪ Assignments ▪ Supplementary Worksheets ▪ IWB/Sibelius Activities ▪ Instrumental Activities ▪ Puzzles