

Task Force on Pedagogy Curricula

Frances Larimer, Chair, Emerita, Northwestern University
Barbara Fast, University of Oklahoma
Andrew Hisey, Oberlin College
Helen Marlais, Grand Valley State University
Janice Meyer-Thompson, Arizona State University
Timothy Shafer, Penn State University
Kenneth Williams, Ohio State University
Joan Reist, Emerita, University of Nebraska

A Note from the Chairperson

Dear Colleagues,

Thank you for your interest in the work of the Task Force on Pedagogy Curricula. Our goal is to present piano pedagogy guidelines at undergraduate and graduate levels that can be adapted within the structure of any institution either currently offering piano pedagogy work or planning to do so in the future. This includes pedagogy offerings within performance and/or music education degree programs. We have addressed only the pedagogy components of curricula. We have made no attempt to specify how content should be implemented but rather have offered outlines of important elements and competencies that comprise well-rounded pedagogy study.

You will note some overlap among the guidelines. This is intentional in order to assure that certain areas are covered at some point in either undergraduate or graduate study.

We have found that nationally there is great diversity in undergraduate pedagogy offerings. Therefore we have designed the masters' degree program in performance and pedagogy to be the most comprehensive. It also can be flexible in that students entering this degree program with strong background in pedagogy at the undergraduate level may be exempt from taking portions of the program that would be repetitive. This would be at the discretion of the instructor in consultation with the student.

We have prepared two tracks at the undergraduate level:

1. Two semesters of pedagogy study and internship, ideally offered during the senior year.

(The NASM Handbook states that for undergraduate performance majors "study in the major area of performance, including ensemble participation, pedagogy courses, independent study, and recitals, should comprise 25% to 35%" of the curriculum)

2. Multi-year (2,3,4) pedagogy study and internship that would qualify as a major/emphasis/concentration. (These terms appear to be used interchangeably.)

(The NASM Handbook states that "The Bachelor of Music in Pedagogy may be justified only if an institution is adequately staffed and equipped to offer a significant number of specialized courses and internship opportunities in pedagogy. Curricula to accomplish this purpose . . . courses in pedagogy (specifically), including comparative methodology and internships, 15% to 20% of total curriculum".)

Informal discussions with faculty at a number of institutions have indicated that the two handbooks that were published by the NCPP in the mid-80's have been widely used as guidelines in establishing piano pedagogy programs. The same individuals have indicated much interest in the work of this task force.

Sincerely yours,

Fran Larimer

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