

Course Outline for MUS 27
TEACHING INTERMEDIATE PIANO
Effective: Fall 2012

I. CATALOG DESCRIPTION:

MUS 27 — TEACHING INTERMEDIATE PIANO — 2.00 units

Principles of successful piano teaching with emphasis upon continued development of technique and reading ability in intermediate level students; private and group piano teaching methods; selection of intermediate literature; Baroque, Classical, Romantic and 20th Century styles; studio organization and personal development as teacher and musician. Observation of piano lessons or classes and supervised practice teaching of private or class piano students may be required. Intended for pianists with intermediate or advanced skills.

2.00 Units Lecture

Strongly Recommended

MUS 21B - Beginning Piano: Intermediate

Grading Methods:

Letter or P/NP

Discipline:

Family: Music Piano Pedagogy

	MIN
Lecture Hours:	36.00
Total Hours:	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. plan a series of lessons for an intermediate student;
- B. select appropriate exercises, literature and theory for an intermediate student;
- C. address special problems encountered in teaching;
- D. evaluate progress of a piano student, taking into consideration hand position and technique, reading ability, rhythmic accuracy, practice habits and knowledge of theory;
- E. approach the teaching of a particular piece, based upon the style characteristics of the era in which it was composed.

V. CONTENT:

A. Elements of technique for the intermediate student

- 1. Singing Tone
- 2. Use of the thumb
- 3. Crossings
- 4. Rotation
- 5. Fingering
- 6. Two hand coordination
- 7. Projection
- 8. Register balance

B. Theoretical elements

- 1. Major and minor scales
- 2. Keyboard harmony
- 3. Complex Rhythms
- 4. Form and Structure

C. Expressive elements

- 1. Phrasing
- 2. Use of the pedals
- 3. Legato

4. Climax
5. Contrast
6. Style
7. Mood
8. Voicing
9. Musical content
- D. Sight-reading
- E. Improvisation
- F. Lesson planning
 1. How to address problems encountered in teaching
 2. How to evaluate progress of a piano student, taking into consideration hand position and technique, reading ability, rhythmic accuracy, practice habits and knowledge of theory
- G. Practice techniques
 1. Forming good technical habits
 2. Planning routine practice sessions
 3. Dealing with special problems
- H. Intermediate piano literature
 1. Selecting and assigning appropriate literature
 2. Planning a balanced program at an appropriate level for the individual student
- I. Style characteristics
 1. Baroque era
 2. Classic era
 3. Romantic era
 4. 20th century

VI. METHODS OF INSTRUCTION:

- A. Small group and whole class discussion
- B. Films and recordings
- C. **Lecture** -
- D. Teaching demonstrations
- E. Possible field trips; examples: 1. Touring music studios of local teachers 2. Piano recital
- F. Live presentations when available/feasible

VII. TYPICAL ASSIGNMENTS:

- A. Reading:
 1. Read "Four-Way Piano Teaching: Criticism, Demonstration, Analysis, Inspiration" (p. 603-608) by Walter Robert in Teaching Piano, Volume II, edited by Denes Agay and be prepared to discuss situations for use of each teaching technique.
 2. Find and read an article on Baroque ornamentation 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 discussing the special problems unique to the returning adult student and how you would address them.
 2. Attend a student recital. Select one intermediate performer with a technical problem, and create a written plan to address the problem if you were the teacher.
- C. Performance: Tutor an intermediate piano student throughout the semester.

VIII. EVALUATION:

A. **Methods**

1. Other:
 - a. Examinations - 2 per semester
 1. Typical questions: objective
 - a. The right pedal is called
 1. the forte pedal
 2. the loud pedal
 3. the pedal
 4. all of the above
 2. Typical questions: essay
 - a. Select one area of technical work that was addressed in class and discuss how you plan to incorporate it into your teaching.
 - b. Describe in detail how you would present a Clementi Sonatina to an intermediate student.
 - b. Possible individual field assignment: Observe a private lesson taught by another teacher and write a report, discussing in detail the pedagogical problems that were addressed.
 - c. Performance:
 1. Explain and demonstrate principles of scale fingerings.
 2. Tutor an intermediate piano student under observation.
 - d. Collaborative learning:
 1. With another student, do an in-depth study of the technical methods of two well-known pianists. Compare and contrast the two, and report to the class on your findings.
 2. Prepare a balanced program of literature for 9 months of study for an intermediate student. Divide the assignment up among various members of the team and do a group presentation at the end of the semester.

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/or written) presented at end of semester.

IX. TYPICAL TEXTS:

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

X. OTHER MATERIALS REQUIRED OF STUDENTS:

