

HOFSTRA UNIVERSITY SUMMER STUDIES IN MUSIC 2017

COURSE DESCRIPTIONS

First Steps in Music[®]

June 26 – June 30, 2017 (Monday-Friday, 8:15AM – 3:30PM)

Instructor: Rachel Grimsby

(MUS 273J) 3 Graduate Credits

or

(MUS 273JC) Non-Credit for 30 Professional Development Hours

The First Steps in Music curriculum is designed to prepare children to become musical in by being Tuneful, Beatful, and Artful. *First Steps in Music for Infants and Toddlers* provides developmentally appropriate activities that are well suited for children under three years old with their caregivers. *First Steps in Music for Preschool and Beyond* provides activities for children as young as three but appropriate for any aged child that needs to further develop their tuneful, beatful, and artful abilities. Folk songs and rhymes as well as classical music are the primary source materials that are used to develop their musical minds and abilities. Created by Dr. John Feierabend, this pedagogical approach contains everything you need to lead a music class for preschool and early elementary students, including: Echo Songs, Call-and-Response Songs, Simple Songs, SongTales, Action Songs, Circle Games, Beat Motion Activities, and more. Ample time will be spent on exploring complete lesson plans for a three-year curriculum. Participants who successfully complete this course will receive an official certificate of completion from the Feierabend Association for Music Education (FAME). *Enrollment limited.*

Conversational Solfege[™] – Beginning Music Literacy

June 26 – June 30, 2017 (Monday-Friday, 8:15AM – 3:30PM)

Instructor: Craig Knapp

(MUS 273H) 3 Graduate Credits

or

(MUS 273HC) Non-Credit for 30 Professional Development Hours

Conversational Solfege is a pedagogical method created by Dr. John Feierabend that develops musical literacy. Conversational Solfege is for children who have already developed their tuneful, beatful, and artful skills and are ready to develop a deeper understanding of rhythm and melody. Conversational Solfege develops an understanding of music through the use of rhythm syllables and solfege syllables at a conversational level, and then gradually evolves into traditional notation. Through carefully sequenced activities, Conversational Solfege enables students to joyfully assimilate the skills and content necessary to be musically literate. Patterns, folk songs, poetry, rhymes and classical music are the primary source materials that are used to develop those musical skills. Ample time will be spent on creating effective lesson plans and opportunities for peer teaching will be made available. Participants who successfully complete this course will receive an official certificate of completion from the Feierabend Association for Music Education (FAME). *Enrollment limited.*

Note: Participants may only enroll in one level of FAME certification. First Steps and Conversational Solfege CANNOT be taken concurrently.

Orff-Schulwerk Teacher Education Program – Level I

July 10-21, 2017 (Monday-Friday, Week 1 and Monday-Friday, Week 2, 8:15AM – 3:45PM)

Instructors: Billy Ferguson, Kerri Lynn Nichols, Donna Basile, and James Cottone

Level I (MUS 270A) 3 Graduate Credits

or

Level I (MUS 270AC) Non-Credit for 60 Professional Development Hours

Orff-Schulwerk Teacher Education Program – Level II

July 10-21, 2017 (Monday-Friday, Week 1 and Monday-Friday, Week 2, 8:15AM – 3:45PM)

Instructors: Billy Ferguson, Kerri Lynn Nichols, Donna Basile, and James Cottone

Level II (MUS 270B) 3 Graduate Credits

or

Level II (MUS 270BC) Non-Credit for 60 Professional Development Hours

Orff-Schulwerk is a creative approach to teaching and learning music through speaking, singing, playing instruments and moving. Created by composers Carl Orff and Gunild Keetman, the Schulwerk is an exciting way to teach and learn music. This 10-day course is for music teachers who wish to make music education a joyful, creative experience for both teachers and students through the Orff-Schulwerk process. Hofstra continues its long tradition of Orff-Schulwerk Teacher Education with a distinguished faculty. The program focuses on curriculum planning to meet New York State and NAfME National Standards. The course follows the curriculum approved by the American Orff-Schulwerk Association (AOSA). Each day includes ensemble, pedagogy, recorder, movement, and a special topics hour.

- Level I will include three hours of pedagogy, one hour of soprano recorder, 75 minutes of basic movement and a special topic. Instruction will cover Orff techniques, rhythmic and melodic training, improvisation, the study of pentatonic scales, the ostinato, simple bordun accompaniments, and elemental forms.
Prerequisite for Level I is the ability to read, write, and analyze music.
- Level II is for anyone who has successfully completed an AOSA approved Level One course. Instruction will review Level I techniques with further expansion of rhythm; melodic development of pentatonic and diatonic modes; harmonization to include moving bordun, shifting triad and non-functional harmonic accompaniments; movement and instrumental improvisation, extended forms, and the continuation of the soprano recorder with the introduction of the alto recorder. Students will learn the process for teaching and creating folk dances. Students will teach a short lesson demonstrating Orff process.
Prerequisite for Level II is satisfactory completion of Orff-Schulwerk Level I.

Note: Participants may only enroll in one level of Orff-Schulwerk certification. Levels I and Level II CANNOT be taken concurrently.

