

Kodály Presentation

Del Valle ISD Training



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Kodály Pedagogical Lesson Format

Outcome

- Primary Lesson Objectives

Introductory Activities

- Warm-up

- Sing Known Songs

- Develop Tuneful Singing

- Review Known Songs and Melodic/Rhythmic Elements

Core Activities

- Teach New Song

- Develop Knowledge of concept

 - Kinesthetic/Aural/Visual Activities

- Creative Movement/Game

- Practice & Perform musical concept

 - Reading/Writing/Improvisation

Summary Activities

- Review New Song

Outcome

Preparation:

Internalize the 1st pentatonic scale through kinesthetic activities.

Practice:

Read syncopation in four beat patterns.

Warm-up

Troika

Review Known Songs

Above the Plains

- CSP: C
- Ss sing the song in canon after four beats.
- Ss perform the rhythm of the last four beats as an ostinato into the next song.

C-Line Woman

- CSP:A
- Ss sing and conduct.

Above the Plain

$\text{♩} = 75$

A - bove the plain, of gold and green, a young boy's head, is
s d r m d m f s d' s f m s

5

plain - ly seen, a hoo - ya hoo - ya hoo - ya ya swift - ly flow - ing riv - er, a
m r d s, d d r r m s s m m r r d d s,

8

hoo - ya hoo - ya hoo - ya ya, swift - ly flow - ing riv - er.
d d r r m s s m m r r d d

Sea Lion Woman

Informant/Performer:
Katherine and Christine Shipp
Byhalia, MS, 1939

Source:
Library of Congress AFS 3008 B3
Collected by Herbert Halpert

$\text{♩} = 100$

Sea lion wo - man, See - lah
She drink cof - fee, See - lah
She drink tea, See - lah
And the gan - der lie, See - lah

The musical notation consists of four staves of music in G major (one sharp) and 2/4 time. The tempo is marked as quarter note = 100. The lyrics are written below the notes. An asterisk is placed above the note for 'lion' in the first line and above the note for 'tea' in the third line.

* this note sung slightly lower on recording

Transcribed by Gail Needleman

2. Way down yonder, See-lah
Hind the log, See-lah
And the rooster crowed, See-lah
And the gander lied, See-lah.
(Repeat verse 1)

Additional verses from Nina Millen, *Children's Games from Many Lands*:

3. Way down yonder, See-lah
About the sun, See-lah
My momma called me, See-lah
A sugar plum, See-lah.

5. If I live, See-lah
To get twenty-one, See-lah
I'm going to marry, See-lah
Somebody's son, See-lah.

4. Old Rabbit hip, See-lah
Old Rabbit hop, See-lah
Old Rabbit bit, See-lah
My turnip top, See-lah.

6. See that man, See-lah
With the blue shirt on, See-lah
You'd better leave, See-lah
That man alone, See-lah.

Background Information

(from recording)

Katherine Shipp: "I learned it when I was small too... a little puppy, really."

Christine Shipp: "We sang this song when we were playing, we just sang it cause we wanted to have something to be saying, we didn't know much of anything to play, we just sang this song... there wasn't any action at all, we were just movin' around and jumpin' around from place to place."

Sea Lion Woman

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* this note sung slightly lower on recording

Transcribed by Gail Needleman

Develop Tuneful Singing

Cock Robin

- CSP: A
- Lips Trills
- Vowels

Review Known Songs & Elements

Canoe Song

- CSP: A
- Ss sing song.
- Group 1 sings song, Group 2 sings ostinato
 - Switch
- Ss sing song in canon using solfege and Rhythmic Notation.
- T sings phrase of Jim Along Jose, Phoebe in her petticoat, Old Mr. Rabbit or other known songs that use the solfege l s m r d low la and low s.
- Ss echo sings

Canoe Song



Phoebe in her Petticoat

$\text{♩} = 90$

The image shows a musical score for the song 'Phoebe in her Petticoat'. It consists of two staves of music in G major (one sharp) and 4/4 time. The tempo is marked as quarter note = 90. The first staff contains the first six measures of the melody, and the second staff contains the final two measures. The lyrics are written below the notes, with syllables aligned under the corresponding notes. The lyrics are: 'Phoe-be in her pet-ti-coat m r d d r d l, Phoe-be in her gown s Phoe-be in her pet-ti-coat m r d d r d l, Go - ing down to town. d m m r d'.

