

Muziek als Vak Masterclass Weekend April 2022

PROGRAMME

Saturday April 9

| | <i>Foyer Conservatoire</i> | <i>Studio 2</i> | <i>Studio 4</i> | <i>Conservatoriumzaal</i> | <i>Room 5.25</i> | <i>Room 5.37</i> | <i>Room 5.38</i> |
|-------------|---|---|--|---|---|------------------|------------------|
| 9.00-10.00 | Welcome and registration | Kodály introduction workshop for beginners: Elementary solfa and rhythm language <i>Daniël Salbert</i> | | | | | |
| 10.00-10.45 | | | | Opening and singing: Choir rehearsal <i>László Nemes</i> | | | |
| 11.00-13.00 | | Designing musicianship activities: Activities for the instrumental music lesson <i>Suzanne Konings</i> | Kodály in the music classroom: Older beginners in primary schools <i>Tim Tomassen</i> | László Nemes workshop theme 1: Teaching with simple children's songs <i>László Nemes and Anouk Vinders</i> | Harmonic hearing and singing: Models of the classical music repertoire <i>Jaap Zwart</i> | | |
| 13.00-14.00 | <i>Stadskantine</i> | | | | | | |
| | Lunch break with optional workfield sessions around four themes: Research & Development; Music Schools; Primary Schools; Choir schools | | | | | | |
| 14.00-15.45 | | László Nemes workshop theme 2: Teaching with classical art music repertoire <i>László Nemes and Daniël Salbert</i> | Childrens choirs: Repertoire and vocal development <i>Anouk Vinders</i> | Solfège and intonation: Choral studies by Kodály, Kardos, Edlund <i>Suzanne Konings</i> | | | |
| 16.00-17.00 | | Songs & Games: Older beginners & advanced <i>Tim Tomassen</i> | Songs & Games: Early years/younger beginners <i>Anouk Vinders</i> | Rhythm class: Takadimi advanced skills <i>Carolijn Moulen Janssen and Daniël Salbert</i> | | | |

Sunday April 10

| | <i>Studio 2</i> | <i>Studio 4</i> | <i>Room 5.25</i> | <i>Room 5.37</i> | <i>Room 5.38</i> |
|-------------|---|---|---|---|------------------|
| 10.00-10.45 | Choir rehearsal in part groups SATB SA <i>Carolijn Moulen Janssen</i> | Choir rehearsal in part groups SATB TB <i>Daniël Salbert</i> | | | |
| 11.00-13.00 | László Nemes workshop theme 3: Teaching instrumental lessons, preparing the repertoire <i>László Nemes and Suzanne Konings</i> | Kodály in the music classroom: Form analysis with beginners and advanced students <i>Anouk Vinders</i> | Jazz solfège and vocal improvisation <i>Patricia Wisse</i> | Choir schools: Teaching music in Dutch Choir schools <i>Daniël Salbert and Ingrid Roig</i> | |
| 13.00-14.00 | <i>Stadskantine</i> | | | | |
| | Lunch break with optional workfield sessions around four themes: Research & Development; Music Schools; Primary Schools; Choir schools | | | | |
| 14.00-15.45 | László Nemes workshop theme 4: Teaching orchestral-choral repertoire - advanced level <i>László Nemes and Suzanne Konings</i> | Rhythm class: Takadimi for beginners <i>Carolijn Moulen Janssen and Daniël Salbert</i> | Songs & Games development: Choosing repertoire and lesson design <i>Tim Tomassen</i> | | |
| 16.00-17.00 | Closing and singing: Choir rehearsal and performance <i>László Nemes</i> | | | | |

Programme Muziek als Vak

Masterclass Weekend 9 and 10 April 2022

Koninklijk Conservatorium – Amare
Spuiplein 150 Den Haag

Saturday 9.00 - 10.00

Kodály introduction workshop for beginners: Elementary solfa and rhythm language
Daniël Salbert

In this workshop, participants who do not yet have much experience with the Kodály method can become acquainted with relative solmization and rhythm language on the basis of songs & games, practical examples and simple exercises. These two tools are essential in the Kodály method of connecting sound representation and music notation.

Saturday 10.00 – 10.45

Opening singing

Saturday 11.00 – 13.00

Designing musicianship activities: Activities for the instrumental music lesson
Suzanne Konings

The repertoire covered in the instrumental music lesson can be prepared in various ways by creating musicianship activities for it, which students can perform in small or larger groups. Analyzing the repertoire and using 'Kodály tools' can increase the understanding of what is being played. Another goal is to be able to play more from the inner image of the sound and to find points of contact for musical memory. The model lesson is followed by an analysis of the chosen activities, after which the participants design their own activities for a short piece. In the workshop some knowledge of relative solmization, rhythm language and the ability to read music notation fluently will be called upon.

