

UNIVERSITY OF WESTERN ONTARIO
DON WRIGHT FACULTY OF MUSIC
MUSIC 9822Y: PIANO PEDAGOGY
2026-2027 Mon 11-12:30 TC100

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 Uszler, Gordan, MacBride-Smith, Schirmer, 2nd ed

Course description:

The goal of this course is to introduce the principles of piano teaching from beginning 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 presentation **OCT 5/19** on an assigned piano method book from the 21st century. This presentation should be 25 minutes in length and include the following:
 - 10 minutes presenting on the method and supplemental materials
 - 15-minute mock lesson using the method
 - 1 page pdf outlining important features of the method

- Professional Documents:

- Prepare a CV, Resume, Cover Letter for a potential job.
- Prepare a studio policy for a private piano studio
- **DUE: DEC 7**

- Teaching:

Each student will have the opportunity to teach lessons to students at varying pre-college levels categorized as elementary (prep-4) and intermediate (5+.)

In preparation for the elementary and intermediate teaching demonstrations, each student will be assigned pieces to study and present pedagogical challenges in-class. (**JAN 18/FEB 8.**)

30-minute lessons with pre-college students will take place out of class time

(SAT JAN 30/FEB 27 10-12) and will be recorded so the student can re-watch their lesson and write a self-assessment. The teacher will observe the lesson and base the grade on both the teaching and self-assessment (due the following class) See Course Calendar for more information

- Workshop: Students will create a 50 -minute workshop on a pedagogical topic. This workshop should have approximately 45 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 handout for your participants. All topics must be approved by the instructor.

The workshop grade includes

- Proposal (**DUE JAN 7**)
- In-class presentations (**MARCH 1-22**)

- Reading assignments will be given to complement weekly lectures. It is expected that these readings will be completed prior to attending class. Assignments will be given to students to answer following completion of class/viewing uploaded lectures. These assignments will be posted on OWL and must be submitted and completed by the start of 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

a 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 anytime.

*Each unexcused absence will result an automatic 5% deduction in the attendance/participation grade.
Consistent late arrivals/assignment submissions will also be reflected in this portion of the final grade.*

Grading:

Method Book Presentation	10%
CV/Resume/Cover Letter	15%
In-Class Teaching/Presentations	20%
Workshop	25%
<u>Attendance/Participation</u>	<u>30%</u>
<i>TOTAL</i>	100%

UNIVERSITY STATEMENTS

Statement on Academic Offences

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 Western University and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating

Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health Support for a complete list of options about how to obtain help: <https://www.uwo.ca/health/mental-health/index.html>.

Accessible Education (AE)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education (AE), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AE and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts on the Wellness and Wellbeing website: <https://www.uwo.ca/health/gbsv/index.html>

To connect with a case manager or set up an appointment, please contact support@uwo.ca

Statement on the Use of Generative Artificial Intelligence (AI)

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance with the course instructor to ensure it supports the learning goals for the course

FALL	TERM		
Date	Topic	Description	Assignment
Sept. 14	Introductions		
Sept. 21	Learning styles	Overview of basic theories and concepts related to modes of learning	<i>Jacobson, Lancaster & Mendoza</i> , p. 24-45 NEW BOOK
Sept. 28	Method Overview	History of methods, approaches to reading, 20 th century traditions of piano method books	<i>Uszler, Gordon & Smith</i> , p. 3-14
Oct. 5	Method Presentations		
Oct. 12	READING WEEK		
Oct. 19	Method Presentations The adult beginner		<i>Uszler, Gordon & Smith</i> 55-65
Oct. 26	Entering the Real World	Studio management, studio policy, setting up a studio, technology in the studio	Kingenstein 30-60, 4-14
Nov. 2	Entering the Real World continued....	Writing CVs, Resumes and Cover Letters, grant proposals (<i>Guest Paul Schmidt from the Writing Support Centre</i>)	
Nov. 9	Pre-school Students	Discuss techniques, methods, and approaches for beginning students aged 4-6/	<i>Uszler, Gordon & Smith</i> , p. 35-46,
Nov. 16	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
Nov. 23	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
Nov. 30	How to Create an Effective Workshop	Observe sample workshop, discuss tips, tricks, and techniques to employ while devising your own	
Dec. 7	First Term Wrap-up	PROFESSIONAL DOCUMENTS DUE	Bastien 34-37, Klingenstein 66-71

Winter Term

Date	Topic	Description	Assignments
Jan. 4	Workshop Meetings	No class – individual meetings on workshops ABSTRACT DUE	
Jan. 11	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
Jan. 18	ELEMENTARY REPERTOIRE PRESENTATIONS	Presentations on assigned repertoire	
Jan. 25	ELEMENTARY LESSONS	No regular class – teach one 30 min lesson SATURDAY JAN 30 10-12	
Feb. 1	Teaching Intermediate Level Repertoire	Getting over the mid-intermediate blues, ensuring successful development, survey of important resources for technical and functional development, preparing students for competitions.	<i>Lyke, Haydon & Rollin</i> , 121-126 <i>Uszler, Gordon & Smith</i> , p.145-154, 163-171 **Self-reflection of elementary lesson due
Feb. 8	INTERMEDIATE REPERTOIRE PRESENTATIONS	Presentations on assigned repertoire	
Feb. 15	READING WEEK		
Feb. 22	Teaching Lessons	No regular class – teach one 30 min lesson SATURDAY FEB 27 10-12	
Mar. 1	Workshops	In-class presentation of term project	**Self-reflection of in-person intermediate lesson due
Mar. 8	Workshops	In-class presentation of term project	
Mar. 15	Workshops	In-class presentation of term project	
March 22	Workshops	In-class presentation of term project	
March 29	TBD		
April 5	Adjudicating, Examining, and giving Master Classes	How to objectively assess students playing, provide useful feedback, and be an effective adjudicator.	<i>Music Adjudication: An Art in Itself</i> , John Griffiths

****the instructor reserves the right to make changes to this course calendar at any time**