Phoe-be in her pet-ti-coat m r d d r d l, Phoe-be in her gown s Phoe-be in her pet-ti-coat m r d d r d l,

7
Go - ing down to town.
d m m r d

Old Mr. Rabbit

$\text{♩} = 80$

Old Mis - ter Rab - bit you've got a migh - ty ha - bit of

3
jump - ing in my gar - den and eat - ing all my cab - bag - ges.

Teach New Song

On the Long Road of Iron

Develop Knowledge of music literacy concepts

Develop Knowledge of music literacy concepts

Internalize music through kinesthetic activities.

Land of the Silver Birch

- CSP: E
- Ss sing the song.
- T directs Ss in two part canon.
- Ss sing song and point to a representation of the melodic contour of the target phrase (3) at the board.
- Ss sing the target phrase and clap the melodic contour.
- Ss turn to face partners, sing and show melodic contour as a pair, each mirroring the other's claps.
- Ss sing song with rhythm syllables while showing the melodic contour.

♩ = 80



land of the sil-ver birch home of the bea-ver where still the migh-ty moose
l, l, l, m m m l, l, l, m m l s l s m d

7



wan-ders at will. Blue lake and rock-y shore,
r d r m l s l s m d

11



I will re-turn once more. boom di-di boom boom boom di-di boom boom
r d r m d l, l, l, l, l, d l, l, l, l, d

15



boom - di - di boom boom boom.
l, l, l, l, d l,

Grade 4 Unit 3 Lesson 1: Singing and Movement: Kinesthetic

Sing and point to the 3rd phrase of *Land of the Silver Birch*



Creative Movement

Weevily Wheat

- CSP:A
- Ss sing the song and play game.
- Add rhythmic accomp.
- Add melodic Ostinato

Practice and Performance of music literacy concepts: Reading





$\frac{2}{4}$ 







Reading ♪♪ ♫ using rhythm syllables & rhythmic notation

“Russian Sailor’s Dance,” from *The Red Poppy*, Op.70, by Reinhold Gliere (1875-1956)



Grade 4 Unit 4 Lesson 1: Reading the La Pentatonic Scale

Reading *la pentatonic* using hand signs



Reading *la pentatonic* using solfège syllables



Reading *la pentatonic* using standard notation

Musical notation for the La Pentatonic Scale in standard notation on a single staff. The notes are quarter notes: C, D, E, F, G.

Blue lake and rock-y shore, I will re - turn once more.
l s l s m d r d r m d l,



Mikrokosmos, vol.3, no. 78 by Bela Bartok

Grade 4 Unit 4 Lesson 2: Writing

Writing

Let's write in the missing solfège syllables.

Land of the Silver Birch (phrase 3)



1

Let's write phrase 3 of *Land of the Silver birch* on the staff using different *do* positions.



F = do



G = do

Grade 4 Unit 4 Lesson 3: Improvising using the la pentatonic scale

Let's improvise using rhythmic patterns that contain the la pentatonic scale

Question



1, 1, 1, mm m 1, 1, 1, m m

Answer I



1, 1, 1, mm m 1, 1, 1, 1, 1,

Answer II



1, 1, 1, mm m 1, 1, 1, d 1,

Answer III



1, 1, 1, mm m r d d 1, 1,

Compose your own Question



Compose your own Answer I



Compose your own Answer II



Compose your own Answer III



Grade 2 Unit 2 Lesson 1: Singing and Movement: Kinesthetic

Sing and point to the 3rd phrase of *Bow Wow Wow*



Grade 2 Unit 2 Lesson 2: Describe what you hear: Aural Awareness

Let's sing phrase 3 of *Bow Wow Wow* on "loo" and keep the beat before answering each question below.

1. How many beats did we tap?

2. Which beat has the lowest pitch?

Grade 2 Unit 2 Lesson 3: Make a Picture of What You Hear: Visual Awareness

Create a visual representation of the 3rd phrase of *Bow Wow Wow*



Grade 2 Unit 2 Lesson 3:

Make a Picture of What You Hear: Visual Awareness



1. Write the rhythm of the third phrase of *Bow Wow Wow*.
2. Add in the beats, barlines and time signature.
3. Write in the solfège and low for the missing note.

4

Grade 2 Unit 2 Lesson 4: Label the sound

A low sound a skip below *mi* is called *do*.

do



Let's sing the third phrase of *Bow Wow Wow* with solfège and hand signs.

sofège

so so so la so mi do

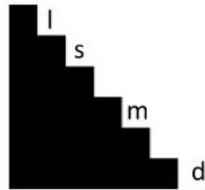
hand signs



Grade 2 Unit 2 Lesson 5: Notating: Record what you hear

Notate what you hear with traditional notation & solfège syllables.

Write the solfège on the tone ladder.



Bow Wow Wow: rhythmic notation & solfège

$\frac{2}{4}$
d d d m m m m s s s l s m d Bow Wow Wow

Standard Staff Notation

d Bow wow wow, who's dog art thou?
Lit - tle Tom - my Tuck - er's dog, bow wow wow

Grade 2 Unit 2 Lesson 5: Notating: Record what you hear

Write the solfège on the tone ladder



Write in the missing solfège under the rhythmic notation



Write in the missing solfège under the standard notation

d Bow wow wow, who's dog art thou?

Lit - tle Tom - my Tuck - er's dog, bow wow wow

Grade 2 Unit 3 Lesson 1: Reading *do*

Reading *do* using hand signs



Reading *do* using solfège syllables

$\frac{2}{4}$ ♩ ♩ | ♩ ♩ | ♩ ♩ | ♩ ♩ | ♩ ♩ | ♩ ♩ | ♩ ♩ | ♩ ♩ | ♩ ♩ | ♩ ♩ | ♩ ♩ ||

d d d m m m m s s s l sm d Bow Wow Wow.

Reading *do* using standard notation

d Bow wow, who's dog art thou?

Little Tommy Tucker's dog, Bow Wow Wow.

Grade 2 Unit 3 Lesson 3: Improvising using *do*

Let's improvise using melodic patterns that contain *do*

The Question!

s s s l s m s

fold in half

The Answers!

A) $\frac{2}{4}$
s s s l s m d

C) $\frac{2}{4}$
s s s d s s d

B) $\frac{2}{4}$
s m d m s m d

D) $\frac{2}{4}$
d m d m s m d

Grade 2 Unit 3 Lesson 3: Improvising using *do*

A) | ♪♪ ♪♪ | ♪♪ ♪ |

dm sm mm m

B) | ♪♪ ♪♪ | ♪♪ ♪ |

ss sl sm d

Create the following compositions.

ABBA

AABA

Improvisation Activities

Grade 1 Unit 4 Lesson 3: Improvising using  

Let's improvise using rhythmic patterns that contain  

The Question!



The Answers!



Improvisation Activities

Grade 1 Unit 3 Lesson 3: Improvising using



A) 

C) 

B) 

Create the following compositions.

ABCA

????

AABC

First Semester

1st Nine Weeks

Tuneful Singing: Develop the singing voice, aiming for accuracy in pitch and extension of the head voice. (5 lessons, page 225 Kodály in the Kindergarten Classroom).
*Good time to work on the **4 voices** (which KCP text does not cover. Gagne does).

Loud/Soft: Identify changes in dynamics as "louder" or "softer" in live and recorded performances (5 lessons, page 243 Kodály in the Kindergarten Classroom).
K.4B

Applicable process TEKS: K.2A, K.2B, K.3A, K.3B

2nd Nine Weeks

Beat: Listen to music and identify the pulsation or inner-energy of the song (5 lessons, page 258 Kodály in the Kindergarten Classroom).
K.4A

High/Low: (Up/Down) Aurally identify large changes in pitch or register as "higher" or "lower" in live and recorded performances (5 lessons, page 272 Kodály in the Kindergarten Classroom).
K.1A, K.4B

Applicable process TEKS: K.2A, K.2B, K.3A, K.3B

Second Semester

3rd Nine Weeks

Fast/Slow: Aurally identify changes in tempo as "faster" or "slower" in live and recorded performances (5 lessons, page 285 Kodály in the Kindergarten Classroom).
K.4B

