

PEDAGOGY FOR B.M. DEGREE IN PIANO PERFORMANCE

NASM Handbook 2003 statement:

"study in the major area of performance, including ensemble participation, pedagogy courses, independent study, recitals, should comprise 25% to 35% of total program"

A. PEDAGOGY COURSEWORK: two semesters, ideally in the senior year

Emphasis on teaching pre-college age students, beginners through early intermediate levels, group and individual lesson settings.

Undergraduate piano majors should acquire the following skills

1. Perform accurately and musically materials used in teaching beginner through early intermediate levels:
 - solos and duet accompaniments
 - keyboard patterns, technical studies
 - tonal melodies harmonized, with accompaniment
2. Teach effectively the 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
 - creative work
3. Demonstrate ability to prepare well-sequenced lesson plans and longer term goals for elementary and early intermediate students in private and group settings
4. Demonstrate acuity in assessment and diagnostic skills
5. Use basic keyboard and other educational technology effectively to enhance learning in studio, piano lab or practice room
6. Become aware of professional associations and resources for continuing education (publications, professional organizations, workshops)
7. Develop age-appropriate communication skills

Undergraduate piano majors should acquire the following information

1. Familiarity with age-level characteristics and learning styles
2. In-depth analysis of at least one piano method for average age beginners:
 - sequence of information
 - approach to pitch reading, rhythm, technical development
 - musicianship development

Ability to evaluate and determine levels for additional methods and

- supplementary materials
3. Awareness of issues pertinent to developing and maintaining a professional independent studio
 4. Familiarity with early childhood music programs

Assigned observations and intern teaching ideally 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. Exposure to a variety of teaching situations in group and private lesson settings
3. Sequential observations of elementary level private and/ or group lessons taught by an experienced teacher

C. INTERN TEACHING ASSIGNMENTS - MINIMUM OF ONE SEMESTER

1. Participate in supervised lesson planning, peer teaching and segment teaching of private and/ or group lessons at elementary and/ or intermediate levels
2. Regular evaluation of teaching assignments through feedback from supervisors

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