Saturday 11.00 – 13.00

Kodály in the music classroom: Older beginners in primary schools
Tim Tomassen

How can you use the Kodály method if you start your music lessons in a class (e.g. in the upper years of primary school) that was not used to singing before, or to making music together? And where you can't rely yet on certain basic skills? You may even be completely new to the school. Which repertoire can you choose and how can you build skills that match the interests and pace of learning of the students? Also in this workshop, a model lesson will be followed by an analysis and an exchange of ideas for practice. The workshop is intended for classroom teachers and music teachers and for anyone who wants to see how you can create the conditions for learning music together with 'older beginners'.

Saturday 11.00 – 13.00

László Nemes workshop theme 1: Teaching with simple children's songs
László Nemes (& Anouk Vinders)

The first steps in the development of musical literacy come about in a careful and varied construction of the repertoire from an early age. By singing a lot and then approaching all these songs in different ways, you can work in a structured way on building practical musical skills (performing) and musical literacy (the beginning of learning to read and write music). László Nemes will teach a model lesson to see the options available when choosing certain songs, and to experience how the first steps can follow each other in a logical way. After the model lesson, the participants can choose a song together with László and Anouk and think about the strategy for using the song in a lesson situation. Suitable for classroom teachers and anyone who wants to understand the beginnings of the musical learning process.

Saturday 11.00 – 13.00

Harmonic hearing and singing: Models of the classical music repertoire

Jaap Zwart

In this workshop, Jaap Zwart will explore with the participants, while singing, the most important harmonic and melodic models that form the basis of the classical music repertoire. It is also possible to improvise from these models and larger musical forms are created in the process. In the second part of the workshop, the participants can also be the musical leaders themselves and try out how it works to sing polyphonic with a group based on the learned models. For the workshop, participants must be familiar with 'reading' the Curwen hand signs and be able to connect them to the sound via the relative solmization names. But because there will be singing in a group, the individual level of the participants does not have to be very advanced.

Saturday and Sunday 13.00-14.00

Lunch break with optional workfield sessions around four themes:

Research & Development; Music Schools; Primary Schools; Choir schools

Participants can join various 'theme tables' during lunch to meet colleagues from the field and exchange ideas. What is going on in the field of work? What is the need to continue working together? Which structures could be useful for this? A moderator will be present at each table to lead the discussion and collect outcomes for a possible follow-up.

Saturday 14.00-15.45

László Nemes workshop theme 2: Teaching with classical art music repertoire

László Nemes (& Daniël Salbert)

The musical repertoire from the classical era offers many starting points for further developing knowledge and skills in the field of form, harmony, melody and rhythm. The model lesson will show how you can get to know this music from the most important building blocks. What are those key building blocks and what tools can you use to enable active listening? The workshop does not require any special knowledge of the repertoire, but basic knowledge of solmization and rhythm language is desirable.

Saturday 14.00-15.45

Childrens choirs: Repertoire and vocal development

Anouk Vinders

In a new or existing children's choir you are always looking for beautiful and suitable repertoire. Preferably in a combination where a beautiful performance is possible, but in which the musical skills of the young singers are also trained in a playful and musical way. In addition, vocal development is also of great importance. Anouk will give practical examples in the workshop of how all these things can go hand in hand. In the second part of the workshop, we work with an assignment based on a song or choral piece for a children's choir.

Saturday 14.00-15.45

Solfège and Intonation: Choral studies by Kodály, Kardos, Edlund
Suzanne Konings

Kodály's 107 exercises in "Let us sing correctly" are about a systematic training of pure intonation. Two voices form the basis for a stable sound representation of the relationships between tones and their harmonic, dynamic meaning in a pentatonic context. Pál Kardos takes Kodály's work as a starting point with an extension to three and four voices in modal and tonal music. And Lars Edlund brings a new challenge by starting from a non-tonal idiom. In the workshop we will try out the exercises and analyze the structure of the methods and this will be applied in some choral pieces. This workshop will delve a little deeper into music theory and familiarity with solmization and the ability to analyze intervals and chords is desirable.

Saturday 16.00 – 17.00

Songs & Games: Older beginners & advanced primary school students

Tim Tomassen

Songs & Games: Early years / younger beginners

Anouk Vinders

Two practical workshops with a lot of repertoire for different target groups to end the first day of the course in an active way! Anouk Vinders and Tim Tomassen bring their years of experience as music teachers in primary schools to the workshops.