High/Low: (Melody) Aurally identify any significant changes in melody "high" or "low" in live and recorded performances (5 lessons, page 299 Kodály in the Kindergarten Classroom).
K.1A, K.4B

Applicable process TEKS: K.2A, K.2B, K.3A, K.3B

4th Nine Weeks

Beat/Rhythm: Distinguish between the pulsation of the music and the "way the words go." Identify long/short. Be able to demonstrate the difference by clapping and/or using body percussion.
(5 lessons, page 312 Kodály in the Kindergarten Classroom).
K.4A

Applicable process TEKS: K.2A, K.2B, K.3A, K.3B

First Semester

1st Nine Weeks

UNIT 1: Review Kindergarten Concepts: Use basic music terminology in describing musical sounds. Use tuneful singing. Distinguish between four voices, loud/soft, beat/rhythm, high/low, fast/slow in musical performances.

1.1A, 1.1B, 1.1C, 1.2B, 1.5A, 1.6A

(5 lessons, p. 141-151 *Kodály in the 1st Grade Classroom*)

UNIT 2: Quarter Note/Two Eighth Notes  : Aurally identify, read, write and create simple examples of music notation using one and two sounds on a beat. (5 lessons, p. 151-163 *Kodály in the 1st Grade Classroom*)

1.1A, 1.2A, 1.3A, 1.4A

Applicable process TEKS introduced: 1.3B

2nd Nine Weeks

UNIT 3: so – mi  : Aurally identify and sing two pitches (one higher, one lower) a skip apart. (5 lessons, p. 163-176 *Kodály in the 1st Grade Classroom*)

1.2A, 1.2B, 1.3A, 1.5A

Music Terminology: Use music terminology to describe and perform changes in tempo (including *allegro/largo*) and dynamics (including *forte/piano*).

1.1B, 1.2A, 1.3B

Applicable process TEKS introduced: 1.3B, 1.5B

Second Semester

3rd Nine Weeks

UNIT 4: Quarter Rest : Aurally identify, read, write and create simple examples of music notation using a beat with no sound. (5 lessons, p. 176-190 *Kodály in the 1st Grade Classroom*)

1.1B, 1.2A, 1.3A, 1.3B

UNIT 5: /a : Aurally identify and sing a pitch that is a step higher than *so*; Aurally identify and sing songs in the tone set of a three-note child's chant. (5 lessons, *Kodály in the 1st Grade Classroom* p. 190-200)

1.2A, 1.2B, 1.3A, 1.4B

Strong/Weak: Aurally identify strong and weak beats. 1.6A

Applicable process TEKS introduced: 1.3D

4th Nine Weeks

UNIT 6: Duple Meter 2/4: Sing, play, read, and write songs written in duple meter. (5 lessons, p. 200-214 *Kodály in the 1st Grade Classroom*)

1.1B, 1.2A, 1.2B, 1.3A, 1.3B 1.4A

Timbre: Visually and aurally identify instrument families, adult voices, and children's voices.

1.1A, 1.1B

Interdisciplinary Concepts: Identify simple relationships between music and other subjects.

1.5B

First Semester

1st Nine Weeks

Review 1st Grade Concepts: Use music terminology to explain sounds and performances. Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and

same/different in musical performances. Use:  2\$

 (5 lessons, p. 157-166 *Kodály in the 2nd Grade Classroom*)
2.1B, 2.6A

do : Aurally identify, read, write and sing a pitch a skip lower than *mi*. (5 lessons, p. 166-179 *Kodály in the 2nd Grade Classroom*)
2.2A, 2.2B, 2.3A, 2.3B

Applicable process TEKS introduced: 2.4B, 2.5B, 2.6A

2nd Nine Weeks

Form: Aurally identify and label musical form.
2.1C

Music Terminology: Use music terminology to describe and perform changes in tempo (including *presto/moderato/andante*) and dynamics (including *fortissimo/pianissimo*).
2.1B, 2.2A

Half Note/Rest /W: Aurally identify, read, write and create simple examples of music notation using a note or rest that lasts for two beats. (5 lessons, p. 179-191 *Kodály in the 2nd Grade Classroom*)
2.2A, 2.4A

Applicable process TEKS introduced: 2.3B, 2.5A, 2.6A

Second Semester

3rd Nine Weeks

re : Aurally identify, read, write and sing a pitch between *mi* and *do*. (5 lessons, p. 191-204 *Kodály in the 2nd Grade Classroom*)
2.2A, 2.2B, 2.3A, 2.3B

Timbre: Visually and aurally identify instrument families and choral voices.
2.1A, 2.1B

Four Sixteenth Notes : Aurally identify, read, write and create simple examples of music notation using four sounds on a beat. (5 lessons, p. 204-216 *Kodály in the 2nd Grade Classroom*)
2.3A, 2.3B

Applicable process TEKS introduced: 2.4A, 2.5B

4th Nine Weeks

do Pentatonic: Aurally identify, read, write and sing songs with five pitches *do-re-mi-so-la*, where *do* is the tonal center. (5 lessons, p. 216-230 *Kodály in the 2nd Grade Classroom*)
2.2B, 2.3A, 2.4B

Four-Beat Meter : Sing, play, read, and write songs written in four-beat meter. (5 lessons, p. 233-242 *Kodály in the 2nd Grade Classroom*)
2.2B, 2.3A, 2.3B

Interdisciplinary Concepts: Identify simple relationships between music and other subjects.
2.5C

First Semester

1st Nine Weeks

Review 2nd Grade Concepts: Use music terminology to categorize and explain musical sounds. Distinguish between children's voices, adult voices, and instrument families. Use:

 (5 lessons, p.172-181 *Kodály in the 3rd Grade Classroom*)
3.1A, 3.1B, 3.2A, 3.6C, 3.6E

1 Eighth + 2 Sixteenth Notes SXC: Aurally identify, read, write and create simple examples of music notation using three sounds on a beat, not evenly distributed; the first sound being longer than the last two sounds. (5 lessons, p.184-194 *Kodály in the 3rd Grade Classroom*)
3.2A, 3.4A, 3.4C

Applicable process TEKS introduced: 3.3A, 3.3C, 3.6D

2nd Nine Weeks

Form: Aurally identify and label musical form.
3.1C

la,  : Aurally identify, read, write and sing a pitch a skip lower than *do*. (5 lessons, p.197-206 *Kodály in the 3rd Grade Classroom*)
3.2B, 3.4B, 3.4C

2 Sixteenths + 1 Eighth Note XCD: Aurally identify, read, write and create simple examples of music notation using three sounds on a beat, not evenly distributed; the first two sounds being shorter than the last sound. (5 lessons, p.209-218 *Kodály in the 3rd Grade Classroom*)
3.2A, 3.4A, 3.4C

Applicable process TEKS introduced: 3.3B, 3.5A, 3.6A

Second Semester

3rd Nine Weeks

so,  : Aurally identify, read, write and sing a pitch a step lower than *la*. (5 lessons, p.221-230 *Kodály in the 3rd Grade Classroom*)

3.2B, 3.2A, 3.3A, 3.3B, 3.4B

Music Terminology: Use music terminology to describe and perform changes in tempo and dynamics (including *mezzo piano/mezzo forte*).
3.2A, 3.2C, 3.3D, 3.3E, 3.6C, 3.6E

Teaching Internal Upbeat:
(5 lessons, p.233-242 *Kodály in the 3rd Grade Classroom*)
Applicable process TEKS introduced: 3.3D, 3.5B

4th Nine Weeks

do'  : Aurally identify, read, write and sing a pitch a skip higher than *la*. (5 lessons, p.245-254 *Kodály in the 3rd Grade Classroom*)
4.2B, 4.4B, 4.2A, 4.3A

Teaching External Upbeat:
(5 lessons, p.257-266 *Kodály in the 3rd Grade Classroom*)

Interdisciplinary Concepts: Identify simple relationships between music and other subjects.
3.5C

First Semester

1st Nine Weeks

Unit 1: Review 3rd Grade Concepts: Use music terminology to categorize and explain musical sounds. Distinguish between children's voices, adult voices, and instrument families. Use:

♪ ♪ ♫ ♪ ♪ sxc xcdeE



(5 lessons, p.181-190 Kodály in the 4th Grade Classroom)

4.1A, 4.1B, 4.6E

Applicable process TEKS introduced: 4.3A, 4.3C, 4.3D, 4.6D

Second Semester

3rd Nine Weeks

Instrument: All previously learned skills should be reinforced on an instrument.