FACULTY

Rachel Grimsby

First Steps in Music[®]

Rachel Grimsby has 14 years experience in elementary music education. She holds a B.M.Ed. from East Carolina University and a M.M.Ed from the Hartt School of Music, University of Hartford. She has obtained all certification levels in Orff, Kodály, and FAME. She is a teacher trainer for both Conversational Solfege levels one and two, and First Steps in Music. Rachel is a frequent clinician for general music and music literacy, presenting at the local, state and national levels (including AOSA and FAME National Conferences). Most recently Rachel has presented in a teacher research poster session on literacy and music, held FAME trainings at George Mason University, and teaches First Steps in Music at Hofstra University. Rachel is a member of the National Association of Music Educators, Organization of Kodaly Educators, and the American Orff-Schulwerk Association. Rachel is a founding member of the Feierabend Association of Music Education, and currently serves on the FAME Board of Directors as Secretary. Rachel is also blessed with an amazing family; her husband Greg, daughter Annabelle and son Benjamin.

Craig Knapp

Conversational Solfege[™] – Beginning Music Literacy

Craig Knapp teaches Classroom Music and Chorus, grades 3 through 5, at the Joseph A. Edgar Intermediate School in the Rocky Point School District, where he teaches his elementary music students through Conversational Solfege. Craig has studied closely with Dr. John Feierabend earning OAKE and FAME certification, and is now a FAME endorsed Teacher Trainer. With his innovative and energetic approach to music education, Craig Knapp directs the Metropolitan Youth Orchestra of New York's Children's Treble Choirs (www.myo.org), where he has conducted at Carnegie Hall and Lincoln Center. He has conducted several commissioned pieces by renowned composers including Nick Page and Jim Papoulis. Craig has presented elementary classroom music and choral workshops at various state, regional and national music education conferences and has been a guest conductor for many All-County and regional honor choirs throughout the Northeast. Mr. Knapp is a Past-President of Suffolk County Music Educators' Association and is actively involved with New York State School Music Association, currently serving on their Curriculum Committee. He is an Adjunct Assistant Professor and the Administrative Program Coordinator for the Orff-Schulwerk Summer Studies at Hofstra University. Craig is the Membership Chairperson for the Long Island Chapter of the American Orff-Schulwerk Association. Craig Knapp is a Lifetime Member of the Feierabend Association for Music Education and serves on their Board of Directors as Member at Large.

Billy Ferguson

Orff-Schulwerk Teacher Education Program Level I – Pedagogy & Ensemble, Special Topics

Billy Ferguson is a 27-year veteran of music education in Texas public schools. He is currently the music specialist at McKamy Elementary in the Carrollton-Farmers Branch ISD. Billy completed Orff levels 1 and 2 at the University of Nevada in Las Vegas and Level 3 and Master Class at the University of Memphis. In 2008 he attended the International Summer Course for Movement and Music Education at the Orff Institute in Salzburg, Austria. His Orff ensemble was invited to perform at the Texas Music Educators Convention in 2007, 2014 and 3 times he has been named Teacher of the Year. Billy has presented workshops at local, state and national level. He is the Past President of the North Texas Chapter of AOSA and is very excited about sharing his passion for music education with the teachers and students at Hofstra University.

Kerri Lynn Nichols

Orff-Schulwerk Teacher Education Program Level II – Pedagogy & Ensemble, Special Topics

Kerri Lynn Nichols has been a teacher of Orff-Schulwerk for twenty-eight years, receiving her Master level Orff certification from UC Santa Cruz and the University of Memphis and attending the international course at the Mozarteum in Salzburg, Austria. She is a composer, recording artist, choreographer and accomplished vocalist. Her compositions, choreography and musicals have been commissioned for community projects with children and dance companies such as Kaleidoscope and Enertia of Seattle and local children's theatre groups. Ms. Nichols has taught all ages in both the public and private sectors and has presented multiple workshops for state, national and international conferences. She was the guest presenter for The Chinese Orff Association in 2010, where she trained 150 teachers from the various provinces and returned in the fall of 2013 to extend that work. She has designed and implemented courses for educators in music through movement, academic integration and brain-based learning. Currently, she teaches kindergarten at Southworth Elementary in Yelm and directs The Olympia Peace Choir, which she founded. Ms. Nichols is the author of several books and recordings for educators and children. The core of her work is to encourage others to become aware of their abilities and gifts through the magic of music and movement.

Danna Pasile

Orff-Schulwerk Teacher Education Program Level I and Level II – Recorder

Donna Basile teaches music in grades 3-5 in the Harborfields School District in Greenlawn, New York. Donna has been a clinician for PEAK festivals in Nassau, Suffolk and Ulster counties and has presented recorder workshops on the local, state and national levels. Ms. Basile holds degrees in both music and special education. She is also a member of the Recorder Orchestra of New York, a member of the Suffolk County Music Educators' Association Executive Board as chairperson for the SCMEA Recorder Festival and is a Past-President of the Long Island Orff-Schulwerk Association. Ms. Basile is one of the New York State teachers that is featured in the "NYSSMA Music Views" DVD.

James Cottone

Orff-Schulwerk Teacher Education Program Level I and Level II – Movement

James Cottone recently returned to the Levittown School District where he teaches elementary classroom music and chorus after teaching middle school and high school choral music in Bayport/Blue Point Schools for five years. James earned certification with distinction in Orff-Schulwerk Teacher Education Levels I, II, and III at Hofstra University and was privileged to complete the Orff-Schulwerk Master Class, studying with Jos Wuytack at The University at Memphis. He has also attained Kodaly Level I at the Hartt School of Music. He has presented workshops for SCMEA, NYSSMA, and various Long Island school districts in areas of choral and classroom music. He has published articles on successful integration of Orff-Schulwerk techniques for the Middle School Classroom. After years of studying Dalcroze at The Juilliard School, he continues to study voice, Alexander Technique, improvisation, and acting. He studies at the Alexander Technique Center for Performance and Development, with world-renowned voice pedagogue Maria Farnworth, and at the world famous Herbert Berghof Studios in NYC.