

kodaly approach music education

kodaly approach music education represents a revolutionary method in teaching music that emphasizes the importance of singing, ear training, and a sequential learning process. Developed by Hungarian composer and educator Zoltán Kodály, this approach integrates folk music, solfège, and rhythmic training to create a comprehensive musical literacy program. Kodály's philosophy centers on the belief that music education should be accessible to all children, fostering not only musical skills but also overall cognitive and emotional development. This article explores the fundamental principles of the Kodály approach, its historical context, key teaching techniques, and its impact on modern music education worldwide. Readers will gain an understanding of how this method enhances musical understanding, creativity, and performance abilities. The following sections delve into the origins, pedagogical strategies, classroom applications, and benefits of Kodály music education.

- Historical Background of the Kodály Approach
- Core Principles of Kodály Music Education
- Key Techniques and Tools in Kodály Teaching
- Implementing the Kodály Approach in the Classroom
- Benefits and Impact of Kodály Music Education

Historical Background of the Kodály Approach

The Kodály approach music education was developed in the early 20th century by Zoltán Kodály, a Hungarian composer, ethnomusicologist, and educator. Inspired by his extensive study of Hungarian folk music and the educational philosophies of his contemporaries, Kodály sought to create a music teaching method that was both effective and universally accessible. His approach aimed to cultivate musical literacy through a natural and engaging process, similar to language acquisition. Kodály's collaboration with fellow educator Béla Bartók further enriched the incorporation of folk traditions into music education. The method gained prominence throughout Hungary before spreading internationally in the mid-1900s, influencing music pedagogy in schools around the globe.

Origins in Hungarian Folk Music

A cornerstone of the Kodály method is the use of native folk songs as teaching material. Kodály believed that folk music, being culturally familiar and melodically simple, provided an ideal foundation for developing ear training and musical skills. These songs often featured clear melodies and rhythms that facilitated learning and internalization. By integrating folk music, the Kodály approach connected students to their cultural heritage while fostering a love for music from an early age.

Influence of Educational Philosophy

Kodály was influenced by the educational theories of Johann Pestalozzi and Jean-Jacques Rousseau, emphasizing learning through experience and the natural development of skills. He advocated for sequential and developmental music instruction, where students build on prior knowledge gradually. This philosophy shaped the structure of the Kodály curriculum, which progresses from simple to complex concepts, ensuring mastery at each stage.

Core Principles of Kodály Music Education

The Kodály approach music education is founded on several key principles that guide instructional practices. These principles promote active engagement, musical literacy, and holistic development through music learning. Understanding these core ideas is essential for educators seeking to implement the method effectively.

Music as a Basic Element of Education

Kodály asserted that music education is as fundamental as reading and writing. He believed that musical skills contribute to overall intellectual and emotional development, making music a crucial part of a well-rounded education. This principle supports the integration of music education from an early age and throughout the school curriculum.

Learning Through Singing

Singing is at the heart of the Kodály approach, serving as the primary tool for teaching pitch, rhythm, and musical expression. Since the voice is the most accessible instrument, Kodály emphasized vocalization to develop aural skills and musical understanding. Singing familiar folk songs helps students internalize melodies and rhythms naturally.

Sequential and Developmental Learning

The Kodály curriculum is carefully sequenced to align with the developmental stages of learners. Concepts are introduced gradually, starting with simple rhythms and pitches before advancing to more complex musical structures. This step-by-step progression ensures that students build a strong foundation and avoid frustration or confusion.

Key Techniques and Tools in Kodály Teaching

The Kodály approach music education employs a variety of techniques and teaching aids designed to foster musical literacy and creativity. These tools are integral to the method's success and are widely used in classrooms and music programs.

Solfège and Hand Signs

Solfège syllables (do, re, mi, fa, sol, la, ti, do) form the basis of pitch recognition and sight-singing in the Kodály method. Additionally, each solfège note is paired with a specific hand sign, developed by John Curwen, to provide a visual and kinesthetic reinforcement of pitch relationships. This multisensory approach enhances memory and pitch accuracy.

Rhythmic Syllables

Rhythm is taught using a set of rhythmic syllables that correspond to different note values. These syllables, such as “ta” for quarter notes and “ti-ti” for eighth notes, help students internalize rhythmic patterns through vocalization and movement. This technique improves timing, coordination, and rhythmic precision.

Movement and Physical Engagement

The Kodály approach incorporates movement activities such as clapping, stamping, and conducting to reinforce musical concepts. Physical engagement supports kinesthetic learning and helps students embody rhythm and phrasing, making abstract ideas more tangible.

Use of Folk Songs and Repertoire

Teachers utilize an extensive repertoire of folk songs, designed to suit various skill levels and introduce different musical elements. These songs are carefully selected to be culturally relevant, melodically clear, and pedagogically effective. The use of authentic music fosters a deep connection to musical traditions and enhances motivation.

Implementing the Kodály Approach in the Classroom

Effective implementation of the Kodály approach music education requires thoughtful planning, appropriate materials, and a supportive learning environment. Educators can adopt various strategies to integrate this method into their music instruction.

Curriculum Design and Progression

A Kodály-based curriculum begins with developing aural skills and singing simple folk songs before introducing notation and instrumental techniques. Lessons are structured to build upon previously learned concepts, ensuring continuous skill development. Curriculum guides often outline specific objectives for each grade level, facilitating systematic instruction.

Assessment and Evaluation

Assessment in the Kodály approach focuses on observing students' musical growth through performance, sight-singing, and aural skills tests. Teachers assess pitch accuracy, rhythmic precision, musical expression, and literacy comprehension to monitor progress and tailor instruction accordingly.

Teacher Training and Professional Development

Successful Kodály instruction depends on well-trained educators who understand the philosophy, techniques, and repertoire of the method. Professional development programs and certification courses are available to equip teachers with the necessary skills and knowledge to implement Kodály music education effectively.

Classroom Environment and Resources

Creating a positive and engaging classroom atmosphere is vital for Kodály teaching. Classrooms should encourage active participation, provide ample space for movement, and include resources such as songbooks, hand signs charts, and rhythm instruments. A supportive environment fosters enthusiasm and confidence in music learning.

Benefits and Impact of Kodály Music Education

The Kodály approach music education offers numerous benefits, contributing to the comprehensive development of students and influencing music pedagogy globally. Its impact extends beyond musical skills, supporting cognitive, social, and emotional growth.

Enhanced Musical Literacy and Skills

Students trained under the Kodály method develop strong sight-singing abilities, rhythmic accuracy, and aural skills. This foundation facilitates learning additional instruments, composition, and advanced musical study. The sequential and holistic nature of the approach ensures deep musical understanding.

Cognitive and Academic Advantages

Research indicates that Kodály music education positively affects brain development, improving memory, concentration, and language skills. The integration of music with movement and vocalization engages multiple areas of the brain, promoting overall academic achievement.

Emotional and Social Development

Participating in group singing and musical activities fosters social interaction, cooperation, and emotional expression. Kodály's emphasis on culturally relevant music promotes a sense of identity and community among

learners.

Global Influence and Adaptability

The Kodály approach has been adapted worldwide, influencing music education in diverse cultural contexts. Its flexible framework allows educators to incorporate local folk traditions while maintaining core pedagogical principles, making it a versatile and enduring method.

- Sequential learning enhances retention and mastery.
- Multisensory teaching supports diverse learning styles.
- Folk music integration fosters cultural appreciation.
- Emphasis on singing develops natural musical skills.
- Movement activities improve rhythmic understanding.
- Teacher training ensures consistent and effective instruction.

Frequently Asked Questions

What is the Kodály Approach in music education?

The Kodály Approach is a music education method developed by Hungarian composer Zoltán Kodály that emphasizes the importance of learning music through singing, using folk songs, solfège, rhythm syllables, and a sequential curriculum designed to develop musical literacy and aural skills.

How does the Kodály Approach benefit young learners?

The Kodály Approach benefits young learners by fostering a strong sense of pitch and rhythm through singing, promoting musical literacy early on, encouraging active listening, and making music education accessible and enjoyable using familiar folk music and engaging activities.

What are the key components of the Kodály music education method?

Key components of the Kodály Approach include the use of solfège (do, re, mi), rhythm syllables (ta, ti-ti), hand signs for pitch visualization, sequential learning from simple to complex concepts, folk songs as teaching materials, and an emphasis on ear training and sight-singing.

How is the Kodály Approach implemented in classrooms today?

Today, the Kodály Approach is implemented in classrooms through structured lesson plans that incorporate singing folk songs, teaching solfège and rhythm

exercises, using hand signs to reinforce pitch relationships, and gradually introducing musical notation to develop comprehensive music literacy.

What age groups is the Kodály Approach most effective for?

The Kodály Approach is effective for all age groups but is particularly beneficial for early childhood and elementary students, as it builds foundational musical skills through singing and listening, which are natural and accessible activities for young learners.

How does the Kodály Approach compare to other music education methods like Orff or Suzuki?

Unlike Orff, which incorporates instruments and improvisation, or Suzuki, which focuses on learning by ear and parental involvement primarily on instruments, the Kodály Approach centers on vocal training, solfège, and sequential literacy development, making it distinct in its emphasis on singing as the primary tool for music education.

Additional Resources

1. The Kodály Method I: Comprehensive Music Education

This book serves as an introductory guide to the Kodály approach, emphasizing the development of musical literacy through singing, movement, and listening activities. It outlines the fundamental principles of the method, including the use of folk songs, solfège, and rhythmic syllables. Educators will find practical strategies for implementing sequential learning designed to enhance musical understanding and creativity in students.

2. Kodály Today: A Cognitive Approach to Elementary Music Education

Focusing on the cognitive aspects of music learning, this text explores how the Kodály method supports the development of musical thinking and memory. It provides research-based insights into how children acquire musical skills and offers classroom-tested activities to promote active music-making. The book bridges theory and practice, making it a valuable resource for modern music educators.

3. Teaching Music in the Kodály Way

This comprehensive manual presents detailed lesson plans, vocal exercises, and folk song repertoires aligned with Kodály philosophy. It addresses various age groups and skill levels, ensuring educators can adapt the approach to diverse classroom settings. The book also highlights the importance of sequential skill development and musical literacy.

4. Kodály in the Classroom: Developing Musicianship Through Singing

Emphasizing singing as the foundation of musical education, this book provides strategies for nurturing pitch accuracy, rhythm, and musical expression. It includes numerous examples of folk songs and games that engage students in active music learning. The author discusses assessment methods and classroom management tailored to the Kodály approach.

5. Music Literacy and the Kodály Concept

This text delves into the process of teaching music reading and writing through the Kodály method. It covers solfège hand signs, rhythmic notation, and sight-singing techniques that build strong musicianship skills. Educators

will find guidance on scaffolding learning experiences to develop confident, independent music readers.

6. *Foundations of Music Education: The Kodály Approach*

Providing a historical and philosophical background, this book traces the origins and development of the Kodály method. It examines the pedagogical principles that underpin the approach and discusses its global impact on music education. The book also offers practical advice for integrating Kodály techniques into various educational contexts.

7. *Kodály Curriculum for Early Childhood Music*

Designed for educators working with young children, this book outlines age-appropriate activities that foster early musical skills using the Kodály approach. It emphasizes playful learning through movement, imitation, and vocal exploration. The curriculum supports the natural development of musicality in early learners, laying a strong foundation for future study.

8. *Rhythm and Movement in the Kodály Classroom*

This resource highlights the vital role of rhythm and physical movement in music education according to Kodály principles. It presents exercises that combine body percussion, dance, and rhythmic solfège to enhance students' internalization of beat and meter. Teachers will gain tools to create dynamic, engaging lessons that connect music and movement.

9. *Voices and Visions: Teaching Music Through the Kodály Approach*

Exploring the integration of vocal technique and musical imagination, this book encourages educators to inspire expressive singing and creativity. It includes repertoire suggestions, improvisation ideas, and performance tips aligned with Kodály pedagogy. The text promotes a holistic approach to music education that nurtures both skill and artistic expression.

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kodaly approach music education: Kodály Today Micheal Houlahan, Philip Tacka, 2015-08-17 In this new edition of their groundbreaking Kodály Today, Mícheál Houlahan and Philip Tacka offer an expertly-researched, thorough, and -- most importantly -- practical approach to transforming curriculum goals into tangible, achievable musical objectives and effective lesson plans.

kodaly approach music education: Kodály's Principles in Practice Erzsébet Szőnyi, 1973

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kodaly approach music education: I Got Music; Unleashing Your Musical Potential Through Kodály Pedagogy Insights María Alejandra García-Guzmán, Gary W. Adkins, 2024-09-10

Expand your music learning and musicianship skills with this comprehensive guide to music instruction. Whether you're a self-taught music enthusiast, a dedicated music student, or an experienced music teacher, this book is your helpful companion. Inside, you'll find a harmonious blend of practical insights and theoretical foundations. Unlike traditional music books, this guide embraces the Kodály philosophy of 'learning by making.' It means you'll dive straight into music practice from the very first chapter, gradually weaving in essential theory. As you embark on your musical journey, remember that the heart of music lies in enjoyment, celebration, and sharing! Using years of musical experience and a deep passion for teaching, the authors present a personal perspective on music education enriched by insights from the acclaimed Kodály approach to pedagogy. As a result, the book travels through singing (with lots of helpful tips and how-to-improve advice), vocal improvisation, hand signs, and many other tools and exercises to develop musicianship skills. You've got this because you've got this book and you've got the music in you. By design and intelligent execution, *I Got Music* will help you immensely! The great thing about this book is it's designed to be great for musicians teaching themselves more about really getting music, but to prove equally terrific for instructors assigned to teaching music. While centered on sharing the Kodály way of instruction, it's been carefully engineered to help musicians "get in the groove" and sing and improvise intuitively. It is planned to serve also as a first resource for instructors suddenly assigned to teach music to elementary students. We are sure it will be exceptionally useful, in particular, for instructors who can't obtain expensive textbooks about the Kodály way but wish to utilize it. It is written to help anyone assigned to teach music as an extra subject on top of their other classroom duties. It's even designed for anyone who admires the Kodály method with its emphasis on working respectfully with local cultures and traditions by using a carefully gathered folk-music repertoire to instruct students through movement and singing, and often in chorale settings. So if you missed out on the advantages of learning the Kodály method in early childhood, it isn't too late to get all the benefits and share them with others. While centered on sharing the Kodály way, given its enduring popularity and the extensive documentation for its effectiveness as a teaching approach, this book is compatible with most other methods of teaching and learning music. In every chapter you'll find useful information contrasted with years of music-teaching experience, and with a respectful eye to the other excellent teaching methods, such as Orff-Schulwerk, Dalcroze Eurhythmics, and the Suzuki Method, to name just a few. Music books usually go from theory to eventually making music, but here you'll find real-life practice comes first. Thus, we explain practice and complement it with theory. Almost immediately you'll be "learning by making" as the Kodály method urges. So even if you have zero experience in this field, you'll find guides and fresh practices that fit your case. As the book goes on, we keep bouncing between theory and practice, considering many aspects of music instruction and sharing the most essential instruction. You should likewise feel free to bounce from one aspect to another and skip any chapter or part about things that you've long-since mastered. So enjoy the process! Don't pretend to be a blank canvas, awaiting someone's paint brushes. In the end, music is about having fun, enjoying life, and sharing with others. So relax! You've got the music in you, as everyone does, and with this book's sharing of practice and guidance, you can let it out!

kodaly approach music education: The Kodály Context Lois Choksy, Zoltán Kodály, 1981
Grade level: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, k, p, e, i, s, t.

kodaly approach music education: Kodály's Principles in Practice , 1983

kodaly approach music education: Computer-aided Ear-training Susanna Király, 2016-07-14
My doctoral thesis has involved two related tasks. The first was to analyse Zoltán Kodály's philosophy of music education and, on this basis, to develop a computer-assisted instruction method (CAI) for teaching music theory and solfège (ear-training). The second task was to experiment with the effectiveness of this method and compare it with traditional approaches to teaching. Many student find music theory and ear training difficult. During the 1990s, in connection with my licentiate thesis "Solfège in the Computer Classroom" (2000), I initiated this research project, and developed a CAI method for teaching music theory and solfège. I wanted to see just how useful

Kodály's approach could be in computer-aided teaching and learning. The results show that the Kodály approach can be successfully applied to the development of a computer-aided solfège programme and the Kodály system is applicable to new learning environments and teaching practices. In music education CAI is an area with great potential for development. It offers multiple learning options and can enhance students' motivation to study music theory and ear-training; some of the learning outcomes were even better than with the traditional ways of learning. The results also show, however, that the teacher-pupil interaction is essential in a computer-aided learning programme.

kodaly approach music education: Praxial Music Education David J Elliot, 2009-01-06
Praxial Music Education is a collection of essays by nineteen internationally recognized scholars in music education. Each essay offers critical reflections on a key topic in contemporary music education. The starting point of each essay, and the unifying thread of this collection, is the praxial philosophy of music education explained in Elliott's *Music Matters: A New Philosophy of Music Education* (OUP, 1995). This philosophy argues for a socially and artistically grounded concept of music and music education, challenging the field's traditional absolutist foundations. Praxial Music Education is both a critical companion to *Music Matters*, and an independent text on contemporary issues in music education. Among the themes discussed are multicultural music education, the nature of musical understanding, early childhood music education, the nature and teaching of music listening, music curriculum development, and musical creativity. Praxial music education is a living theory. This unique collection will not only enrich discussions that already use *Music Matters* as their core, but will globalize current discussions and applications of the praxial philosophy and emphasize the positive and practical values of collaborative efforts in music education.

kodaly approach music education: Instrumental Music Education Evan Feldman, Ari Contzius, 2020-07-26
Instrumental Music Education: Teaching with the Musical and Practical in Harmony, Third Edition, is intended for college instrumental music education majors studying to be band and orchestra directors at the elementary, middle school, and high school levels. This textbook presents a research-based look at the topics vital to running a successful instrumental music program, while balancing musical, theoretical, and practical approaches. A central theme is the compelling parallel between language and music, including sound-to-symbol pedagogies. Understanding this connection improves the teaching of melody, rhythm, composition, and improvisation. The companion website contains over 120 pedagogy videos for wind, string, and percussion instruments performed by professional players and teachers, over 50 rehearsal videos, rhythm flashcards, and two additional chapters: *The Rehearsal Toolkit* and *'Job Search and Interview*. It also includes over 50 tracks of acoustically pure drones and demonstration exercises for use in rehearsals, sectionals, and lessons. New to This Edition: A new chapter on teaching beginning band using sound-to-symbol pedagogies Expanded coverage for strings and orchestra, including a new chapter on teaching beginning strings A new chapter on conducting technique Expanded material on teaching students with disabilities Concert etiquette and the concert experience Expanded coverage on the science of learning, including the Dunning-Kruger effect and the effective use of repetition in rehearsal Techniques for improving students' practice habits

kodaly approach music education: The Kodály Method II Lois Choksy, 1999
KEY BENEFIT: This book is aimed at Advanced Methods in Music Education courses, which address the organization of a curricular framework for upper elementary and secondary school students. Designed to guide older beginners through the transition from folk songs as the basic vehicle of instruction to art music as the core of the music curriculum, this step-by-step guide features 19 lessons organized precisely in the sequence of the Kodály Method. Its interactive, outcome-based approach exposes students to the great music of the world, letting them experience its dynamics in a firsthand, meaningful way.

kodaly approach music education: Music and Play in Early Childhood Education Fanny M. Y. Chung, 2022-10-11
This book provides critical insights into the interplay of sociocultural change and educational practices by elucidating the trajectory of Hong Kong's early childhood music education

system. It presents an extensive analysis of postcolonial music education in relation to globalization, westernization, cosmopolitanism, and nationalization. It makes contributions to the theoretical arguments that can be used to interpret the impact of China on the previously Western orientation of education in Hong Kong. This book also explicitly problematizes the theoretical foundations of mandated policies such as play-based learning and moral education in early childhood through music in Hong Kong and across the globe. The analysis of historical context, political influences, and education ideologies in Hong Kong's early childhood education subsystem provides fertile ground for a thorough understanding of the meaning and implications of globalization in education at multiple levels. Many empirical-based discussions in this book reflect the ideologies, trends, and practices of music education globally. Framed by Bandura's social cognitive theory, the empirical studies discussed in the book explore the self-efficacy and practices of education leaders and teachers, reflecting the contemporary challenges of music education. Ultimately, it makes a vital contribution by offering a new conceptual model of music teacher education within a globally resonant framework.

kodaly approach music education: The ^AOxford Handbook of Philosophical and Qualitative Assessment in Music Education David J. Elliott, Marissa Silverman, Gary E. McPherson, 2019-07-01 The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education offers critical perspectives on a wide range of conceptual and practical issues in music education assessment and evaluation as these apply to music education in schools and community settings.

