

PIANO PEDAGOGY III
4183/5183 Wed 3:30-5:10pm
Fall 2017
UNIVERSITY OF WEST GEORGIA

Dr. Carol Gingerich
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Humanities Room 335- Office Hours as Posted

"Intermediate Materials and Methods: Baroque and Classical"

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 and consideration of business practices.
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, with a special focus on technique.

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 underrepresented musicians 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.

MATERIALS

Places to Order Music

(in general say “hold until complete”)

- i) Music Time 1-800-932-0824 or www.musictime.com
- ii) Burt & Co 1-800-548-2878 www.burtnco.com
- iii) Prima Music 877-877-5743 or www.primamusic.com
- iv) Hutchins and Rea 1-800-753-BACH (2224) or 770-455-3130
hutchinsandrea.com
- v) JW Pepper 1-800-345-6296 www.PianoAtPepper.com
- vi) www.sheetmusicplus.com *HIGHLY RECOMMENDED*

Required Materials (edition is VERY important)

Personal or UWG recording device

stapler (\$1 at Dollar Store)

GMTA Membership: \$29.00 (print hard copy proof of membership)

<http://www.mtna.org/membership-information/join-mtna/>

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

Celebration Series “Perspectives” Level 4: Piano Repertoire. Frederic Harris \$10

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

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

Uszler, M. and S. Gordon and S. McBride-Smith. The WellTempered Keyboard Teacher, 2nd edition. New York: Schirmer, 2000.

Recommended Materials

Bach. 2 and 3 Part Inventions (Sinfonia). Any urtext edition.

Beethoven. Sonata Op. 14 #2 Henle or Peters edition.

Badura-Skoda, Eva and Paul. Interpreting Mozart on the Keyboard. St. Martin's Press.

Donington, Robert. A Performer's Guide to Baroque Music. Scribner, 1973.

Gillespie, John. Five Centuries of Keyboard Music. Dover.

Gordon, Stewart. Etudes for Piano Teachers. Oxford Univ. Press

Hinson, Maurice, editor. At the Piano with Women Composers. Alfred 428 \$7

Hinson, Maurice. Guide to the Pianist's Repertoire, 4th edition. (p. 321 reference to Dr. **Gingerich's French Piano work**) Ref ML 128.P3 H5

Magrath, Jane. The Pianist's Guide to Standard Teaching and Performance Literature. Alfred.

Rosenblum, Sandra. Performance Practices in Classic Piano Music. Indiana University Press.

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

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 10-15 pages in length and can contain lists, point form descriptions, charts and essays.

B. Group Teaching Demonstration

-design a 10-15 min intermediate level group experience that involves collaborative learning

-have one pedagogical objective

-use Smartboard in room 232

-create 2 page lesson plan

Option A: Studio Class

-create for “imaginary” studio class (we act as your students), list number of students and ages

-must include physical movement, visual or technical aids, and group interaction activities

Option B: University Class Piano Collaborative Activity

-design and teach Dr. Gingerich’s UWG KS III class

-must pair students in groups of 2, 3 or 4 to work collaboratively

-lesson plan due one week prior to teaching

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, APPS 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. Include score of first 2-3 bars.

Length: 3-5 pages

D. Observed Teaching Demonstration

- you will teach your practicum student one time while I observe you in my studio.
- I reserve "butt-in" privileges
- there will be pre and post lesson conferences
- you will complete self evaluations, one will be videotaped
- you will create a 1.5-2 page lesson plan
- 20 minutes

2 Parts

Part A

- teach Classical style piece (may be only a 4 bar excerpt as appropriate)
- utilize teacher demonstrations

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

- teach and/or drill ONE element of intermediate technique
- topics such as triad arpeggios, HT scales, staccato octaves, fournote chords, etc, and choose only 1-2 keys, Hanon, Burgmuller
- include creative activities for DRILLING until the student masters the technical skill

E. Style Presentation

- 8-10 minute in-class presentation of a 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. Own Choice Project

- choose ONE of the following: worth 6%
- require a proposal and instructor approval after which additional requirements will be given

a) Underrepresented Pianist's Report

- research the life and contributions of a Baroque or Classical pianist (performer, teacher, composer) from an underrepresented group such as: a women or an ethic group (African American, Hispanic, etc)
- especially use the internet
- discuss: background, musical contributions and the role that being underrepresented played in their life
- perform or bring recordings (and scores) of their music to class

