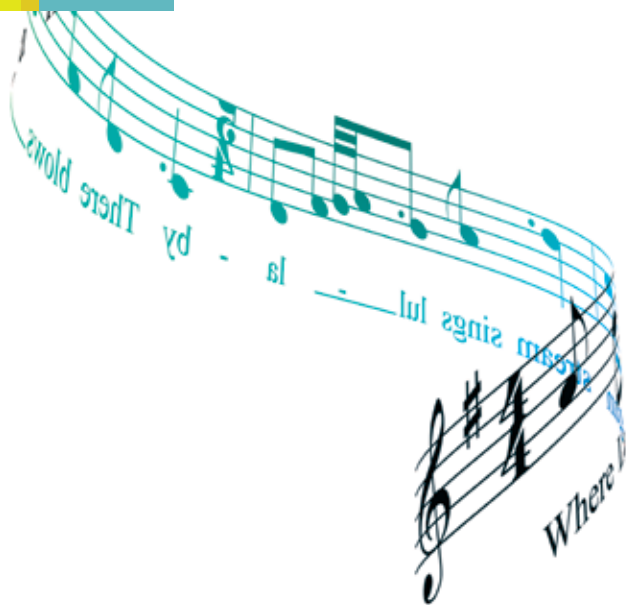


THE AMERICAN KODÁLY INSTITUTE

AT
LOYOLA UNIVERSITY MARYLAND
SCHOOL OF EDUCATION

Summer Master's Degree Program
in Kodály Music Education
including Kodály Certification



MUSIC IS A MANIFESTATION OF THE

HUMAN SPIRIT

— ZOLTÁN KODÁLY

SUMMER MASTER'S DEGREE PROGRAM IN KODÁLY MUSIC EDUCATION

- COMPLETED IN FOUR SUMMER SESSIONS
- DEGREE INCLUDES KODÁLY CERTIFICATION
- EVERY COURSE IS A MUSIC COURSE

MORE THAN JUST THE SUMMER!

- FREE SATURDAY WORKSHOPS
- WEEKLY SOLFA BLOG
- ONGOING FACULTY SUPPORT

Music finds its purest expression, reaches its greatest heights, not in concert halls and theaters visited only by a privileged few, but in the folk rhythms of cultures throughout the globe, in the songs of children in schoolyards, in the simple melodies parents croon to their infants.

We can all learn to perform, read, and truly appreciate music, but we must begin our educations very early, taught by skilled artists whose methods reflect the principles of child development, and whose first materials are drawn from the child's musical mother tongue—the traditional children's songs and folk songs of his own culture.

This is the philosophy of Zoltán Kodály, a 20th-century Hungarian music pedagogue, whose principles remain the guiding force behind the American Kodály Institute at Loyola University Maryland.





Zoltán Kodály with famed conductor Leopold Stokowski in 1967

ZOLTÁN KODÁLY

Deeply concerned about the music training available to children and teachers in Hungary in the 1920s, composer, ethnomusicologist, and educator Zoltán Kodály encouraged his colleagues and students to travel throughout Europe to discover the best models for teaching music. Their findings inspired a new approach to music education, rooted in child development, that integrates the most successful techniques and tools for music instruction. Based on singing, and now known internationally as Kodály Music Education, this method provides students—all students—with the ability to listen with understanding, perform with artistry, read, write, improvise, and compose music.

Kodály-trained teachers research and select songs and singing games to support the ethnic and cultural demographics of their student populations, so that each school's Kodály-based music program is a custom fit.

THE AMERICAN KODÁLY INSTITUTE

Established in 2000 by Amy Branum Huggins as a teacher training program and now part of Loyola University Maryland, the American Kodály Institute (AKI) offers a four-summer program leading to Kodály certification and a Master of Education in Kodály Music Education. One of the few programs in the world to offer certification combined with a master's degree, AKI is unique in its comprehensive approach, which develops participants' skills—both as musicians and as music educators—to remarkable levels, and incorporates practical applications of emerging research on how children learn music. The institute's faculty members are nationally and internationally known Kodály specialists with extensive experience in teaching children and training music educators.

AKI's offerings meet or exceed all requirements of the Organization of American Kodály Educators (OAKE) for Kodály certification programs.

AKI COURSES PROVIDE COMPREHENSIVE, CUTTING-EDGE TRAINING IN THE FOLLOWING AREAS:

Musicianship Folk Dance

Music Learning Theory Voice Development

SONGS AND SINGING GAMES FOR THE CLASSROOM

Choral Performance Conducting

Folk Song Collection and Analysis

KODÁLY METHODOLOGY Building and Playing Folk Instruments

DIRECTOR

AKI founder and director Amy Branum Huggins (shown right) is an internationally known Kodály master teacher and teacher trainer recognized as an authority on Kodály methodology and curriculum development. She is a frequent presenter at music educators' conferences and workshops, a sought-after mentor for student teachers, and author of several textbooks. She has served two terms as national vice president of OAKE, one term as OAKE Eastern Division president, and seven terms as president of Maryland United Specialists in Kodály.

