

Las Positas College  
3000 Campus Hill Drive  
Livermore, CA 94551-7650  
(925) 424-1000  
(925) 443-0742 (Fax)

**Course Outline for MUS 27**  
**TEACHING INTERMEDIATE PIANO**  
**Effective: Spring 2018**

**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:**

- Music

**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**

1. Perform early intermediate pieces in correct rhythm and at a reasonable tempo
2. Exhibit technical skills adequate for early intermediate pieces
3. Demonstrate knowledge of all major and minor keys
4. Practice in a disciplined fashion
5. Perform scales in all major and minor keys
6. Perform chord progressions (I, IV6/4, V6/3, I) in all major and minor keys
7. Sight-read intermediate level pieces
8. Perform in ensemble with 1 or more other students
9. Perform expressively with regard to stylistic considerations of Baroque, Classic, Romantic and 20th Century music

**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. **Lecture** -
- B. Films and recordings
- C. Teaching demonstrations
- D. **Research** -
- E. Virtual field trips
- F. **Projects** -
- G. **Discussion** -

## 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 and video-record your lessons. Upload it to the discussion board and respond to 2-3 of your peers.

## VIII. EVALUATION:

### A. **Methods**

1. Exams/Tests
2. Quizzes
3. Research Projects
4. Projects
5. Field Trips
6. Group Projects
7. Home Work
8. Lab Activities
9. 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 examinations (mid-term and final)
2. One individual field assignment, mid-semester
3. One collaborative project presented at end of semester.
4. Weekly Homework
5. One major research project

**IX. TYPICAL TEXTS:**

1. Bogas, Roy *The True Art of Playing the Piano.*, Self Published, 2007.
2. Jacobson, Jeanine , and E.L. Lancaster. *Professional Piano Teaching Vol. 2.* 2nd ed., Alfred Music, Inc.,, 2016.
3. Gorin, Irina. *Tales of a Musical Journey.* 1st ed., CreateSpace Independent Publishing Platform, 2016.
4. Aiello, Virginio. *The Modern Piano Technique (Pop & Jazz)* . 1st ed., lulu.com , 2017.

**X. OTHER MATERIALS REQUIRED OF STUDENTS:**