OBJECTIVES

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

2. To further individual professional growth through the consideration of aspects of professionalism: preparation of students for competitions, performance anxiety, adjudication, and piano maintenance.

3. To strengthen teaching skills through the experience of both a private and group teaching practicum.

4. To develop a personal curriculum to complement your individual teaching style and as a sequential basis for developing specific technical, repertoire and musical goals. The curriculum will consider methods, materials and specific outcomes or goals. This curriculum will be developed by surveying and using standard curricula as models.

5. To develop an understanding of style and interpretation as appropriate for the intermediate level student in relation to standard literature from the Romantic and Modern eras. The historical context for the creation of each performance style will be considered and performances of standard intermediate level repertoire will be heard. Pedagogical skills and reference tools to aid in communicating these styles to students will be emphasized.

6. To gain exposure to a wide range of standard intermediate repertoire by purchasing music, and by learning and demonstrating pieces in class in order to build your own repertoire and so be able to demonstrate these pieces to your students.

7. To analyze entire pieces for teaching purposes.

8. To survey and create study guides for student use.

9. To create a comprehensive approach to piano study by considering the materials and methods for teaching musicianship topics such as theory, sight reading, improvisation, composition 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 focus on the research foundations of piano pedagogy, rather than the practical application emphasis of Pedagogy I, II and III, by considering historical pedagogy and current research trends.

12. To broaden student’s knowledge of pedagogy by attending a teacher workshop.

13. To possibly use a pedagogy project to create a Big Night or Celebration of Graduate Research presentation.

**MATERIALS**

-only urtext editions are acceptable. Recommended: Henle, Peters
-be certain to stipulate URTEXT when you order

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 from Burt and Co 1-800-854-2878. Will need to pay shipping charges (say “hold until complete”) of $3-$7.

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

**Required:**

blank video tape


Hinson. *At the Piano with Women Composers*, Alfred


Schumann. *Kinderscenen (Scenes from Childhood)*. Kalmus ($8)

*Purchase One*
  Guy and McArthur, editors. *Focus on Melody Volume 2.* FJH ($10)

*OR*
  Magrath, editor. *Encore Book 3.* Alfred # 307 ($10)

**Recommended:**

Bachus, Nancy. *The Romantic Spirit, Book 1 and 2.* Alfred # 4638, 4639

Clark, Frances. *Questions and Answers: Practical Advice for Piano Teachers.* Northfield, IL: The Instrumentalist Company, 1992

Clavier subscription ($9)


Gollerich, August. *The Piano Master Classes of Franz Liszt* (on reserve)


Hinson. *Anthology of 20th Century Piano Music.* Alfred #21442


Smith, Gail. *Great Women Composers.* Mel Bay 96008 (on reserve)

Smith, Gail. *The Life and Music of Amy Beach.* Mel Bay # 94705
Recommended Journals (available in our library)

American Music Teacher (Music Teachers National Association)

Keyboard Companion (The Frances Clark Institute)

Clavier (The Instrumentalist Company)

Piano: The magazine for the piano world (British, Siepmann editor)

Piano Pedagogy Forum  www.music.sc.edu/ea/keyboard/PPF

Recommended Websites

World Piano Pedagogy Conference: pianovision.com (interviews, articles, news, jobs, teacher forum, order music)

Alfred publishing: www.alfred.com (info on new music)

ASSIGNMENTS

Student Study Guide

-based on Celebration Series model (or any other you like), create a 1-2 (excluding score) page student study guide for a Romantic or modern piece not studied in class

-include a photocopy of the repertoire, graphics (formatting, musical example, pictures, diagrams, charts, layout)

-be sure to use language appropriate to an intermediate level child studying this piece

-include musical specifics such as measure numbers

-not required, but if you wish you may create a "study score"

-include suggestions for performance practice style

-include any other suggestions you think would be most helpful

Midterm and Final Exams

-cover all topics studied in class

-may include performance portion

Historical Pedagogy Project

-choose either Option A or B

-must include an essay portion but may also include, charts, lists, diagrams

-3 pages in length
Option A: Development
-trace development of SINGLE aspect of piano teaching through several historical periods
-possible topics could be: use of wrist, role of thumb under, pedagogical repertoire development, role of theory, teacher and student roles, utilization of teaching aids, individuation of lessons, educational psychology awareness

