



## Certification Programs

### Michigan State University East Lansing, MI

June 18-29, 2012  
**Elementary General Music, Level 1**  
**Instrumental Music, Level 1**  
Faculty: Michael Martin, Heather Shouldice, Cynthia Taggart  
Contact: Cynthia Crump Taggart (taggartc@msu.edu)  
517-432-9678

### University of South Carolina Columbia, SC

June 18-29, 2012  
**Early Childhood Music, Level 1**  
**Early Childhood Music, Level 2**  
**Instrumental Music, Level 1**  
Faculty: Edwin Gordon, Jennifer Bailey, Richard Grunow, Herbert Marshall, Wendy Valerio  
Contact: Wendy Valerio (wvalerio@mozart.sc.edu)  
803-777-5382

### University at Buffalo, SUNY Buffalo, NY

July 16-27, 2012  
**Elementary General Music, Level 1**  
**Elementary General Music, Level 2**  
**Instrumental Music, Level 1**  
Faculty: Suzanne Burton, Richard Grunow, Christina Hornbach, Diane Lange, Kathy Liperote, Jill Reese  
Contact: Beth Etopio (etopio@buffalo.edu)  
716-645-4034

### Gordon College Wenham, MA

July 23-August 3, 2012  
**Elementary General Music, Level 1**  
Faculty: Jennifer McDonel, Heather Shouldice  
Contact: Heather Kirby (heatherkirbymusic@gmail.com)  
339-364-0693; Kristen Harrington  
(Kristen.Harrington@gordon.edu) 978-867-4429



## Certification Faculty

- Edwin Gordon, Ph.D.**  
Distinguished Professor in Residence,  
University of South Carolina
- Christopher Azzara, Ph.D.**  
Eastman School of Music
- Jennifer Bailey, M.M.**  
Farmington (MI) Public Schools
- Beth Bolton, Ph.D.**  
Temple University
- Suzanne Burton, Ph.D.**  
University of Delaware
- Colleen Conway, Ph.D.**  
University of Michigan
- Cynthia Crump Taggart, Ph.D.**  
Michigan State University
- Richard Grunow, Ph.D.**  
Eastman School of Music
- Christina Hornbach, Ph.D.**  
Hope College
- Heather Kirby, M.M.**  
Dedham (MA) Public Schools
- Diane Lange, Ph.D.**  
University of Texas, Arlington
- Kathy Liperote, Ph.D.**  
Eastman School of Music
- Marilyn Lowe, M.M.**  
Springfield, Missouri
- Herbert Marshall, Ph.D.**  
Baldwin Wallace Conservatory
- Michael E. Martin, M.M.**  
School District of Haverford Township (PA)
- Jennifer S. McDonel, Ph.D. (ABD)**  
State University of New York at Buffalo
- Anna Preston, M.M.**  
Haddonfield (NJ) Friends School
- Jill Reese, Ph.D.**  
Temple University
- Alison Reynolds, Ph.D.**  
Temple University
- Samantha Shoemaker, B.M.**  
Music ABCs Early Childhood Music Studio
- Heather Nelson Shouldice, M.M.**  
Michigan State University
- Natasha Sigmund, M.M.**  
Cinnaminson Township (NJ) Public Schools
- Wendy Valerio, Ph.D.**  
University of South Carolina

## Overview

**Music Learning Theory** is an explanation of how we learn when we learn music. Based on an extensive body of research and practical field experience tested by Edwin E. Gordon and others, Music Learning Theory provides the music teacher a comprehensive method for teaching musicianship through *audiation*, Gordon's term for hearing music in the mind *with understanding*. Teaching methods help music teachers establish sequential curricular objectives in accord with their own teaching styles and beliefs.

### Edwin Gordon, Ph.D.

Dr. Edwin Gordon created and developed Music Learning Theory and is known throughout the world as a preeminent researcher, teacher, author, theorist, and lecturer in music education. Since 1997 he has been Distinguished Professor in residence at the University of South Carolina, following his retirement from Temple University, where he won the Lindback and Great Teacher awards. His work has been portrayed on the NBC Today Show, in the New York Times, and on the front page of USA Today.

## Mission Statement

The Gordon Institute for Music Learning exists to enable and support the further development of Music Learning Theory as originally conceived and developed by Dr. Edwin E. Gordon. The Institute is devoted exclusively to the refinement, expansion, and dissemination of Music Learning Theory and its applications to people of all ages, including the exploration of ways to nurture audiation skills and enhance the understanding and development of music aptitude and achievement.

The key tasks with which the Institute concerns itself include:

- Conduct music aptitude research
- Promote audiation skills
- Educate teachers, parents, and others
- Certify instructors in Gordon's Music Learning Theory
- Provide facilities where research, development of thinking and instructional approaches related to Music Learning Theory can be pursued.
- Generate publications and teaching materials



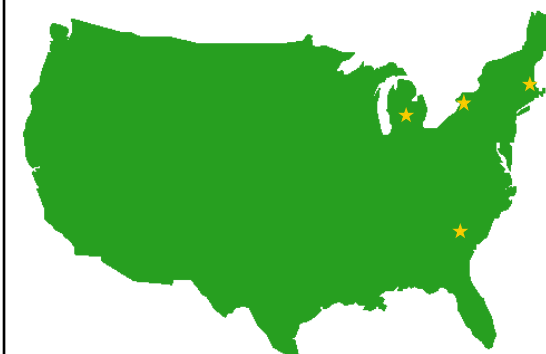
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## Certification Programs

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**Early Childhood Music I**  
**Early Childhood Music II**  
**Elementary General Music I**  
**Elementary General Music II**  
**Instrumental Music I**

**Summer 2012**



## Early Childhood Music

### Overview

The purpose of the Early Childhood Music Certification Program is to help teachers recognize the importance of early childhood music, to discover how very young children learn to understand music, how to provide opportunities for guiding very young children to learn about music, and to learn how very young children might best be taught music.

