

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of MUSIC  
COURSE SYLLABUS**

**Course Prefix and Number:** MUE 3333

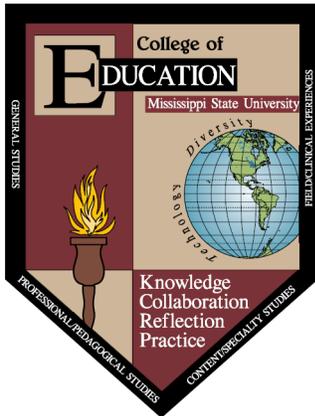
**Course Title:** Introduction to Piano Pedagogy

**Credit Hours:** Three (3) semester hours

**Course Type:** Lecture

**Catalogue Description:** Two hours lecture. Two hours laboratory. Methods, materials, curriculum building, and philosophical bases for teaching beginning piano. Required of all students in the keyboard concentration.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## **Course Objectives:**

1. To understand the meaning of "pedagogy" and "piano pedagogy" [INTASC #1; CFPO #1, 3]
2. To understand the requirements for running an independent piano studio and develop independent studio forms and materials such as a studio policy and interview forms [INTASC # 10; CFPO #1, 3, 5, 7, 12]
3. To identify other career options related to piano pedagogy and construct a resume [INTASC # 10; CFPO #1, 3, 5, 7, 12]
4. To be able to give reasons and justifications for music study and piano study [INTASC #1; CFPO #1, 3, 8]
5. To identify the rewards and challenges of piano teaching as a secondary or primary career; to develop a teaching philosophy [INTASC # 10; CFPO #1, 3, 5, 8, 12]
6. To understand the difference in teaching approach required for beginning piano students of different age groups; to understand how to adapt the teaching approach for disabled students [INTASC #1, 2, 3, 4, 5, 6, 7, 8; CFPO #1, 2, 3, 4, 5, 6, 10]
7. To understand the difference in teaching approach required for intermediate piano students [INTASC #1, 2, 3, 4, 5, 6, 7, 8; CFPO #1, 2, 3, 4, 5, 6, 10]
8. To demonstrate the ability to construct and execute a well-sequenced lesson plan [INTASC #1, 2, 3, 4, 5, 6, 7, 8; CFPO #2, 3, 4, 6, 10]
9. To develop a basic understanding of different learning styles and how to use them in lesson planning [CFPO #2, 10]
10. To understand the difference in lesson planning required for private, combination and group instruction [INTASC #1, 2, 3, 4, 5, 6, 7, 8; CFPO #1, 2, 3, 4, 5, 6, 10]
11. To identify and create materials and techniques for the development of creativity and functional skills in beginning or intermediate piano students [INTASC # 4, 5, 6, 9; CFPO #2, 3, 4, 6, 12]
12. To identify different pre-school music methods; to identify the current trends in K-12 schools related to general music instruction through piano and piano instruction [CFPO #1, 2, 3, 4, 5, 6, 10]
13. To demonstrate professionalism and the desire and effort to strive for the goal of

excellence in piano teaching [INTASC #9; CFPO #1, 12]

### **Topics to Be Covered:**

1. The definition of “pedagogy” and “piano pedagogy”; bachelors, masters and doctoral programs in piano pedagogy (1 hour)
2. Is it important for all to have music instruction; piano instruction? Career choices and independent teaching (4 hours)
3. Teaching the beginning piano student: children vs adults; private, combination, and group approaches; When should a child begin piano study? What age is “too old” for study piano? (2 hours)
4. Learning styles and lesson planning (3 hours)
5. Adult beginning piano methods; reading approaches and counting approaches (3 hours)
6. Children’s beginning piano methods, by reading approach; review/examine counting approach (6 hours)
7. Piano and music study for disabled and special needs students (1 hour)
8. Supplementary materials for beginning students (4 hours)
9. Developing creativity and functional skills in piano lessons (3 hours)
10. Technology in the independent studio (1 hour)
11. Intermediate Students and Transfers; methods and supplements (4 hours)
12. Pre-school music study and piano in K-12 schools (2 hours)
13. Adult piano class orientation (1 hour)
14. Team teaching of adult piano class (10 hours)

### **Text and Materials:**

Uszler, M., Gordon S., & Smith, S. M. (2000). *The well-tempered keyboard teacher* (2<sup>nd</sup> ed.). New York, NY: Schirmer Books.