Option B: Single Pedagogue
-focus on work of one pedagogue discussing such topics as: works written, famous students, influence, pedagogical theories

Teacher Observation

-observe 2 lessons of the SAME intermediate level student
-one observation must occur prior to Feb 22, the other after April 1
-write 1-2 page report describing:
i) materials used (books, software, teaching aids)
ii) specific technical exercises and other elements of technique which were taught
iii) specific musicianship topics taught
iv) motivational methods
v) after 2nd observation, describe and evaluate the growth of the student
-1-2 page ANONYMOUS report

Curriculum Project

Objective: To develop a curriculum to meet your pedagogical goals for students in one intermediate level (early, mid or late).

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. You may 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? Discuss such items as: ornamentation, historical style details, performance and competition opportunities, # of pieces memorized, ability to make decisions, ability to work independently and problem solve, etc.

b) technique - what specific technique should be learned and in what sequence? Use 3 categories: Pure, Exercises, Etudes. Include names of materials.
c) repertoire - list the names of at least 20 pieces in **sequential** order (from easy to difficult, but staying within the ONE level), 5 from each period. Do not include repertoire studied in class. Include their location (publisher, title of book). Include an annotation (brief description) of pedagogical purpose and attractiveness of piece. Include a copy of the first line of music (photocopied is okay, or Finale, or scanned etc).

d) musicianship - list specific musicianship skills to be taught (list specific skills in each category) and the materials to be used. For example: theory, ear training, sight reading, improvisation, composition, etc.

**Length:** 8-10 pages, lists, point form

**Pedagogical Analysis of Repertoire**

-choose one intermediate or early advanced level Romantic or 20thc piece and analyze it for pedagogical purposes
-consider: pedagogical purpose, pedagogical strengths and weakness of the piece, technical challenges, musical interpretation, specific suggestions for teaching, and where it would fit into an overall intermediate level curriculum.
-one written page, one page score (markings optional)

**Teaching Practicum**

-teach one intermediate level student for 10/45 minute lessons

-goals: a) to freely experiment with ideas presented in class and your own ideas
b) to mentally prepare for lessons but without writing entire lesson plans
c) prepare student to perform one memorized piece (or portion of piece) in recital, must be Romantic or modern piece.

-create ONLY 4 lesson plans which should:
a) be 2 pages in length and include step-by-step details
b) include many opportunities for student interaction with teacher
c) include SPECIFIC questions you will ask (indicate using quotation marks and question marks). These questions should be open-ended, involve student self evaluation, student experimentation (student makes suggestions)
d) include and describe TWO musicianship activities in each lesson
e) the 2 pages do not necessarily have to cover the entire lesson
f) use any format that you like
Observed Teaching Demonstrations
-you will complete two, either 2 of Option A, or Option A and B
-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
-one will be video taped

Option A: Practicum Student

-teach practicum student for 20 minutes
-choose either i) Romantic or Modern style, or ii) musicianship topic
-2 page lesson plan
-this is in addition to 10 private lessons

Option B: Early Advanced Level

-may be completed in class or privately
-15 minutes teaching a classmate
-choose opposite topic of Option A: Practicum Student (either style or musicianship) at EARLY
advanced level
-one page lesson plan

Group Teaching

-teach Keyboard Skills II students for 10-15 minutes
-choose one page in the textbook
-create a 1-2 page lesson plan
-goal: mastery of the topic so drill might be important
-lesson plan due 3 days in advance (clear topic with me)
-pre lesson conference
-must be completed by Feb 22
-must use one technological feature

Homework Assignments

-various assignments including listening, library readings, textbook readings, etc.
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, tests, class presentations and observed teaching 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 encouraged and noted

