

PIANO PEDAGOGY I: EARLY AND MID ELEMENTARY LEVEL  
MUSC 4181  
Fall 2016  
UNIVERSITY OF WEST GEORGIA

Dr. Carol Gingerich  
Phone: 678-839-6273 email: cginger@westga.edu  
Humanities Room 335  
Office Hours as Posted

**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.
10. To explore and incorporate recent technological developments such as the use of Smartphones, ipads, ipods, and APPS.
11. To strengthen teaching skills through the experience of a teaching practicum.
12. To benefit from and experience a professional conference, the GMTA state conference.

## MATERIALS

### Places to Order Music (in general say “hold until complete”)

1. Teacher Discount (15-25%), no sales tax, shipping charges (\$6):

a) Music Time 1-800-932-0824 or [www.musictime.com](http://www.musictime.com)

b) Burt & Co 1-800-548-2878 [www.burtnco.com](http://www.burtnco.com)

c) Prima Music 877-877-5743 or [www.primamusic.com](http://www.primamusic.com)

2. No shipping charges if travel to Atlanta, has GA sales tax, no teacher discount:

a) Hutchins and Rea 1-800-753-BACH (2224) or 770-455-3130  
[hutchinsandrea.com](http://hutchinsandrea.com)

b) JW Pepper 1-800-345-6296 [www.PianoAtPepper.com](http://www.PianoAtPepper.com)

3. Online Only

a) [www.sheetmusicplus.com](http://www.sheetmusicplus.com)

### Required

Uszler, M., S. Gordon and S. McBride-Smith. The Well-Tempered Keyboard Teacher, 2nd edition.  
New York: Schirmer Books, 2000. (to be used all 4 semesters)

Piano Adventures (publisher: FJH, by Faber and Faber)

Lesson Book: Primer Level FF1075 \$7

Theory Book: Primer Level FF1076 \$7

Music for Little Mozarts (publisher: Alfred, by Kowalchyk)

Music Discovery Book 1 #14579 \$8

Music Lesson Book 1 #14577 \$8

4G Thumbdrive

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

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

### Recommended

Celebrate Piano! Lesson 1A (publisher: Stipes)

By Cathy Albergo (\$9)

My First Piano Adventure: Lesson Book A (with CD) (publisher FJH)

By Faber and Faber (\$10)

### **ASSIGNMENTS**

#### A. Attendance and Class Participation

- attendance is taken on a daily basis
- 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

#### B. 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
- optional: your student performs in end of semester recital
- 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.

#### C. Group Teaching Experience

Choose one of the following.

##### **Option A: Group Class for Children**

- organization and creation of musical games class for children
- i) assist in finding students and available time for class, if possible
- ii) research one or several experts for ideas for one type of activity (Pace, Bastien, Clark, Alfred, MENC, etc) and write one page report of findings (2%)
- iii) create a one page lesson plan incorporating ideas from your research. Due one week prior (3%).
- iv) teach group for 10-15 minutes (5%) – teach classmates if children not available

##### **Option B: Faber and Faber- My First Piano Adventure**

- review Lesson Book A and/or Writing Book A
- give 5 minute overview of the series (may also discuss level B and C, if wish): describe contents, philosophy, method for teaching pitch and rhythm, materials
- teach 2 classmates (dyad at the piano, pretend are 4 years old) for 10 minutes using this method (teaching demonstration)

D. Observed Teaching Demonstration

- 1x you will teach your practicum student in my studio for 15 minutes
- 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 videotaped self evaluation

E. Technology Project

- choose ONE from below

**Option A: Faber Primer Level**

- create a 3-5 minute video that COULD be posted on youtube
- topic must be approved
- important to match your video to the learning context in terms of style, language choice, content level, and motivational appeal
- teach one concept from Faber Lesson Book Primer Level p. 1-29
- appropriate for child ages 6-8 years
- be creative, use visual and/or movement aids
- include PowerPoint of Practice Suggestions worded either for the child, and/or the parent

**Option B: Current Smart Technology**

- describe and demonstrate as appropriate the incorporation of current technology (Smartphones, APPS, ipad, ipod) into private and/or group lessons for beginning students aged 6-9
- depending upon your interests your final project might include: demonstration to the class, sample lesson plans, written reports, etc
- designed in consultation with Dr. Gingerich

**Option C: Own Choice**

- evaluate existing youtube videos and other websites
- or suggest your own topic in consultation with Dr. Gingerich

F. Homework - various written, performance and verbal assignments will be given

G. Written Test – small test covering teaching and learning styles

H. GMTA Conference- attend one SESSION, no report necessary, optional “piano dinner”

- see UWG instructor or hand in session handout as proof of attendance

**EVALUATION**

Attendance and Participation	5%
Teaching Practicum	30%
Group Teaching Experience	10%
Observed Teaching Demonstration	10%
Technology Project	5%
GMTA Conference	5%
Homework Assignments	30%
Written Test	5%
Bonus Points (must be approved) (GMTA conference report, additional teaching, WGMTA report, etc)	4%

**GRADING**

90-100A	/80-90B	/70-80C	/60-70D	Below 60F
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**ACADEMIC POLICIES**Attendance Policy

Students must be punctual and attend all classes.

UWG provides excellent resources to students, and if you need to be absent, and wish to inform me of your circumstances, you may invite a UWG Professional to assist you:

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

**Please note: communication regarding absences is via email only. Dr. Gingerich is well qualified to assist with 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.**

Official communication will be via “my.westga.edu” accounts only.

Extra credit is permitted as indicated, but work created in other courses may not be utilized. Extra credit is granted after the completion of the requirements of this syllabus and may not be utilized as a substitute for regular work.

Written assignments must be typed using single-spaced 12 point font, 1” Left and Right margins, 1.5” top and bottom margins, and stapled in order to receive full credit.

Contract –by remaining a registered student in this course, the student agrees to the obligations set forth in this syllabus for the satisfactory completion of this course. Additional information: <http://tinyurl.com/UWGSyllabusPolicies>

**SYLLABUS** (subject to change)

Aug 10	Introduction to Syllabus-Practicum Organization
1:Aug 17	Teaching Philosophies and Styles- Learning Style Theory
2:Aug 24	Learning Style Theory Teaching Music Notation Reading <b>All Required Materials Purchased</b>
3:Aug 31	First Lesson Preparation – Lesson Planning- Semester Planning In Class Sample Demonstration of First Lesson
4:Sept 7	Interview/Auditioning Parents and Students Faber and Faber: <u>Piano Adventures</u> <b>Wed Sept 7-All Lesson Schedules confirmed to Dr. Gingerich via email</b>
5:Sept 14	Faber and Faber - Celebrate Piano Introduction to Comprehensive Musicianship
6:Sept 21	Teaching Theory, Aural Skills, Improvisation and Sight Reading Studio Classes and Musical Games
7:Sept 28	<b>Teaching Practicum Begins</b> Faber and Faber
8:Oct 5	ADD/ADHD, Autism <b>Group Teaching Experience</b>
9:Oct 12	Faber and Faber <b>Written Test</b>
10:Oct 19	Music for Little Mozarts
11:Oct 26	<b>Observed Teaching Demonstration</b>
12:Nov 2	Class Held at GMTA Conference-Macon, GA TBD
13:Nov 9	<b>Technology Project Due</b>
14. Nov 16	Music for Little Mozarts
15. Nov 30	<b>Practicum Portfolio Due Wed Nov 30 3:30pm –No Final Exam!</b> <b>Student Recital 5:30pm Cashen Hall TBD</b>