OBJECTIVES

1. To place piano pedagogy within a philosophical framework that considers both teaching and learning styles.

2. To gain an introduction to elementary piano teaching materials for the average age beginner.

3. To gain an introduction to elementary piano teaching materials for the young beginner.

4. To assist in the acquisition and organization of personal pedagogical materials for elementary piano students.

5. To become more confident in evaluating piano teaching methods for their strengths and weaknesses as pedagogical tools.

6. To create effective lesson plans for beginning piano students.

7. To acquire pedagogical strategies for teaching rudimentary music reading and pianistic skills.

8. To place the study of piano within a comprehensive musicianship framework by incorporating ear training, sight reading, improvisation and music theory into the piano lesson.

9. To make application of the above ideas for both private and group piano lessons, especially considering the use of technology.

10. To strengthen teaching skills through the experience of a teaching practicum.

MATERIALS

These can be ordered from:

b) Music Time 1-800-932-0824 or musictime.com
   -no sales tax
   -need to pay shipping costs
   -20% teaching discount - tell them you are “Teaching Privately”
Required:


Piano Adventures (Faber and Faber)
Lesson Book: Primer Level
Theory Book: Primer Level

Music for Little Mozarts (Alfred)
-
Music Discovery Book 1 #14579 $8
Music Lesson Book 1 #14577 $8

Subscription to *Clavier* magazine, $9
GMTA Membership $22
blank video tape (VHS cassette)
email access

**EVALUATION**

Attendance and Participation 5%
GMTA Conference Attendance 10%
Group Teaching Experience 12%
Observed Teaching Demonstration 10%
Teaching Practicum 30%
Homework Assignments 33%
GMTA Conference Service 5 Bonus Points

**GRADING**

90-100A/80-90B/70-80C/60-70D
Below 60F

**ASSIGNMENTS**

Attendance and Class Participation
- attendance is taken on a daily basis
- excused absences (DOCUMENTED illness or family emergencies, scheduled school absences) will be exempted, however, it is the student's responsibility to makeup any missed work
- tests, teaching demonstrations and class presentations cannot be rescheduled except for excused absences
- it is desired that students will act in a professional manner by arriving to class in a timely manner. Late arrivals will be reflected in the attendance portion of the grade.
- class participation in discussions and exercises is noted
GMTA Conference Attendance
Choose ONE option. Nov 2-5, 2005

Option A: Multiple Attendances
-attend 5 events other than concerts
-for EACH event in two sentences capture a highlight. You may quote the best idea you heard, or describe the best part of the session.

Option B: Indepth Report
-attend 2 sessions related to pedagogy and allow for a thoughtful absorption and evaluation of each
-for EACH create a one page single-spaced report where you function as a:
  i) “reporter” –record facts, tips and items you learned
  ii) “critic” – describe what was helpful and not so useful, state why, and possibly list tips for improvement

Group Teaching Experiences
Choose TWO of the following. Each worth 6%

Option A: Freshmen Keyboard Skills Class
-choose M/W 10, 11, or 12
  i) observe me teach 1x for 30 minutes, approx 1.5 weeks in advance (2%)
  ii) create one page lesson plan incorporating at least one use of technology. Due 5 days before actual teaching. Revise as suggested (2%)
  iii) teach class for 15 minutes (2%)

Option B: Tutor Freshmen Keyboard Skills Student
-private tutoring of one student, 3x per semester, 30 minutes each
-write 3-one page single spaced reports (each worth 2%) AFTER each session describing:
  a) one success story and what both you and the student contributed
  b) one less successful experience and possible future solutions
  c) date and time of lesson, page(s) in textbook covered

Option C: Group Class for Children
-organization and creation of musical games class for children
  i) assist in finding students and available time for class
  ii) research one expert for ideas for one type of activity (Pace, Bastien, Clark, Alfred, MENC, etc) and write half page report of findings (2%)
  iii) create a one page lesson plan incorporating ideas from your research. Due one week prior (2%).
  iv) teach group for 10-15 minutes (2%)
Observed Teaching Demonstration

- You will teach your practicum student in my studio for 15 minutes, during class time
- Create a 1.5-2 page lesson plan
- Choose EITHER rhythm or pitch reading as pedagogical objective
- Also include one musicianship activity related to the pedagogical objective
- I will observe the lesson during which I reserve "butt-in" privileges and there will be pre and post lesson conferences
- You will complete a self evaluation and a video-taped self evaluation

Teaching Practicum - you will teach one elementary level student for 6 half-hour lessons
- You will create a lesson plan for each lesson
- This is your laboratory to experiment with the ideas we discuss in class and specific teaching topics will be assigned from our class content
- The final written project will record: your teaching philosophy, learning style of your student, semester objectives, 6 lesson plans (2 pages single-spaced), semester evaluation. It should be approximately 15 pages in length and should contain lists, point form descriptions, charts and essays.

Homework - various written, performance and verbal assignments will be given
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:Aug 23</td>
<td>Students Brainstorm Syllabus Design Practicum Organization</td>
</tr>
<tr>
<td>2:Aug 30</td>
<td>Introduction to Syllabus Teaching Philosophies and Styles</td>
</tr>
<tr>
<td>3:Sept 6</td>
<td>Teaching Music Notation Reading LH Accompaniment Styles</td>
</tr>
<tr>
<td>4:Sept 13</td>
<td>First Lesson Preparation – Lesson Planning Semester Planning</td>
</tr>
<tr>
<td>5:Sept 20</td>
<td>Learning Styles of Students ADD/ADHD</td>
</tr>
<tr>
<td>6:Sept 27</td>
<td>Introduction to Comprehensive Musicianship In Class Sample Demonstration of First Lesson</td>
</tr>
<tr>
<td>7:Oct 4</td>
<td>Interview/Auditioning Parents and Students Faber and Faber: Piano Adventures</td>
</tr>
<tr>
<td>8:Oct 11</td>
<td>Teaching Practicum Begins Faber and Faber Teaching Theory, Aural Skills, Improvisation and Sight Reading</td>
</tr>
<tr>
<td>9:Oct 18</td>
<td>Faber and Faber</td>
</tr>
<tr>
<td>10:Oct 25</td>
<td>Studio Classes and Musical Games</td>
</tr>
<tr>
<td>11:Nov 1</td>
<td>GMTA Conference – no class</td>
</tr>
<tr>
<td>12:Nov 8</td>
<td>Conference Follow Up Music for Little Mozarts GMTA Conference Reports Due</td>
</tr>
<tr>
<td>13:Nov 15</td>
<td>Observed Teaching Demonstration</td>
</tr>
<tr>
<td>14:Nov 22</td>
<td>Music for Little Mozarts</td>
</tr>
<tr>
<td>15:Nov 29</td>
<td>Music for Little Mozarts Group Teaching Reports Due</td>
</tr>
<tr>
<td>16:Dec 6</td>
<td>TBA Student Recital Review Practicum Portfolio Due Tue Dec 13 at 2pm</td>
</tr>
</tbody>
</table>
GRADUATE REQUIREMENTS

Students choose ONE from:

A. 10 page single-spaced research paper which is a continuation of a topic discussed in class or is a topic of their own choice. Must utilize current research and the internet. Include bibliography.

B. Perusal and evaluation of elementary method series not discussed in class. A 10 page written description and evaluation of the method will be created.

C. Teaching of:
   a) one extra private student at the elementary level and the preparation of a teaching portfolio based on the model used for the teaching practicum.
   
b) same as above but teaching of a group class of elementary students.

D. Own choice in conference with professor.