Huggins holds an undergraduate degree from the Peabody Conservatory of Music and an M.A. in Music Education with Kodály Emphasis from Holy Names College.

LOYOLA UNIVERSITY MARYLAND

Established in 1852, Loyola University Maryland is a Catholic, Jesuit comprehensive university with more than 6,000 undergraduate and graduate students from across the country and around the world. Committed to preparing students to learn, lead, and serve in a diverse and changing world, Loyola is home to three distinct schools: Loyola College, home to its arts and sciences programs; the Sellinger School of Business and Management; and the School of Education, which houses the American Kodály Institute. While the School of Education celebrated its official launch in 2009, Loyola has been a leading provider of undergraduate and graduate teacher education for more than 50 years.



CREATE YOUR MUSIC



CURRICULUM

The Master of Education in Kodály Music Education includes 36 credits at four levels. Students generally complete their four levels during four consecutive summer sessions—three-week sessions for Levels I-III and a four-week session for Level IV. Students receive their Kodály certification following successful completion of Level III, and their master's degree following successful completion of Level IV and the retrieval system master's project.

Each of the first three levels includes four courses: Solfa (Sight Singing and Ear Training), Kodály Methodology, Kodály Materials (Songs and Games, Folk Instruments, Retrieval System), and Choral Studies (Conducting and Choir). Level IV consists of the following three core education courses: Foundations of Educational Research, Teaching Students with Special Needs, and Advanced Studies in Music Education. These courses are designed to broaden the student's knowledge of research and trends in the field of education, and are specifically geared toward practical applications in the music class.

All applicants take a Solfa Skills Assessment test to gauge their sight singing and ear training skills. Students in need of a brush-up in these areas begin their programs with a one-week Solfa Fundamentals prep course held the week prior to the start of Level I.

COURSES

PREP COURSE

(for selected students)

Solfa Fundamentals

An introduction/review of basic musicianship skills, including sight singing, rhythm reading, harmony, ear training, inner hearing, dictation, musical memory, improvisation, and part work.

LEVELS I - III

While course structure remains consistent throughout the first three program levels, Level I Methodology and Materials classes focus on music pedagogy and related song materials for children in pre-school through grade 2, Level II on grades 3 and 4, and Level III on grades 5 and 6. The pedagogical skill sequences of these three levels of Methodology and Materials are also appropriate for middle school music teachers of students in grades 6, 7, and 8, respectively, but different related song materials are selected for students who begin music literacy learning during the middle school grades.

Solfa

Develops participants' personal musicianship and their ability to use the pedagogical tools of movable-do solfa and rhythm syllables

Methodology

A sequential approach to vocal music pedagogy based on child development. Participants learn to plan and teach a curriculum, using folk and art songs as the core materials, that leads children to musicianship and musical literacy. Teachers learn techniques for developing music readiness, good vocal production, in-tune singing, aural discrimination, rhythm skills, melodic skills, part singing skills, and the foundations of music notation and reading.

Materials

Presented in two daily segments. In segment one, participants collect and learn folk songs, composed songs, singing games, and play parties that support the Kodály curriculum. In Level II, this segment includes strategies for teaching children to play the recorder in a Kodály setting. Students learn the principles of folk song analysis and create a retrieval system to organize materials for the teaching of tonal, rhythmic, and formal skills. Students have access to the computer lab and to laptop computers in the classroom, and have the option of notating the songs for retrieval systems using either the Finale or Sibelius music writing programs. In segment two, participants learn basic principles of accompanying children's singing by playing folk instruments. Level I focuses on Appalachian dulcimer, Level II on guitar, and Level III on five-string banjo. Level I and III students build and string their own dulcimers and banjos.

Choral Studies

Consists of one hour of conducting and one hour of choir each day. During the conducting segment, participants study core analysis/preparation and conducting techniques, including posture and stance, conducting patterns,

anacrusis, attacks, releases, and establishing and maintaining tempo. The music studied is especially appropriate for choirs of children and teens. In the daily choir segment, students engage in choral singing culminating in an evening performance at the end of the three-week session. Studies include interpretation, musical style, principles of choral singing, and application of solfa in learning new music.

LEVEL IV

Foundations of Educational Research

Students examine various approaches to research in music education, including historical/experimental methods, the survey, case study, and philosophical inquiry. The course focuses on quantitative and qualitative methodology. Students are encouraged to develop a basis for evaluating and understanding research in the field and to familiarize themselves with literature in the area of music education.

Teaching Students with Special Needs

Students learn strategies and materials for teaching exceptional students in the music class. Emphasis will be placed on recognizing learning and behavioral characteristics and meeting those challenges in an educational setting.

Advanced Study in Music Education

Students complete an in-depth study of Music Learning Theory, including theory, aptitude testing, practical applications in the classroom, and assessment. Dalcroze Eurhythmics principles and activities for the music class are also explored.

SOLFA FUNDAMENTALS

1-Week Session, immediately preceding Level 1 – KM 991 - Solfa Fundamentals (1 credit)

This course is required for students whose scores on the Solfa Skills Assessment Test indicate the need for a prep course before entering Solfa I. Others are welcome to enroll on an optional basis. This course is not counted among the 36 credits required to complete the Kodály master's degree.

