

UNIVERSITY OF WESTERN ONTARIO
DON WRIGHT FACULTY OF MUSIC
MUSIC 9822Y: PIANO PEDAGOGY
2020-2021 Thu 12:00-1:30

Instructor: Dr. Christine Tithecott

Email: ctithec@uwo.ca

Office: MB 308

Office Hours: By appointment

Recommended Textbooks:

The Independent Piano Teacher's Studio Handbook, Beth Gigante Klingenstein
The Well-Tempered Keyboard Teacher, M. Uszler, S. Gordan,
S. MacBride-Smith, Schirmer, 2nd edition

Course description:

The goal of this course is to give an introduction to the principles of piano teaching from beginner through advanced levels. This will include a discussion of developmental and learning theories, as well as competing educational philosophies. Exploring how these ideas interact with current piano pedagogy materials will be a central mission of this course. Students will be introduced to various pedagogy texts that will serve as excellent references in their future teaching. Furthermore, students will have the opportunity to give presentations, create a pedagogical webinar, lead class discussions, and give teaching demonstrations. Guest speakers will be brought in to further enhance the scope of the course

Learning Outcomes:

From this course, students will achieve a basic understanding in the key areas of piano pedagogy. An overview of learning styles will lay the groundwork for exploration into beginner technique, methodology, teaching styles and approaches for pre-college students. Students will also be given the tools to run the business side of a private studio of any size, and will be given practice teaching assignments in second term to give practical application to the content covered throughout the first term. Presentations will be included to enhance the scope of the class, and creating a webinar will enhance their time management, organizational, presentation and preparation skills.

Methods of Evaluation:

- **Method Book Presentation:** One in-class (Zoom) presentation on two assigned piano method books. This presentation must be 20-25 minutes in length and should include a handout for the class summarizing key components of each method. A 1-2 page report on each method should be submitted to the instructor on the day of the presentation. A list of 5 questions (of which 2 must be open-ended) should be provided for your classmates to answer based on your presentation (to be submitted to the instructor 24 hours in advance of your presentation) **In Class: October 1**

- **Lesson Observations:** Observe two piano lessons at the elementary level. Teachers will be selected from a list provided by the instructor, though other teachers outside the list may be approved for observation. Write one page commentary on each observation. *All commentaries will be kept confidential.* **DUE: November 19th**
- Prepare a CV, Resume, and Cover Letter for a potential job. **DUE: December 3**
- **In class teaching demonstrations:** Each student will have the opportunity to teach one elementary (Prep-Level 2), one intermediate (Level 3-7), and one advanced (Level 9+) student via Zoom. In preparation for the elementary and intermediate teaching demonstrations, each student will be assigned various pieces to study in depth. Students will give in-class presentations based on these assigned pieces, and discuss various musical and technical challenges that may occur. **See Course Calendar for more information**
- **Webinar:** Students will create a 60-minute webinar on a pedagogical topic. This workshop should have approximately 45-50 minutes of content and allow the remaining time for questions and discussion. Potential topics include (but are not limited to) performance practice, improvisation, memorization, aural skills, arranging, jazz style, composition, group instruction, or studio management. Be creative! You must include an audio/visual component, live and pre-recorded video clips, and a digital handout for your participants. All topics must be approved by the instructor. The workshop grade includes
 - A 500-word proposal **Due Feb 24th**
 - In-class presentations **March 11-25th**
- Reading assignments will be given to complement weekly lectures. It is expected that these readings will be completed prior to attending class/watching lectures uploaded to OWL. Assignments will be given to students to answer following completion of class/viewing uploaded lectures. These assignments will be posted under the “assignments” page on OWL, and must be submitted and completed by 1:30 pm on the Wednesday prior to the next class. Both completion and quality of these assignments will be factored into the attendance/participation grade.

Attendance:

Attendance is mandatory according to the guidelines established by the University of Western Ontario. In the event of an emergency or an illness, please contact the instructor by e-mail to inform her of your absence. It will be your responsibility to contact a fellow student or the instructor regarding pertinent information, assignments and class materials.

The course calendar indicates whether lectures will use the designated class time, though the instructor reserves the right to alter or change this schedule at any

time. Any changes to the schedule will be communicated to the student at least one week in advance.

Each unexcused absence in a live Zoom lecture will result in an automatic 5% deduction in the Attendance/Participation grade.

Consistent late arrivals/late assignment submissions will also be reflected in the Attendance/Participation grade.

Netiquette Statement:

Netiquette, a social code that defines “good” online behaviour is something to keep in mind during your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Follow the guidelines below to leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed professionally.

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Use proper grammar and spelling. Cite the ideas of other appropriately.

Grading:

Lesson Observations	5%
Method Book Presentation	10%
CV/Resume/Cover Letter	5%
In-Class Teaching/Presentations	25%
Workshop	25%
Attendance/Participation	30%
TOTAL	100%

UNIVERSITY STATEMENTS

Accommodation for Medical Illness

Please refer to

www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf which states the University's new policy on Accommodation for Medical Illness.

