



Seeing how much college students struggle in music history/piano literature classes, trying to learn endless amount of material in two highly crammed semesters, I realized that this could've been avoided if these students were systematically exposed to music history and music literature since day one of their piano lessons.

1. Find, read, and summarize previous research related to the topic of:

SOMETHING YOU'RE INTERESTED IN

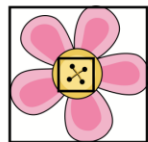
Comprehensive musicianship in piano lessons

Teaching music history and music theory in the private studio

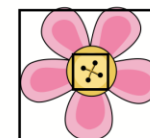
Instructional practice in pre-college piano lessons



Name: _____ Date: _____



Book Report



Title: _____

Author: _____

Characters: _____

Summary: _____

2. Make a who-what-when-where-why-how synopsis of each study you locate (who, what, when, where, why, how, results). 5th grade book report style 😊

3. Still wondering
After reading and summarizing the previous scholarship on this topic, I still want to know about

***YOUR LINGERING
QUESTION***

How
(successful) piano studio
teachers incorporate music
history assignments in
weekly lessons with
pre-college students



4. Create a purpose statement

Therefore, the purpose of this **study** is to

PICK A VERB

(understand, explore, describe, investigate, examine, develop, discover, uncover, analyze, compare, contrast)

explore

the

PICK A NOUN

(processes, perceptions, opinions, motivations, backgrounds, perspective, viewpoint, experiences, habits, attitudes, preferences, participation, influences, choices, stated beliefs, behaviors, practices, etc.)

perceptions

PICK A PREPOSITION

(of, for, about, regarding, in, related to, underlying, relative to, according to, because of, between, etc.)

of

**WRITE WHO YOU WILL STUDY AND
WHERE THEY EXIST/LIVE/WORK**

Pre-college studio piano teachers



***WRITE WHY YOU ARE
STUDYING THIS THING***

in order to determine
the impact of including
music history, theory,
and literature in piano
lessons

Now string prompts + responses together into one-two sentences.

It will be long. This is just a “starter.” You can refine it later!

- After reading and summarizing previous research related to the topic of:
- **Comprehensive musical instruction in the private lesson studio**
- I still want to know
- **How (*successful*) piano studio teachers incorporate music history and theory assignments in**
- **weekly lessons with pre-college students.**

- Therefore...
- The purpose of this study is to **explore pre-college piano teachers’ perceptions of the impact of including music history and theory instruction in private lessons.**

***WHAT ARE YOU TRYING TO FIND OUT IN THIS STUDY?
WHAT IS/ARE THE MAIN QUESTION(S)
YOU WILL ANSWER IN THIS STUDY?***

How do these piano teacher incorporate comprehensive musical instruction in theory, history, or literature within private lessons?

- What resources do they use? Do certain resources seem to work better than others?
- How do they sequence the material?
- Do they teach it in a group setting or private setting?
- How does the setting influence students' overall success?
- Does it affect students' retention rate? If so, how?
- Does it affect students' interest in becoming a music major?



I am interested in how teachers can effectively communicate abstract concepts to beginners: the characteristics of “good” and “bad” sound in certain contexts, and exactly what it means to play “expressively” beyond modeling how to do so...While modeling plays a critical role in a musician’s development, students may not understand why a sound is “good,” or playing is “expressive” (beyond it being familiar.)

I began piano lessons with the Suzuki method, which had some pros and cons. The most significant "pro" was that it developed and trained my absolute pitch and the ability to learn by ear. The most significant "con," in my opinion, was that I was encouraged to "copy" the Suzuki recordings. That practice hindered my sight-reading abilities and any original imagination regarding the music's interpretation and conceptualization.

1. Find, read, and summarize previous research related to the topic of:

SOMETHING YOU'RE INTERESTED IN

Teaching musical expressivity in piano lessons

Teaching musical expressivity to young children


Children's perceptions of musical expressivity

Communicating abstract concepts to children



3. After reading and summarizing the previous scholarship on this topic, I still want to know about

YOUR LINGERING QUESTION



Other than modeling, how do teachers teach and how do children learn expressive playing?

Create a purpose statement

Therefore, the purpose of this **study** is to

PICK A VERB **examine**

the *PICK A NOUN* **development of**

WHO YOU WILL STUDY **young private piano students'**

WRITE WHY YOU ARE STUDYING THIS THING

To see how children's understandings of and beliefs about expressive piano playing might evolve over a period of X months in my studio.

Create a purpose statement

Therefore, the purpose of this **study** is to

**examine the development of
young private piano students'
understandings of, and beliefs about, expressive
piano playing, over a period of X months of
lessons.**