kodaly approach music education: THE CLASSROOM TEACHER'S GUIDE TO MUSIC EDUCATION C. Vernon Burnsed, 1999-01-01 This book is about music education in the elementary school. Its major purpose is to develop an understanding of why music education is important, how music education works, and how music can be a powerful force for the classroom teacher. It has realistic expectations for the classroom teacher. Music theory and performance skill are kept to a minimum; they are not a prerequisite for understanding the content of the book. A major emphasis of the text is that classroom teachers can utilize music to enhance the overall learning environment of their classrooms. Suggestions, class descriptions, and lesson plans are given for using music for routine activities, whole language, integrating music into language arts and social studies, and using music to develop the cultural literacy of students. The second edition includes contemporary thought on the philosophical rationales for music education, results of recent research in music education, and an expanded Chapter 5 on Music to Enhance the Learning Environment. Chapter 5 includes new greeting songs, a section on using music to teach topics and concepts throughout the elementary curriculum, and more suggestions for music and language arts. New songs are also included in the folk song appendix.

kodaly approach music education: Revolutions in Music Education Leon de Bruin, Jane Southcott, Andrew Sutherland, 2022-06-27 The teaching and learning of music around the world have evolved in diverse ways as social, industrial, and cultural developments have influenced the ways humans understand, organize, and collectivize music education. *Revolutions in Music Education: Historical and Social Explorations* chronicles major changes in music education that continue to shape practices in the twenty-first century. The contributors investigate the organizational, pedagogical, and strategic approaches to teaching music across the ages. The universality of music is manifest in the chapters of this book, providing meaning and insight from all geographic, socio-political, and economic contexts.

kodaly approach music education: World Music Pedagogy, Volume II: Elementary Music Education J. Christopher Roberts, Amy Beegle, 2018-04-09 *World Music Pedagogy, Volume II: Elementary Music Education* delves into the theory and practices of World Music Pedagogy with children in grades 1-6 (ages 6-12). It specifically addresses how World Music Pedagogy applies to the characteristic learning needs of elementary school children: this stage of a child's development—when minds are opening up to broader perspectives on the world—presents opportunities to develop meaningful multicultural understanding alongside musical knowledge and

skills that can last a lifetime. This book is not simply a collection of case studies but rather one that offers theory and practical ideas for teaching world music to children. Classroom scenarios, along with teaching and learning experiences, are presented within the frame of World Music Pedagogy. Ethnomusicological issues of authenticity, representation, and context are addressed and illustrated, supporting the ultimate goal of helping children better understand their world through music.

kodaly approach music education: *Building Choral Excellence* Steven M. Demorest, 2001
This is a compact and comprehensive overview of the many teaching methods, strategies, materials, and assessments available for choral sight-singing instruction. It takes the mystery out of teaching music reading. Topics covered include practical strategies for teaching and assessment.

kodaly approach music education: *Using Technology with Elementary Music Approaches* Amy M. Burns, 2020-08-18
Do you find it challenging to integrate technology into your elementary music classroom? Do you feel that it could enhance your classroom experience if you could implement it in an approachable and realistic way? In *Using Technology with Elementary Music Approaches*, author Amy M. Burns offers an all-in-one, classroom-vetted guide to integrate technology into the music classroom while keeping with core educational strategies. In this book, you will find practical lessons and ideas that can be used in any elementary classroom, whether that classroom has one device per educator or a device for every student. Written for a range of experience levels, lessons further enhance classrooms that utilize the approaches of Feierabend, Kodály, Orff Schulwerk, and project-based learning. Experts from each field—Dr. Missy Strong, Glennis Patterson, Ardith Collins, and Cherie Herring—offer a variety of approaches and project ideas in the project-based learning section. Complemented by a companion website of lesson videos, resource guides, and more, *Using Technology with Elementary Music Approaches* allows new and veteran educators to hit the ground running on the first day of school.

kodaly approach music education: *Zoltan Kodaly* Michael Houlahan, Philip Tacka, 2019-06-11
First Published in 1998. This book serves as the key to study of Kodaly for an English-speaking audience. The volume presents a biographical outline, a catalog of his compositions according to genre, and over 1,400 annotated primary and secondary sources. Three indexes cover listings by author and title, Kodaly's compositions, and proper names. Primary sources include Kodaly's own essays, articles, lectures on folk music and art music, letters and other documents, and his folk music collections and facsimiles. Secondary sources include: biographical and historical studies; theoretic, analytic, stylistic, and aesthetic studies of his music; discussions of folk music influences and art music influences; studies of his compositional process; and discussions of the Kodaly concept. Doctoral dissertations and Masters theses pertaining to Kodaly are included in this guide. This annotated, topically organized book is the first to draw together the most important primary and secondary bibliographic sources that cover his varied activities as composer, ethnomusicologist, linguist, and educator.

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