

Las Positas College  
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**Course Outline for MUS 26**  
**METHODS/MATERIALS/PIANO TCHRS**  
**Effective: Fall 2008**

**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:**

**Discipline:**

	<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 expectation.

#### VIII. EVALUATION:

- A. **Methods**
- 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 *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 *Teaching Piano, Volume I and Volume II.*, Yorktown Music Press, Inc, 1981.
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: