

MASTER OF MUSIC IN PIANO PERFORMANCE AND PEDAGOGY

This outline addresses only the pedagogy component of the degree in Piano Performance and Pedagogy. Masters degrees in pedagogy generally require a two-year residency.

Expected competencies preliminary to entrance into the MM degree program in pedagogy:

1. Performance level equivalent to M.M. in piano performance
2. Good communication skills in English (speaking, comprehension, writing)
3. Demonstrated functional keyboard skills (sight playing, harmonization, simple improvisation)
4. Recommended: at least one semester of pedagogy covering beginning teaching skills

Expected competencies by the end of the M.M. degree program. Some may be accomplished within pedagogy at the baccalaureate level:

1. Demonstrated skill in teaching children, adolescents and adults about music through the piano, in group and private lesson settings
2. Knowledge of a broad range of music and other educational materials and technologies
3. Demonstrated ability to select, plan, sequence and use these resources to develop musicality and technical skill in students
4. A high level of performance skill across a wide variety of repertoire and styles

A. PEDAGOGY COURSEWORK: A two-year pedagogy course sequence

Pedagogy students should learn:

1. To perform and teach effectively fundamentals of making music at the piano:
 - stylistic and expressive repertoire performance
 - technical foundation and development
 - fundamentals of music theory as applied to the keyboard
 - sight playing
 - ear training
 - ensemble music-making
 - improvisation
2. To prepare well-balanced and well-sequenced lesson plans and longer term programs of study for students of various advancement levels within individual and group lesson settings.
3. To demonstrate acuity in assessment and diagnostic skills

4. To use current keyboard technology and resources effectively to enhance learning in studio, piano lab or practice room
5. To cultivate professional associations and an awareness of resources for continuing education (publications, professional organizations, workshops, conferences, syllabi testing procedures, adjudication)
6. To use library and other resources to research teaching-related topics

Teaching pre-college-age students. Pedagogy students should gain:

1. A basic knowledge of current learning theories, age-level characteristics, and learning styles
2. Familiarity with and in-depth analysis of selected current methods for young and average-age beginners
3. Familiarity with technical studies, elementary and intermediate repertoire and other educational materials
Ability to evaluate and determine levels for these materials
3. Age-appropriate communication skills and behaviors
4. An awareness of issues pertinent to developing and maintaining a professional independent studio
5. Familiarity with early childhood music programs

Teaching college-age and adult students. Pedagogy students should gain:

1. Ability to plan and teach a keyboard skills class curriculum for non-keyboard music majors
2. Ability to plan and teach class piano and private lessons for non-music majors and adult students of various advancement levels
3. Familiarity with and in-depth analysis of selected current adult methods and supplementary materials
4. Familiarity with and expressive performance of intermediate and early advanced works of master composers
5. Age-appropriate communication skills

Assigned observations and intern teaching should run concurrently with coursework.

B. OBSERVATION (guided observations, forms with specific guidelines)

1. Develop observation skills in analyzing student characteristics, lesson content,

teacher behaviors, student interaction. Frequent discussion between observed teacher and student observers.

2. Observe consecutive classes/lessons of variety of teaching situations for a designated period of time:
 - pre-college age students - beginners through early advanced levels, taught by experienced teachers
 - adult students - beginning through early levels, taught by experienced teachers
 - college class piano for music & non-music majors taught by experienced teachers.

C. INTERN TEACHING ASSIGNMENTS

1. Teach segments of progressive length and complexity with private lessons and group piano classes of master teachers with students of various age and advancement levels
2. Serve as the primary teacher for a variety of assigned private students and group piano classes
3. Regular evaluation of teaching assignments through feedback from supervisors and videotaped self-evaluation

D. RECOMMENDED SUPPORT COURSEWORK

1. Comprehensive courses in piano literature
2. Early childhood music programs
3. Additional studies in current music technology applied to piano teaching
4. Accompanying and chamber music

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