Three-ring binder and dividers (for notebook)

### **Methods of Instruction:**

1. Lecture/demonstration
2. Laboratory practice teaching
3. Informal class discussion
4. Self-evaluation through the use of video equipment

### **Suggested Student Activities:**

1. Observation of elementary music programs with piano labs in K-12 schools [Course Obj. #10]
2. Observation of independent piano teachers [Course Obj. #3, 4, 6, 8, 9, 10]
3. Group presentation of a contemporary average-age beginning piano method [Course Obj. #6]

4. Individual presentation of a beginning supplementary solo [Course Obj. #8]
5. Research course topics using professional journals such as *ClavierCompanion*, *American Music Teacher*, *Music Educators Journal* and *Teaching Music* [Course Obj. #1, 2, 3, 4, 7, 9, 10]
6. Research course topics using websites related to piano teaching, such as the “piano information page,” Alfred Publishing Company, MTNA, etc. [Course Obj. #1, 2, 3, 4, 7, 9, 10]
7. Plan and team-teach assigned classes for the adult beginning piano class [Course Obj. #4, 5, 10, 13, 14]
8. Observe video recordings of classes taught and write self-critiques [Course Obj. #4, 5, 10, 13, 14]
9. Create a well-organized notebook (portfolio) of course materials, research notes, class notes, presentation materials, adult piano class observation forms, lesson plans, teacher evaluations, and self-evaluations [Course Obj. #1-14]

### **MSU Honor Code:**

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

Honor Code Website: <http://students.msstate.edu/honorcode/>

### **Technology:**

Students will use technology in the following ways:

1. MyCourses for course information, supplementary materials in PDF documents, and to post grades
2. Instruction on 88-key digital pianos with a teacher communication/control center
3. Research via computer databases and websites
4. YouTube teaching videos
5. Videos of student teaching created by digital camcorder
6. Midi and CD accompaniments; instructional games for computer, iPhone or iPad

### **Diversity:**

Students are exposed to music from a variety of cultures [Course Obj. #5, 6, 8, 11]

### **Disability:**

Students with disabilities documented by the Office of Student Support Services will be accommodated [Course Obj. #7]

**Field Experience:**

None required for this course.

**Evaluation of Student Progress:**

40% Attendance, class participation, presentations, and preparation of regular assignments

30% Demonstration Class Teaching

20% Notebook

10% Final oral exam

Grading Scale: A = 90% - 100%; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; F = 59% and below

**Bibliography:**

Agay, D. (1981). *Teaching piano, volumes I and II*. New York, NY: Yorktown Music Press, Inc.

Baker-Jordan, M. (2004). *Practical piano pedagogy*. Miami, FL: Warner Bros. Publications.

Bastien, J. (1989). *How to teach piano successfully* (3<sup>rd</sup> ed.). San Diego, CA: Kjos Publishing Company.

Camp, M. W. (1992). *Teaching piano: The synthesis of mind, ear, and body*. Van Nuys, CA: Alfred Publishing Company.

Haroutounian, J. (2012). *Fourth finger on b-flat: Effective strategies for teaching piano*. San Diego, CA: Neil A. Kjos Music Company.

Jacobson, J. M. (2006). *Professional piano teaching: A comprehensive piano pedagogy textbook for teaching elementary-level students*. Van Nuys, CA: Alfred Publishing Company.

Lyke, J., Enoch, Y. & Haydon, G. (2010). *Creative piano teaching* (2<sup>nd</sup> ed.). Champaign, IL: Stipes Publishing Company.

Schaum, W. & Cupp, J. (1987). *Keyboard teaching with greater success and satisfaction*. Milwaukee, WI: Schaum Publications, Inc.