5.1C, 5.2A, 5.2B, 5.3A, 5.3B, 5.3C, 5.3D, 5.4A, 5.4B, 5.4C, 5.6B

Unit 3: *la* Pentatonic: Aurally identify, read, write, and sing songs with five pitches *la, -do-re-mi-so-la* where *la*, is the tonal center. (5 lessons, p.206-217 Kodály in the 4th Grade Classroom)

4.2B, 4.3A, 4.4B, 4.4C

2nd Nine Weeks

Form: Aurally identify and label musical form.

4.1D

Unit 2: Syncopation aqa: Aurally identify, read, write and create simple examples of music notation using three sounds unevenly distributed over two beats.

(5 lessons, p.193-203 Kodály in the 4th Grade Classroom)

4.2A, 4.4A, 4.4C

Applicable process TEKS introduced: 4.3B, 4.5A, 4.5B, 4.6A

4th Nine Weeks

Music Terminology: Use music terminology to describe and perform changes in tempo and dynamics (including *mezzo piano/mezzo forte*).

4.2C, 4.3F, 4.6C, 4.6E

Applicable process TEKS introduced: 4.3E, 4.5C

Unit 4: Dotted-Quarter + Eighth Note ra: Aurally identify, read, write and create simple examples of music notation using two sounds distributed over two beats, the second sound occurring after the second beat. (5 lessons, p.220-231 Kodály in the 4th Grade Classroom)

5.2A, 5.3A, 5.4A, 5.4C

Interdisciplinary Concepts: Identify simple relationships between music and other subjects.

4.5D

Applicable process TEKS introduced: 4.3E, 4.5C

First Semester

1st Nine Weeks

UNIT 1 - Review 4th Grade Concepts: Use music terminology to categorize and explain musical sounds. Distinguish between children's voices, adult voices, and instrument families. Use:

Use:  SXC Xcd a  



(5 lessons, p. Kodály in the 5th Grade Classroom)

5.1A, 5.1B, 5.2A, 5.6E

Unit 1: fa o: Aurally identify, read, write and sing a pitch a whole step below *so* and a half step above *mi*. (5 lessons, p.234-245 Kodály in the 4th Grade Classroom)

5.1B, 5.2A, 5.3B

Unit 2: Three-Beat Meter 3\$: Sing, play, read, and write songs written in four-beat meter. (5 lessons, p.248-259 Kodály in the 4th Grade Classroom)

2nd Nine Weeks

Form: Aurally identify and label musical form.

5.1D

Unit 3: Low Ti:

(5 lessons, p.262-271 Kodály in the 4th Grade Classroom)

Unit 4: Dotted Eighth Note followed by a 16th note:

(5 lessons, p.274-285 Kodály in the 4th Grade Classroom)

Second Semester

3rd Nine Weeks

Instrument: All previously learned skills should be reinforced on an instrument.

5.1C, 5.2A, 5.2B, 5.3A, 5.3B, 5.3C, 5.3D, 5.4A, 5.4B, 5.4C, 5.6B

UNIT 5 - ti]: Aurally identify, read, write and sing a pitch a half step below *do*. (5 lessons, p. Kodály in the 5th Grade Classroom)

5.1B, 5.2A, 5.3B

4th Nine Weeks

UNIT 6 - Eighth note/Dotted-Quarter: Aurally identify, read, write and create simple examples of music notation using two sounds distributed over two beats, where both sounds occur on beat one. (5 lessons, p. Kodály in the 5th Grade Classroom)

5.2A, 5.3A, 5.3B, 5.4A, 5.4C

Music Terminology: Use music terminology to describe and perform changes in tempo and dynamics (including *mezzo piano/mezzo forte*).

5.3F, 5.3D

Applicable process TEKS introduced: 5.3B, 5.5A, 5.5B, 5.6A

Interdisciplinary Concepts: Identify simple relationships between music and other subjects.

5.5D

Ten Reasons Why

You should Try Kodály

By Kristopher Brown

