Spring 2-1-2016

MUSI 436.01: Piano Methods & Materials II

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Required Materials:

*Professional Piano Teaching*
  Jeanine Jacobson

*The Pianist’s Guide to Standard Teaching and Performing Literature*
  Jane Magrath

**COURSE DESCRIPTION**

This course is a continuation of the various aspects of the piano teaching professions, including a study of techniques, methods and literature for teaching the beginning, intermediate and advanced student. A survey of various materials for teaching piano are examined with an emphasis on evaluation and critical analyses of integral elements necessary to achieve music literacy, keyboard musicianship, and comprehensive training.

**COURSE OBJECTIVES**

- Examine and evaluate beginning, intermediate and early advanced-level literature available to the piano teacher
- Develop skill in leveling and selecting appropriate repertoire for the beginning through early advanced student
- Develop teaching strategies to use with the intermediate student
- Become familiar with books and resources for the independent piano teacher
- Develop an understanding of technical approaches and music wellness issues that pertain to the intermediate and advanced student

**TOPICS WILL BE TAKEN FROM THE FOLLOWING:**

- Teaching the Transfer Student
- The Intermediate Student
- Group Teaching
- Teaching Adult Students
- Repertoire Leveling
- Repertoire Anthologies
- Intermediate and Advanced Technique
- Special Needs Students
- Health and Wellness
- Your Studio as a Business
- Adjudication
- Suzuki
- Kindermusik

**CLASS ASSIGNMENTS AND ACTIVITIES**

This course will include assignments and activities relating to three primary sources of information, including the course text, review of established methods courses for piano instruction, and supplemental lectures and information provided by the instructor. Reading and research assignments will be given regularly, as well as exercises relating to specific areas of piano pedagogy.

**ATTENDANCE POLICY**
Since we will cover a broad array of materials and information each class, it is extremely important that you attend each session. Therefore, for every two classes missed without instructor approval at least 24 hours in advance of the scheduled class time, the final course grade will be lowered one letter grade (e.g. A- to B+). The only exception to this policy will be in circumstances out of your control (e.g. medical emergency or family death) where written documentation will be required.

**GRADING**

The final course grade will be divided as follows:

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Class participation</td>
<td>20%</td>
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<tr>
<td>Final Take-Home Exam</td>
<td>30%</td>
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<tr>
<td>Anthology Project</td>
<td>10%</td>
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<tr>
<td>Lesson Observations</td>
<td>10%</td>
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<tr>
<td>Book Reviews</td>
<td>10%</td>
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<tr>
<td>Article Reviews</td>
<td>10%</td>
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<td>Adjudication Observations</td>
<td>5%</td>
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<tr>
<td>Notebook</td>
<td>5%</td>
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**Lesson Observations**

You will observe three hours of lessons during the semester. These must include one class piano class and one independent teacher in the community. Please schedule the observation ahead of time. For your third observation, you may choose to observe an applied lesson by a university instructor or another class piano class or community teacher. All three observations will be turned in by May 4th.

**Article Reviews**

You will be required to research and find articles pertaining to various aspects about the piano and its instruction, and write a summary of the article. These assignments will occur throughout the semester. In the article review, discuss the contents of the article, including information that you feel is most important and how that information might be applied to your teaching. Feel free to critically discuss the article content or the writer’s style. The review must be one or two pages, typed and double-spaced. You will also review one book each month and write a review based on the same criteria above.

**Book Reviews**

You will write book reviews for the months of February, March and April. Choose a book for pianists and piano teachers on a topic which is of interest to you. It may be related, for example, to technique, general musicianship, piano literature, music wellness, learning or personality theories, or a music education topic. Write a 2-3 page paper in which you describe the main ideas covered in the book. Summarize the author’s main points and describe the contents of the book. Include a personal critique of the book. What were the strengths and weaknesses of the author’s writing style? Indicate how the topic could directly impact your teaching.

**Adjudication Observations**

During the MMTA Spring Festival in March, you will each be required to attend 3 hours of adjudications during the weekend and will turn in your observations. More information will follow.

**Notebook**

The notebook should include class notes, projects, lesson plans, teaching observations, and class handouts (include anthology handouts from peers).

**Anthology Project**
Evaluate five anthologies of standard piano teaching literature. From the list of anthologies below, you must include the first three (with *). Choose the other two from the list.

Magrath *Masterworks Classics 1-10*
Celebration Series *Perspectives 1-10*
Snell *Piano Repertoire 1-10*
Agay *Anthology of Piano Music* (Baroque, Classical, Romantic, Contemporary)
Agay *The Joy of... Series* (choose 8 books)
Alfred *Essential Piano Literature* series (choose just three books to look through)
Dietzer *First Impressions*, Books A,B,C, 1-6
Clarfield/Guy *From Mystery to Mastery*
Magrath *Melodious Masterpieces 1-3*
Magrath *Masterpieces with Flair 1-3*
Magrath *Encore 1-3*
Olson *Applause! Books 1-2*

Include 3 pieces from each period of music (Baroque, Classical, Romantic, Contemporary). For each example, name the following, with pieces listed in order of difficulty within each period:

- Composer and Title
- Incipit (optional, but useful!)
- Approximate Level from 1-10 (based on Magrath text)
- Technical Features
- Musical or stylistic difficulties
- What does it teach? (Another way to think of this question is: why would you give a student this piece?)

Be prepared to play one piece from each period and describe its most relevant features. Preview one piece with a class peer as if they are a student in a lesson. The presentation should last 15-20 minutes. Bring a handout for other members of the class which lists the pieces and levels.

2016 DATES TO REMEMBER

March 12-13 MMTA Spring Festival, Ken Christensen, adjudicator
April 2-6 MTNA National Conference, San Antonio, TX
April 15-17 UM Keyboard Society Spring Festival with Marina Lomazov and Joseph Rackers

Academic Misconduct and the Student Conduct Code

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at www.umt.edu/SA/VPSA/Index.cfm/page/1321