Children learn music best if they are exposed to it informally, much as they are exposed to their native language. In other words, music learning begins long before traditional formal music lessons should begin. Music development, like language development, is a process, not a product. The process of music development must be fostered as early as possible and allowed to unfold naturally among children.

### Level One Certification

The Early Childhood Music Certification Program consists of two parts: the theory of how very young children learn when they learn music and the practical application of that theory.

Gordon defines the process of learning to audiate as *preparatory audiation*. The theoretical aspect of the program will focus on the first two types and five stages of preparatory audiation.

The practical application of Music Learning Theory includes the following: 1) how to teach using informal and formal music guidance, 2) learning a repertoire of songs and chants in a variety of tonalities and meters, 3) creating child-initiated classroom activities for the types and stages of preparatory audiation, and 4) enhancing music learning through movement.

### Level Two Certification

The Level Two Early Childhood Music Certification Program focuses on the final stages of preparatory audiation—the assimilation of pitch, rhythm, and movement into a syntax to create musical understanding—both in theory and practical application.

## Elementary General Music

### Overview

The Elementary General Music Certification Program is based on the premise that the most effective method for teaching music to children encompasses a three-stage, whole/part/whole approach..

Stage 1 (Whole) involves *experiencing* music in many tonalities, meters, styles, and timbres. Techniques may include singing, chanting, moving, dancing, listening, playing instruments, creating and improvising, reading, writing, and performing. In Stage 1, students experience music in a holistic way, and music content (e.g., different tonalities and meters) is introduced. Stage 2 (Part), involves *studying* the parts of music by learning a specific vocabulary of tonal and rhythm patterns. In Stage 2, music skills (such as associating tonal solfege with tonal patterns and rhythm solfege with rhythm patterns, recognizing tonality and meter, and reading and writing music) are introduced. Stage 3 (Whole), involves synthesizing the content experienced in Stages 1 & 2 to better *understand and comprehend* music. In Stage 3, this increased understanding results in sophisticated engagement in musical activities..

### Level One Certification

The Level One Elementary General Music Certification Program consists of two parts: the study of Music Learning Theory and the practical application of that theory.

Music Learning Theory is an explanation of how we learn when we learn music. It provides valuable information on what students need to know as readiness to learn what teachers intend to teach..

The practical application of Music Learning Theory includes the following: 1) how to teach using a three-stage approach to music learning, 2) learning a repertoire of songs and chants in a variety of tonalities and meters, 3) creating classroom activities for different skill levels of learning, and 4) movement instruction to enhance music learning.

### Level Two Certification

The Level Two Elementary General Music Certification Program focuses on the more advanced levels of skill learning, both in theory and practical application.

## Instrumental Music

### Overview

The Instrumental Music Certification Program is based on contemporary experimental and practical research in Music Learning Theory, audiation, and beginning instrumental music or piano instruction. Fundamental to the program is the belief that a musical instrument is an extension of the human mind and body. In other words, a student will not learn to play an instrument in tune any better than she can sing in tune, nor will a student learn to play rhythmically and with consistent tempo any better than she can chant and move her body rhythmically with a consistent tempo.

Using Music Learning Theory, a student will simultaneously be learning two instruments – the audiation instrument (the instrument in her head) and the executive skill instrument (the instrument in her hands). The Instrumental Music Certification Program focuses on the teaching of audiation so that performance on an instrument becomes an extension of the student's audiation.

### Level One Certification

The Level One Instrumental Music Certification Program consists of two parts: the study of Music Learning Theory and the practical application of that theory.

Music Learning Theory is an explanation of how we learn when we learn music. It provides valuable information on what students need to know as readiness to learn what teachers intends to teach.

The practical application of Music Learning Theory includes the following: 1) motivating students to be successful in performing on an instrument with enjoyment and good musicianship, 2) how to teach students to perform on an instrument without the aid of notation, 3) how to teach students to read notation on an instrument with comprehension, and 4) how to provide students with the readiness to continue meaningful performance on their instrument and to become intelligent makers and consumers of music during and beyond their formal education.

## Piano

### Overview

The Piano Certification Program is based on the application of Music Learning Theory and preparatory audiation to piano instruction. Research using piano students demonstrates that the sequenced guidelines provided by Edwin E. Gordon in his Learning Sequence Activities provides exemplary models for instruction in audiation and performance skills. The goal is for students to learn to audiate as they develop keyboard performing skills so they will become fully literate musicians.

### Level One Certification

The Level One Piano Certification Program consists of two parts. Part One is the study of Music Learning Theory to explain the research about how students learn music. Part Two is the practical application of Preparatory Audiation and Music Learning Theory to piano instruction.

During the practical application section, teachers learn how to teach piano using an audiation approach, with special attention given to individual differences. Aspects of piano instruction are sequenced to apply MLT for students of all aptitudes and levels, age 4 through adult. Instruction includes the following: 1) how to effectively teach piano using singing, chanting, body movement, and pattern instruction activities, 2) how to perform and create through improvisation and solo and ensemble mediums as well as how to learn rote solos and play by ear 3) how to use special instructional techniques for different levels of students and with varieties of student groupings, and 4) how to apply MLT to teach reading and writing music notation with understanding.