Excused Absences – MUST BE DOCUMENTED IN WRITING
-may be given for a) documented illness b) family emergencies c) scheduled school absences d) miscellaneous. It is the student's responsibility to makeup any missed work
-tests, exams, teaching demonstrations and class presentations cannot be rescheduled except for excused absences
*If you wish to receive an excused absence for ANY reason (leaving class early, arriving late, missing class) you must submit your request IN WRITING (note under my door, mailbox in office, PLEASE DO NOT ASK ME IN PERSON) including: #1 the category from the syllabus under which your excuse falls and #2 your documentation

Policies
-If you wish to meet with me outside of class, I am available during my office hours which are posted on my door.
-late assignments receive a grade of 0%

EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Student Study Guide</td>
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<tr>
<td>Midterm</td>
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<tr>
<td>Final Exam</td>
<td>5%</td>
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<tr>
<td>Historical Pedagogy Project</td>
<td>5%</td>
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<tr>
<td>Teacher Observation</td>
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<tr>
<td>Curriculum Project</td>
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<td>Pedagogical Analysis of Piece</td>
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<td>Teaching Practicum</td>
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<td>Class Presentation</td>
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<td>Demo Lesson</td>
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<td>Group Teaching</td>
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<td>Homework Assignments</td>
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<td>Attendance and Class Participation</td>
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GRADING

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Below 60 is F
# SYLLABUS
(subject to change)

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<th>Date</th>
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<tbody>
<tr>
<td>1 Jan 11</td>
<td>Introduction to Syllabus</td>
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<td>2 Jan 18</td>
<td>Celebration Series</td>
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<td>Musicianship: Theory</td>
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<td>Group Teaching: Technology</td>
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<td>5 Feb 8</td>
<td>Romantic Style</td>
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<td>Musicianship: Ear Training</td>
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<td>Adjudication</td>
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<td><strong>Sat Feb 12 McBride-Smith Workshop</strong></td>
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<td>6 Feb 15</td>
<td>Musicianship: Composition, Improvisation</td>
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<td>Piano Maintenance</td>
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<td>Pedagogical Analysis of Repertoire</td>
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<td>Student Study Guides</td>
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<td><strong>Group Teaching Must Be Completed</strong></td>
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<td><strong>1st Teacher Observation Must Be Completed</strong></td>
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<tr>
<td>8 Mar 1</td>
<td><strong>Observed Demo #1</strong></td>
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<td>9 Mar 8</td>
<td>Introduction to Modern Style</td>
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<td>Memorization: “Italian Festival”</td>
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<td>10 Mar 15</td>
<td>Modern Style</td>
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<td>Developing Healthy Technique: Dorothy Taubman</td>
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<td>11 Mar 29</td>
<td>Modern Style</td>
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<td>Jazz, Pop</td>
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<td></td>
<td><strong>Pedagogical Analysis of Piece Due</strong></td>
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12 Apr 5  **Observed Demo #2**

13 Apr 12  Modern Style  
Performance Anxiety  
Suzuki Method  
**Historical Pedagogy Project Due**

14 Apr 19  French "Impressionism"  
Supplemental Repertoire  
**Teacher Observation Due**  
**Student Study Guide Due**

15 Apr 26  Student Recital Cashen Hall  
Review

**Due May 9 at 12:00 noon: Practicum, Curriculum Project, Graduate Project**

**Final Exam as listed on Banweb**

**GRADUATE LEVEL**
- choose either Option A or B

**OPTION A: TEACHING**

**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 major in a private supervised setting  
- Part I: one observation and one co-taught private lesson (1.5 page lesson plan)  
- Part II: before or after lesson research how 3 famous pedagogues (historical or current) have taught ONE aspect you taught (may not be same topic as Historical Pedagogy Project) (1 page)

**OPTION B: SCHOLARLY WORK**
- creation of a scholarly paper (and paper presentation proposal) for possible publication in a journal, or for the Celebration of Graduate Research, or for a pedagogy conference  
- a 2,000-3,000 word article, ready for publication. This will involve several due dates throughout the semester, a willingness to make numerous revisions, and availability to conduct time consuming research (possibly off campus).