Saturday 16.00 – 17.00

Rhythm class: Takadimi advanced skills

Carolijn Moulen Janssen and Daniël Salbert

Takadimi works great for the early stages of music education, but in this workshop Daniël and Carolijn will work with the advanced options that the system offers. Think of polyphonic rhythms, irregular time signatures, antimetric figures and notation forms with note values other than the quarter note as a beat unit. Challenging rhythm exercises that will also be associated with exciting speech compositions.

Sunday 10.00 – 10.45

Choir rehearsal in part groups SATB

Carolijn Moulen Janssen and Daniël Salbert

Sunday 11.00 – 13.00

László Nemes workshop theme 3: Teaching instrumental lessons, preparing the repertoire

László Nemes (& Suzanne Konings)

The Kodály method offers many possibilities to apply 'prepare – present – practice' to repertoire that can be played in instrumental lessons. In the model lesson the participants experience what it is like to first get to know a piece of music from the perspective of musicianship activities. Then the process of how this came about is analyzed. And finally, the participants themselves will work on an assignment based on a simple instrumental composition. In the workshop some knowledge of relative solmization, rhythm language and the ability to read music notation fluently will be called upon.

Sunday 11.00 – 13.00

Kodály in the music classroom: Form analysis with beginners and advanced students

Anouk Vinders

You can experience musical form by moving. Emile Jacques-Dalcroze is known for this vision on music education. Increasingly, this method is also being integrated into Kodály-inspired music education. Anouk will work on beautiful examples with the participants, creating dance or movement to the music. The workshop also discusses how you can learn to develop such activities yourself.

Sunday 11.00 – 13.00

Jazz solfège and vocal improvisation

Patricia Wisse

In a different style and in a different genre, but with the same strategies, a number of jazz standards will be studied in order to hear and understand jazz harmony and melody. John Curwen's method from the 19th century is used to get to know this musical language through singing. The workshop is suitable for anyone who is already somewhat familiar with hand signs, chord symbols and relative solfa, but you don't have to be an expert in the jazz repertoire.

Sunday 11.00 – 13.00

Choir schools: Teaching music in Dutch Choir schools

Daniël Salbert and Ingrid Roig

In the Netherlands there are choir schools, such as the Koorschool Utrecht or the Koorschool Dordrecht. The Kodály method often forms the basis for the musical training of the young singers during the weekly rehearsals and accompanying solfège lessons. What does a lesson look like in which you study repertoire for your choir and at the same time pay attention to the systematic building of skills in listening, reading and notation of music? In addition to an example lesson, attention is paid to suitable material and the structure of the curriculum.

Sunday 13.00-14.00

Lunch break with optional workfield sessions around four themes:

Research & Development; Music Schools; Primary Schools; Choir schools

Follow-up of the lunch table conversations on Saturday

Sunday 14.00-15.45

László Nemes workshop theme 4: Teaching orchestral-choral repertoire - advanced level

László Nemes (& Suzanne Konings)

What strategies can you follow in studying music for orchestra and in the repertoire written for choir a cappella or for choir and piano? How do you make use of the skills that the singers have already acquired? The participants experience the method by singing themselves. The methodology is then analyzed and the participants apply it to shorter fragments of music. In this workshop an appeal is made to the more advanced skills in relative solmization and the ability to imagine how a piece sounds from reading the music notation.

Sunday 14.00-15.45

Rhythm class: Takadimi for beginners

Carolijn Moulen Janssen and Daniël Salbert

Metre and rhythm can be learned from the very beginning in a musical and structured way using the takadimi rhythm language as designed by Richard Hoffman in 'The Rhythm Book'. In the workshop the initial steps will be followed, both in the field of own skills and in the methodology for teaching practice. How do you use this practical tool in a way so that rhythmic skills and the understanding of rhythm notation can be learned in a structured way?

Sunday 14.00-15.45

Songs & Games development: Choosing repertoire and lesson design

Tim Tomassen

Songs & games as a proven means to break the ice in every group, to start making music together, to challenge students' creativity and to lay the foundation for future steps in music lessons. Tim Tomassen will perform different types of games with the participants in this workshop. What are the games about? What could you achieve with it? What should the students already be able to do for a certain song & game and what do they learn from it? What is the relationship between the game and the music? All aspects that will receive attention in the second part of the workshop when it comes to lesson design.

Sunday 14.00-15.45

Closing and singing: Choir rehearsal and performance

László Nemes