- 8-10 minute presentation in class
- 2 page single spaced paper

b) Business Aspect of Teaching

- partner with a student in the Richards College of Business to explore the business aspect of running a private studio
- projects could include: advertising plan, taxes, creation of a business model (5 year plan), etc

c) Technology Project

- create a technological application for use in your current or future piano teaching
- could create website, Podcast, DVD to advertise your ideal piano studio; use or create APPS for teaching; use of social media; distance learning
- final project might be submitted electronically or presented in class

d) Promotional Media Creation

- creation of media promoting piano and piano pedagogy studies at UWG
- possibly: website video, Facebook entries, tweets, Youtube video, own choice
- possibly continue work from Spring 2017 Pedagogy II course
- details created in consultation with Dr. Gingerich

G. GMTA Conference Report

- attend at least ONE session and write a half page report:
 - a) describing and reporting details of the information that was presented
 - b) stating TWO evaluative comments, either describing what was useful about the session, and/or giving a suggestion for improvement.
- travel time and expense is part of this project

H. Attendance and Class Participation - attendance is taken on a daily basis

- 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

I. Homework Assignments

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

J. Final Exam

- will include a written and performance portion
- written: facts related to performance practice style
- performance: demonstration of intermediate level technique

Excused Absences

If you wish to be able to make up work you have missed you will need to have one of the UWG professionals below send Dr. G an email. Tests, performances, homework reports, and class presentations cannot be rescheduled except for excused absences

- a) Physical Health: Health Services Patient Advocate(Jill Hendricks, Corey Hindman)
- b) Emotional Health: UWG Cares: www.westga.edu/UWGCares
- c) Academic: time management, learning disabilities): EXCEL Center: www.westga.edu/excel
- d) Miscellaneous: Dean of Students Office: www.westga.edu/vpsa
- e) UWG music instructor concerning date and time of departure for an ensemble tour or conference.

It is the student's responsibility to ensure that the information concerning the Excused Absence is sent to Dr. Gingerich within two weeks of the absence and is complete. (highly recommended: ask them to cc the student). **It is the student's responsibility to make up any missed work, by contacting their "piano buddy."**

Please note: communication regarding absences is via email only. Dr. Gingerich is well qualified to assist the musical and pianistic problems. But for reasons of confidentiality and in order to obtain the best professional advice, assistance for situations which are non musical or non pianistic must be provided by one of the UWG professional listed above.

Email – Official communication is through "my.westga.edu" accounts only

Extra Credit – as described within and is granted after completion of all regular projects. Work utilized in other courses is not permissible.

Late Assignments – receive a grade of 0%. All assignments are due at the beginning of class.

Written Assignments - must be typed SINGLE spaced using 12 point font, 1" Left and Right margins, 1.5" top and bottom margins, and STAPLED in order to receive full credit.

Additional Information – available at

<http://tinyurl.com/UWGSyllabusPolicies>

EVALUATION

Private Teaching Practicum	30%
Group Teaching Demonstration	5%
Curriculum Project	10%
Observed Teaching Demonstrations	6%
Style Presentation	4%
Own Choice Project	6%

GMTA Conference Report	6%
Attendance and Class Participation	5%
Homework Assignments	20%
Final Exam	8%
Bonus Points	4%
(Additional GMTA report. Promotional media or tutoring, etc, requires approval)	

GRADING

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

SYLLABUS (subject to change)

Explanation of Syllabus

Week 1: Aug 16	Practicum Organization Baroque Style
Week 2: Aug 23	Definition of Intermediate Description, Goals and Motivation of Intermediate Baroque Style
Week 3: Aug 30	Baroque Style Pedagogy II Remaining: Young Beginner Methods
Week 4: Sept 6	Baroque Style Must Own Required Music Intermediate Technical Labels “Early, Mid, Late”
Week 5: Sept 13	Curriculum Development Review of Standard Curricula All Assignment Choices Due
Week 6: Sept 20	Group Teaching Techniques
Week 7: Sept 27	Style Presentation Due (Baroque) Intermediate Technique Classical Style
Week 8: Oct 4	Classical Style Intermediate Technique

Week 9: Oct 11	Group Teaching Demonstrations: October per KS syllabus Oct 16: GMTA Registration Due
Week 10: Oct 18	Classical Style Intermediate Theory, Sight Reading, Ear Training
Week 11: Oct 25 (Classical-Technique)	Observed Teaching Demonstration
Week 12: Nov 1	No Class GMTA Conference, Berry College, Rome, GA Nov 2-4: Sat Nov 4 9:10-9:40 Dr. G “Having Fun with Modern Music”; possibly Aaron Olinger perform
Week 13: Nov 8	Own Choice Project Due Classical Style Recital Preparation
Week 14: Nov 15	Curriculum Project Due GMTA Conference Report Due
Week 15: Nov 29	TBD: Student Recital-Cashen Hall 5:30-6:15? Practicum Due
Wed Dec 6 2:00-4:00pm	Final Exam