OBJECTIVES

1. To understand the intermediate level piano student in terms of personal and artistic growth, motivation, technical requirements of the repertoire and important musical enrichment activities.

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

3. To continue the process of defining a personal teaching philosophy.

4. To further individual professional growth through membership in musical organizations, convention attendance and journal subscription.

5. To strengthen teaching skills through the experience of a teaching practicum involving both group and private intermediate level students.

6. To begin to develop a personal curriculum to complement your individual teaching style and as a sequential basis for developing specific technical, repertoire and musical goals. This process will begin by surveying standard curricular models.

7. To begin to develop an understanding of style and interpretation as appropriate for the intermediate level student in relation to standard literature from the Baroque and Classical eras. The historical context for the creation of each performance style will be considered leading to listening assignments and performances of standard intermediate/advanced level repertoire. Pedagogical skills and reference tools to aid in communicating these styles to students will be emphasized.

8. To gain exposure to a wide range of standard intermediate, and some advanced, repertoire by purchasing music to build your piano library, and performing and teaching pieces in class.

9. To create a comprehensive approach to piano study by considering the materials and methods for teaching technique, theory, sight reading and ear training to intermediate level students.
10. To make application of the above ideas for both private and group piano lessons, especially considering the use of technology.

11. To note the contributions of Baroque and Classical women to the field of piano pedagogy, and in particular their roles as performers, composers and pedagogues.

12. To develop critical thinking skills and in-depth knowledge of the subject matter through assigned readings and group discussions.

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**MATERIALS**

Ordering Information:

A. For a 15-20% teacher discount (tell them you're a teacher) and NO sales tax order from Music Time 1-800-932-0824/musictime.com, or Burt and Co 1-800-548-2878. Will need to pay shipping charges (say “hold until complete) ($3-7)

B. Go to Atlanta to Hutchins and Rea. No shipping charges but will pay sales tax and there is NO 20% discount. 770-455-3130

**Required Materials (edition is VERY important)**

- Blank video or DVD cassette

- Bach, J.S. **Kleine Praludium und Fughetten** (18 Small "Little" Preludes (and Fugues)). Weiner Urtext Edition UT 50041 $12

- Beethoven. **Sonata in G major Op. 49 #2** Henle or Peters edition

- Czerny. **Selected Piano Studies Vol I.** Edited by Germer (Czerny-Germer). Boston Edition $10

- Hinson, Maurice, editor. **At the Piano with Women Composers.** Alfred 428 $7(Ped IV also)


- Mozart. **Sonata in C major K545.** Henle or Peters edition

- Olsen, LF, editor. **Essential Keyboard Repertoire Vol I.** Alfred 501 C $15 (Ped IV also)

- Palmer, W, editor. **The First Sonatina Book.** Alfred 626 $5

Clavier subscription $9

Attendance at GMTA convention: Brenau University in Gainseville Nov 4-6

**Recommended Materials**


Smith, Gail. *Great Women Composers*. Mel Bay #MB96008

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**EVALUATION**

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**GRADING**

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

A. Private Teaching Practicum - you will teach one intermediate level student for 10/45 minute private 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:

- **semester objectives.** List specific outcomes and materials for repertoire and technique {scales and etudes}, At end check off and note completed items. (1 page)
- **10 lesson plans.** Approximately 1.5-2 pages in length which for each topic will include Objective and pedagogical Procedures. In rotation of 3's each lesson plan will also include for each topic either Method of Evaluation or At Home Practice Suggestions, or for the entire lesson a Lesson Summary.
- **Teaching Philosophy** – continue from Ped I but adapt to intermediate level, 0.5 pages
- **evaluation:** discuss successful and less successful areas in light of your semester objectives. Give suggestions for future use (1 page).
- **repertoire** – student must study one Baroque and one Classical piece and perform at least one of them in public (in class, or end of semester recital, or my office)

- approximately 25 pages in length and can contain lists, point form descriptions, charts and essays.

B. Group Teaching Practicum
- design a lesson plan 2 pages in length for an intermediate group or studio class
- teach to classmates and invited students
- must include physical movement, visual or technical aid, group interaction
- 10 minutes in length
- state one pedagogical objective or concept

C. Curriculum Project

**Objective:** To begin to develop a curriculum to meet your pedagogical goals for students in one intermediate level (early, mid or late). This project will be completed in Pedagogy IV.

**Method:** This is an ongoing project and after each class you can incorporate the ideas that you found to be useful into your curriculum outline. We will also survey existing curricula as models: Associated Board of the Royal Schools, Royal Conservatory, The Guild, MTNA Musicianship Auditions, etc.

**Format:** You should include the following categories:
- a) goals - what specific skills and understanding do you hope that students will obtain in this level?

- b) technique - what specific technique should be learned and in what sequence? Include names of materials.
c) technology – list and DESCRIBE at least 3 useful software, websites, CD ROMS etc

d) repertoire - list the names of at least 5 Baroque and 5 Classical pieces (not discussed in class) in sequential order and include their location (publisher, title of book). Include a 2-3 sentence description of value and challenges.

Length: 3-5 pages

D. Observed Teaching Demonstrations

-you will teach your practicum student 2X while I observe you in my studio.
- I reserve "butt-in" privileges
- there will be pre and post lesson conferences
- you will complete a self evaluation (one will be videotaped)
- you will create a 1.5-2 page lesson plan

Demo #1
- 15 minutes
- choose 1-(2) pedagogical objectives and teach indepth
- may choose from: Baroque style, note and rhythm learning, other pertinent, Exit Exam
- opportunity for me to become familiar with you and your student

Demo #2
- 20-25 minutes in total length
- objectives: Part A. to teach classical style using teacher demonstrations
  Part B. to teach and drill one element of intermediate technique

Part A
Demonstrate the piece for your student by performing it. You may wish to talk before, during or after about the Classical style of the piece. Before you play, give your student suggestions of what to listen for as you play. You may also wish to use diagrams, and/or "stylistic-unstylistic" demonstrations. Be as creative as possible. Attached to your lesson plan include a copy of the score with your Classical style markings.

Your student should already know the notes and rhythms very well in advance so you can focus on stylistic aspects. However, the "student" should not practice Classical style and should occasionally have trouble executing your suggestions (just like real life!). Your teaching should focus on Classical style only and not on correcting notes. Due to time limitations choose one pedagogical goal; you may wish to focus on only a few measures or on only one Classical style characteristic such as pedal, articulation, phrasing, dynamics, form (state this goal on the score you hand in).

Be sure that in your lesson plan:
 i) includes step by step (sequential) teaching pointers
ii) includes at least one activity away from the piano
iii) includes at least one element that will help to create a classical "atmosphere" (tell a story, video, color a picture, dress up in a costume, go online, etc.)

Part B
-choose one technical topic such as triad arpeggios, HT scales, staccato octaves, fournote chords, etc, and choose only 1-2 keys
-include creative activities for DRILLING until the student masters the technical skill

E. Style Presentation
- 10 minute in-class presentation of one Baroque piece (your choice)
-each presentation will include: description of style elements, PERFORMANCE of the piece and demonstration of pedagogical strategies (technique, musicianship activities) for teaching the style elements
-include photocopies of score for class including stylistic markings

F. Woman Report
-research the life and contributions of one Baroque or Classical female keyboard performer, pedagogue and/or composer
-especially use the internet
-discuss: her background, musical contributions and the role that gender played in her life
-perform or bring recordings (and scores) of her music to class
-10 minute presentation in class

G. 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
-exams, class presentations and observed teaching cannot be rescheduled except for excused absences
-it is desired that students will act professionally 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 encouraged and noted

H. Homework Assignments

-small assignments including readings, class reports, class demonstrations, and analysis exercises.

I. Final Exam
-will include a written and performance portion
-written: facts related to performance practice style
-performance: demonstration of intermediate level technique
**GRADUATE LEVEL**

**Option A**

Objectives

1. To be encouraged to explore your own ideas for determining how to diagnose and solve pianistic problems through co-teaching with a supervising professor.

2. To be then further challenged to discover additional approaches to aid your pupils through in-depth personalized feedback from the supervising professor.

3. To teach at a high level through the opportunity if teaching college music majors.

Assignments

-you will observe and co-teach (with professor) college music majors in a supervised setting
-to include: a) one observation and one co-taught lesson of private lesson
one observation and one co-taught lesson of group lesson

-for EACH lesson: 1.5-2 page lesson plan, pre and post lesson conference
-Self Evaluation of one videotape

**Option B**

-8 page paper on a topic related to Performance Practice Style in Baroque or Classical music, or an intermediate teaching topic

**Option C**

-focus on group teaching skills by observing 6 Keyboard Skills classes
-may be a variety of levels and professors, or only one
-write 4 single spaced pages reporting on WHAT you observed during class, especially noting and describing helpful ideas
-create a list of your “Top 5 Important Tips” for future use

**Option D**

-own choice as approved by Dr. Gingerich
SYLLABUS
(subject to change)

Week 1: Aug 24  Explanation of Syllabus
       Practicum Organization

Week 2: Aug 31  Definition of Intermediate
       Description, Goals and Motivation of Intermediate
       Students
       Transitional Repertoire

Week 3: Sept 7  Baroque Style

Week 4: Sept 14  Baroque Style

Week 5: Sept 21  Curriculum Development
       Review of Standard Curricula

Week 6: Sept 28  **Style Presentation**
       Group Teaching Techniques

Week 7: Oct 5  **Observed Teaching Demo #1**

Week 8: Oct 12  Intermediate Technique
       Classical Style

Week 9: Oct 19  no class

Week 10: Oct 26  Classical Style
       **Woman Report**

Week 11: Nov 2  Attend GMTA Convention

Week 12: Nov 9  Classical Style
       **Group Teaching**

Week 13: Nov 16  **Observed Teaching Demo #2**

Week 14: Nov 23  Recital Preparation

Week 15: Nov 30  Review

Week 16: Dec 7  **Mon Dec 6 5:30 Cashen Student Recital**
       Dec 7 Brief Class

       Final Exam as listed on Banweb
       Curriculum Project and Practicum Portfolios Due Mon Dec 13 noon