

Las Positas College
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Course Outline for MUS 26
METHODS/MATERIALS/PIANO TEACHERS
Effective: Fall 2018

I. CATALOG DESCRIPTION:

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

Examination of various methods 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
with a minimum grade of C

Grading Methods:

Letter or P/NP

Discipline:

- Music

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

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 in ensemble with 1 or more other students
7. 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. 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. Small group and whole class discussion
- B. Films and recordings
- C. Guest presentations when available/feasible
- D. **Critique** -
- E. **Research** -
- F. **Lecture** -
- G. **Student Presentations** - Students will research a piano teaching topic and work in groups to create a presentation. This will then be posted to the discussion board.
- H. Possible field trips; examples: 1. Visiting music studios of local teachers 2. Music stores 3. Computer laboratories

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, then post into the discussion board.
 - 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. Exams/Tests
- 2. Quizzes
- 3. Research Projects
- 4. Projects
- 5. Group Projects
- 6. Home Work

B. **Frequency**

- 1. Two written examinations (mid-term and final)
- 2. One individual field assignment (written or video), mid-semester
- 3. One collaborative group project presented at end of semester.
- 4. Weekly homework
- 5. Weekly quizzes

IX. TYPICAL TEXTS:

- 1. Jacobson, J.M., & Lancaster, E. (2016). *Professional Piano Teaching, Vol 1: A Comprehensive Piano Pedagogy Textbook* (2nd ed.). Van Nuys, CA: Alfred Publishing Company, Inc..
- 2. Cantan, N. (2017). *The Piano Practice Physician's Handbook* (Kindle ed.). Dublin, Ireland: Colourful Keys.
- 3. Jacobson, J.M., & Lancaster, E. (2016). *Professional Piano Teaching, Vol 2: A Comprehensive Piano Pedagogy Textbook* (2nd ed.). Van Nuys, California: Alfred Music.
- 4. Yiu, K. (2017). *Piano Teaching and The Business Behind It* (1st ed.). N/A, N/A: CreateSpace Independent Publishing Platform.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