“In order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate dean's office...” (In Music, this means the Associate Dean, Undergraduate).

Medical Health

Students that are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Scholastic Offences

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://turnitin.uwo.ca/>.

Fall Term

Date	Topic	Description	Assignment
Z Sept. 10	Introductions		
I Sept. 17	Learning Styles	Overview of basic theories and concepts related to modes of learning; how to approach different learners and personality types	<i>Jacobson, Lancaster & Mendoza</i> , p. 24-45 <i>Uszler, Gordon & Smith</i> , p. 239-256
I Sept. 24	Method Overview	Overview of different methods, and their approaches	<i>Uszler, Gordon & Smith</i> , p. 3-14 <i>Klingenstein</i> , p. 129-131
Z Oct. 1	Method Book Presentations	Presentations on various beginner methods	
Z Oct. 8	Method Overview – Guest Lecture	Eleanor Gummer will discuss beginner techniques, and introduce her method <i>Pianokids</i>	
I Oct. 15	Pre-school Students/Adult Beginners	Discuss techniques, methods, and approaches for beginning students aged 4-6/ How to work with adult students, overview of late-beginner methods	<i>Uszler, Gordon & Smith</i> , p. 35-46, 55-65
Z Oct. 22	Putting Theories to Work	The interview, assessing the student, establishing a relationship with the parents, choosing a method, handling transfer students	<i>Klingenstein</i> , p. 66-71 <i>Bastien</i> p. 34-37
Z Oct. 29	Foundations in Piano Technique	How to establish a solid technique in beginners; posture, tone production, pedal and supplemental exercises	<i>Lyke, Haydon & Rollin</i> , p. 95-113 <i>Fink</i> , p. 53-70
I Nov. 12	Entering the ‘Real World’	Studio management, studio policy, setting up a studio, technology in the studio. Writing CV’s, Resume’s and Cover Letters	<i>Klingenstein</i> , p. 4-13, 30-63
Z Nov. 19	Guest Lecture	Jennifer Snow, CEO and Director of the Frances Clark Center	**Lesson Observations Due
I Nov. 26	‘Technique’ and Overall Musicianship	Teaching scales, chords and arpeggios, aural skills, sight reading, etc.	<i>Parker</i> , p. 159-165, p. 295-309 <i>Clark</i> , p. 98-100
Z Dec. 3	Guest Lecture	Christine Guptill, Occupational Therapist from the University of Ottawa will give a lecture on wellness and injury prevention catered specifically to musicians.	**Professional Documents Due

** Z = Zoom lecture during scheduled class time

** I = Independent work with assignments on OWL

Winter Term

Date	Topic	Description	Assignments
Z Jan. 7	How to Create an Effective Webinar	Observe sample webinar, discuss tips, tricks, and techniques to employ while devising your own	
I Jan. 14	Teaching Elementary-Level Repertoire	The transition out of methods books, difficulties encountered in teaching elementary-level repertoire	<i>Lyke, Haydon & Rollin</i> , p. 129-143
Z Jan. 21	Teaching Elementary-Level Repertoire / Teaching Demonstrations	Presentations from elementary-level repertoire assignments / Teach one elementary-level student through Zoom	
I Jan 28	Teaching Intermediate-Level Repertoire	Overcoming challenges presented in varied styles of intermediate-level repertoire	**Self-Reflection Due <i>Uszler, Gordon & Smith</i> , p. 81-95
Z Feb. 4	Teaching Intermediate-Level Repertoire/ Teaching Demonstrations	Presentations from intermediate-level repertoire assignments/ Teach one intermediate -level student through Zoom.	
I Feb. 11	The Advancing Pianist	Getting over the mid-intermediate blues, ensuring successful development, survey of important resources for technical and functional development, preparing students for competitions.	**Self-Reflection Due <i>Lyke, Haydon & Rollin</i> , 121-126 <i>Uszler, Gordon & Smith</i> , p. 145-154, 163-171
Z Feb. 25	Webinar meetings/Teaching Advanced Pianists	Each student will receive a 25-minute Zoom meeting to discuss the proposal for their Webinar. / Teach one advanced-level student through Zoom	**Webinar proposal due <i>Wednesday Feb 24th 1:30 pm</i>
I Mar. 4	Methods of Assessment	How to objectively assess students playing, provide useful feedback, and be an effective adjudicator / brief overview of Canadian Conservatories (RCM, CC, CNCM)	**Self-Reflection Due <i>Music Adjudication: An Art in Itself</i> , John Griffiths
Z Mar. 11	Webinars	In-class presentation of term project /	
Z Mar. 18	Webinars cntd.	In-class presentation of term project	
Z Mar. 25	Webinars cntd.	In-class presentation of term project	
Z April 1	Wrap up		

** Z = Zoom lecture during scheduled class time

** I = Independent work with assignments on OWL