LEVEL I

3-WEEK SESSION Required Courses

9 credits

KM 860 - Solfa I (2 credits)

KM 852 - Kodály Methodology I (2 credits)

KM 853 - Kodály Materials I (3 credits)

KM 856 - Choral Studies I (2 credits)

LEVEL II

3-WEEK SESSION Required Courses

9 credits

KM 960 - Solfa II (2 credits)

KM 952 - Kodály Methodology II (2 credits)

KM 953 - Kodály Materials II (3 credits)

KM 956 - Choral Studies II (2 credits)

LEVEL III

3-WEEK SESSION Required Courses

9 credits

KM 995 - Solfa III (2 credits)

KM 994 - Kodály Methodology III (2 credits)

KM 993 - Kodály Materials III (3 credits)

KM 992 - Choral Studies III (2 credits)

LEVEL IV

4-WEEK SESSION Required Courses

9 credits

ED 600 - Foundations of Educational Research (3 credits)

ED 900 - Advanced Study in Music Education (3 credits)

SE 769 - Teaching Students with Special Needs (3 credits)

Choir - (No credit)

FACULTY

American Kodály Institute faculty members are experts in their fields with rich experience teaching not only adult learners, but children from culturally and economically diverse backgrounds, in a wide variety of settings. Core faculty members are nationally known, certified Kodály specialists, while Level IV faculty members represent some of the most distinguished leaders and innovative thinkers in the broader field of education.

The faculty's commitment to, and interaction with, students continues beyond the summer session to include ongoing support during the school year, including

- Free Saturday workshops
- A weekly Solfa blog
- "Head Start" sessions for incoming Level I students
- Year-long advising on course projects and assignments

FACILITIES

Classes take place on the Evergreen campus of Loyola University Maryland, located in a residential neighborhood in north Baltimore. The University's Julio Fine Arts facility offers new classrooms, a recital hall, a concert hall, a state-of-the-art computer lab featuring Finale and Sibelius music writing software, and access to practice rooms with new pianos.

Nearby attractions include Baltimore's Inner Harbor, National Aquarium, the Baltimore Museum of Art, Walters Art Museum, Hippodrome Theater, Lyric Opera House, Oriole Park at Camden Yards, and M&T Bank Stadium.

Students who live more than 30 minutes away from campus are encouraged to stay in University residence halls during each three-week summer session. Loyola's McAuley Hall features two-bedroom apartments with a bathroom, kitchen, and living/dining area. The residence hall is within easy walking distance of the Julio Fine Arts wing.



MUSIC IS LIFE

LET US TAKE OUR CHILDREN SERIOUSLY!
EVERYTHING ELSE FOLLOWS FROM THIS...

ONLY THE
BEST IS GOOD
ENOUGH FOR
A CHILD.



— ZOLTÁN KODÁLY

APPLY YOUR HEART MIND SPIRIT APPLY YOURSELF

ATTEND A FREE SATURDAY WORKSHOP

- Meet AKI faculty members, students, and graduates.
- Explore the beautiful Evergreen campus.
- Attend presentations by top Kodály clinicians.
- Learn more about the Kodály master's program.

www.loyola.edu/kodaly/workshops

APPLY ONLINE

graduate.loyola.edu/graduate/application

TUITION/FEES

For current fees for application, tuition, books, equipment, and housing, please visit our website at

www.loyola.edu/kodaly

APPLICATION REQUIREMENTS

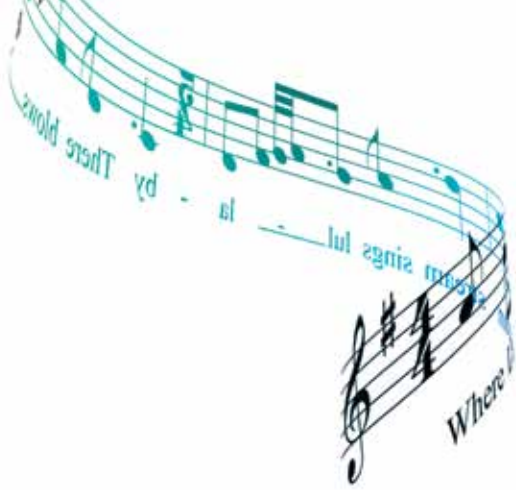
- Bachelor's degree in music or music education, undergraduate GPA of 3.0 or higher*
- Completed/signed application form
- Non-refundable application fee
- Official transcripts from each college/university attended
- Résumé or vitae
- Essay describing why you are seeking a master's degree in Kodály music education
- Two professional letters of recommendation
- Completion of the Solfa Skills Assessment test (Applicants must contact AKI director Amy Branum Huggins to make an appointment to take the test).
- International student supplemental documents (if student visa is needed)

*Students with undergraduate GPAs below 3.0 or whose major was in a subject other than music or music education can apply with permission from the AKI director, and must be able to demonstrate proficiency in musicianship, piano, music history, and music theory skills. Tutoring, participation in the Solfa Fundamentals course, and/or other course preparation may be required.

CONTACTS

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