

Las Positas College  
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**Course Outline for MUS 26**  
**METHODS/MATERIALS/PIANO TCHRS**  
**Effective: Fall 2012**

**I. CATALOG DESCRIPTION:**

MUS 26 — METHODS/MATERIALS/PIANO TCHRS — 2.00 units

Examination of various methods in print for use in teaching piano; setting up a teaching studio and maintaining the business; finding and selecting supplementary literature; preparing for recitals and other special events. Intended for pianists with intermediate or advanced skills who are engaged in the teaching of piano or who would like to prepare to teach.

2.00 Units Lecture

**Strongly Recommended**

MUS 21B - Beginning Piano: Intermediate

**Grading Methods:**

Letter or P/NP

**Discipline:**

**Family:** Music Piano Pedagogy

	<b>MIN</b>
<b>Lecture Hours:</b>	36.00
<b>Total Hours:</b>	36.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**Before entering this course, it is strongly recommended that the student should be able to:**

A. MUS21B

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. set up a studio for piano teaching;
- B. locate, analyze and select appropriate materials for beginning or intermediate students;
- C. maintain the business of piano teaching, including record keeping, advertising, tax issues, billing, and studio policies;
- D. plan recitals and other incentives for students.

**V. CONTENT:**

- A. Setting up a studio
  - 1. Instruments
  - 2. Dealing with sound problems
  - 3. Storage
  - 4. Lighting
  - 5. Traffic flow
- B. Maintaining records
- C. Advertising
  - 1. Newspapers
  - 2. Music store lists
  - 3. Business cards
- D. Studio policies
  - 1. Payment policies
  - 2. Cancellations and missed lessons
  - 3. Statement of philosophy
  - 4. Practice expectations
  - 5. Materials
- E. Piano teaching method books
  - 1. Finding what is available in print
  - 2. Evaluating the method
    - a. Order of presentation of concepts
    - b. Quality of literature

- c. Intended age level
- d. Quality of technical exercises
- e. Student appeal
- F. Supplementary literature
  - 1. Sources
  - 2. Evaluation of quality
- G. Technological support
  - 1. Records and billing
  - 2. Notation programs
  - 3. Preparation of recital programs
  - 4. Advertising materials
  - 5. Theory programs
- H. Recitals
  - 1. Planning
  - 2. Location
  - 3. Expenses
  - 4. Preparation of students
  - 5. Refreshments
- I. Professional organizations
  - 1. Music Teachers' Association of California
  - 2. National Guild of Piano Teachers
  - 3. Music Teachers' National Association
  - 4. Other organizations

## VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. Small group and whole class discussion
- C. Possible field trips; examples: 1. Visiting music studios of local teachers 2. Music stores 3. Computer laboratories
- D. Guest presentations when available/feasible
- E. Films and recordings

## VII. TYPICAL ASSIGNMENTS:

- A. Reading:
  - 1. Using The Pianist's Guide to Standard Teaching and Performance Literature by Jane Macgrath, find several pieces using Latin rhythms suitable for a third year student.
  - 2. Find and read an article on the piano teaching business in a journal such as MENC Journal, California Music Teacher, or Clavier magazine. Report on the article to the class.
- B. Writing, listening, problem solving/critical thinking:
  - 1. Write a 2-5 page paper explaining how you would set up a teaching studio suitable for your particular situation.
  - 2. Do an in depth study of one method series. Consider its suitability for different students, and discuss its strong and weak points. Present your findings orally to the class and prepare a written summary of your work to distribute to the class.
- C. Collaborative learning:
  - 1. Group project/oral presentation. Compare and contrast several different teaching methods. Divide up the work among the students in the group and present the results in written form and orally to the class.
  - 2. As a group, prepare a written document explaining studio policies for a new teacher. Include a statement of philosophy as well as detailed delineation of billing policies, handling of absence issues and practice expectations.

## VIII. EVALUATION:

### A. **Methods**

- 1. Other:
  - a. Examinations - 2 per semester
    - 1. typical question: objective
      - a. Jean-Philippe Rameau composed primarily for the
        - 1. piano.
        - 2. harpsichord.
        - 3. organ.
    - 2. Typical questions: essay
      - a. Select one business idea that was addressed in class and discuss how you would incorporate it into your teaching.
      - b. What method would you choose for an eight year old boy who reads at a sixth grade level? Why?
  - b. Individual field assignment (examples):
    - 1. Observe a private lesson taught by another teacher and write a report, discussing in detail the materials that were used and their effectiveness for the individual student.
    - 2. Do an internet search for information helpful to the piano teacher. Prepare a list of useful sites to share with the class.
  - c. Collaborative learning:
    - 1. With another student, do an in-depth study of two teaching methods. Compare and contrast the two, and report your findings to the class.
    - 2. Prepare a handout for parents to serve as a guide in the purchase of a piano. Include what to look for in an instrument, how to find sources, where to find assistance, advantages of different types of pianos, maintenance requirements and the selection of a piano technician. Share your work with the class.

### B. **Frequency**

- 1. Two written examinations (mid-term and final)
- 2. One individual field assignment (written or oral), mid-semester
- 3. One collaborative project (oral and written) presented at end of semester.

## IX. TYPICAL TEXTS:

- 1. Bogas, Roy (2007). *The True Art of Playing the Piano.*: Self Published.
- 2. Jacobson, Jeanine M., Ed by E. L. Lancaster (2006). *Professional Piano Teaching: A Comprehensive Piano Pedagogy Textbook for Teaching Elementary Level Students*. USA: Alfred Publishing Company, Inc..
- 3. Sandor, Gyorgy (1995). *On Piano Playing: Motion, Sound and Expression*. Belmont, CA: Wadsworth.
- 4. Bastien, James (1988). *How to Teach Piano Successfully* (3rd ed.). San Deigo, CA: Neil A. Kjos Music Company.
- 5. Schaum, Wesley (1998). *Keyboard Teaching with Greater Success and Satisfaction* (5th ed.). Milwaukee, WI: Schaum Pub..
- 6. Agay, Denes (2004). *Art of Teaching Piano*. New York: Yorktown Music Press, Inc.
- 7. Bruckner, Susan (1998). *The Whole Musician, A Multi-Sensory Guide to Practice, Performance and Pedagogy* (3rd ed.). Santa Cruz, CA: Effey Street Press.

X. OTHER MATERIALS REQUIRED OF STUDENTS: