

Pedagogy Course Fall Term 2019

Beginning with Purpose: Piano Study at the Early-Elementary Level

Date: October 2 - December 11, 2019

Location: The New School for Music Study, Kingston, NJ

Instructors: Amy Glennon, Rebecca Pennington, Angela Triandafillou-Jones
Guest lecturer: Dr. Pamela Pike

Course Description: Teaching elementary piano students is an enormous opportunity and responsibility. This course will include five two-hour pedagogy forums designed to provide the necessary tools for success at this critical stage of piano study. The course will include lectures, reflection discussions on teaching, independent reading, observation of videotaped teaching, special projects, and webinars. On alternate weeks, Pedagogy Course with Practicum participants are invited to observe New School group and private lessons, as arranged with the Educational Director. Participants will receive copies of *The Success Factor in Piano Teaching* (Elvina Pearce, Craig Sale, ed.), *A Piano Teacher's Legacy* (Richard Chronister, Ed Darling, ed.) and *Questions and Answers* (Frances Clark).

Course Rationale: The art and science of piano teaching requires a substantive understanding of educational philosophy and psychology coupled with the ability to translate educational ideals into effective, dynamic instruction. Because important habits are established at the start of piano study, this course will focus extensively on practical strategies for working with beginning piano students.

Learning Objectives: This course will focus on foundational pedagogy while building core teaching techniques for developing complete musicianship at the piano, including technical approaches, rhythm, reading, and creative work. Participants will additionally explore effective lesson planning and gain familiarity with current reading approaches, methods and materials.

Textbooks:

Chronister, Richard. *A Piano Teacher's Legacy*. Ed. Edward Darling. Kingston: The Frances Clark Center for Keyboard Pedagogy, 2005. Print.

Pearce, Elvina. *The Success Factor*. Ed. Craig Sale. Kingston: The Frances Clark Center for Keyboard Pedagogy, 2014. Print.

Clark, Frances. *Questions and Answers: Practical Advice for Piano Teachers*. Northfield: The Instrumentalist Company, 1992. Print.

Course Program:

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Wednesday, October 2 10:00 - 12:00 am

PEDAGOGY FORUM 1:

Foundational Pedagogy: The Teaching/Learning Process - Amy Glennon

This first session focuses on the development of a clear educational philosophy which provides the framework for working with beginners at the piano. Specific topics include physiology, cognition, effective use of language, communication, and ways in which carefully crafted first lessons set the stage for successful and joyous piano study.

Assignment 1 (Assigned October 2, Due October 16)

Reading

- *A Piano Teacher's Legacy*, pp. 7 - 28.
- *A Moving Experience*, pp. 5 - 23. Be prepared to lead the group in two movement activities as described in this chapter on October 24.
- *The Success Factor*: pp. 15 - 36, 207 - 212.
- *Questions and Answers*, pp. 6 - 58.
- Steffen, A. & Hughes, S (2014). [Lesson Planning: A Teaching Essential?](#) *Clavier Companion*.
- Goss, L. (2009). [Questions and Answers: Louise Goss on Lesson Planning](#). *Clavier Companion*.
- Goss, L. (2012). [Questions and Answers, Louise Goss on Lesson Planning](#) *Clavier Companion*.

Webinars

- [Pedagogy 101 with Marvin Blickenstaff](#)
We all have our favorite ways to conduct a first lesson with a new student. But how do those first lesson experiences flower into concepts of reading, rhythm, technique, and creativity? This webinar will discuss the first lesson and ways in which that important time provides the platform for elementary instruction.
- [Off to a Great Start - Promoting Success in the New Teaching Year with Marvin Blickenstaff](#)
Someone should write an anthem for piano teachers with the title "September is the best month of the year!" In September, we have the opportunity to plan for the success of the new teaching year for each and every student. Without our careful planning, student progress may be haphazard and filled with false starts and lacking in focus and direction.

This inspiring and practical webinar will discuss ways to plan for the new teaching year with thoughts on curriculum, practice, and lesson structure. Indeed, "September is the best month of the year"—for all piano teachers (who plan).

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[Concept Preparation: The Missing Link with Craig Sale](#)

This webinar explores one of Frances Clark's most important teaching principles - students must be prepared for all new concepts before they are presented. This is easily applied to all teaching methods. Simple and clear ideas on how to successfully prepare students are presented for new learning in the following areas: rhythm/pulse, expressive markings, technique, practice, reading, and basic theory concepts. Just a few minutes in each lesson addressing this most basic cornerstone of good teaching will bring greater success to teachers of all methods.

Video

- [Perspectives on Teaching: Timeless Teaching Videos, Frances Clark](#)

Reflection

- Be prepared to describe how your teaching as been influenced by the educational principles discussed during the October 2 Pedagogy Forum.

Wednesday, October 16 10:00 am - 12:00 pm

PEDAGOGY FORUM 2: *Participants will discuss previous assignments and explore the topics below:*

Goal Setting: Planning for Success (10:00 - 11:00) Amy Glennon

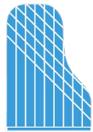
Successful piano teaching involves careful planning and sequencing of technique, repertoire, musicianship skills, and creative projects. Through this interactive session, specific examples of long-range planning, short-term planning, and general lesson structure will serve as a springboard for participants' own lesson planning.

Movement and the Elementary Pianist (11:00 - 12:00) Amy Glennon and Angela Triandafillou

*Whole-body movement is a core component to elementary piano study in the development of pulse, musical expression, technique, and listening skills. Additionally, movement activities provide an opportunity to get off the bench during private and group lessons and refocus attention. Participants will explore a variety of movement activities described by the instructor and lead the group in movement activities selected from *A Moving Experience*, Jacobson, pages 5 - 23.*

Assignment 2: (Assigned October 16, Due November 6)





Repertoire

- Practice select repertoire from *Solo Flight*, Pearce, *Repertoire by Rote*, Alexander/Greer, *Little Gems for Piano*, Dreyer. Begin work on Method Reviews.

Reading

- *Questions and Answers*, pp. 59 - 71, 207 - 209.
- *A Piano Teacher's Legacy*, pp. 147 - 172, 237 - 253.
- Glennon, A. & Pennington, R (2016). [How Do You Teach Technique to Beginning Piano Students?](#) *Clavier Companion*.
- Blickenstaff, M. (2013) [Healthy Technique for Beginning Piano Students](#), *Clavier Companion*.
- Lotto, M., Magrath, J., Savage, L.(1993). [What Are the Most Important Aspects of Technique to Cover in the First Years of Piano Study?](#) *Keyboard Companion*.
- Gingerich, C., Kranz, K., & Renfroe, A. (2004). [How Do You Teach Weight Transfer to Early-Level Piano Students?](#) *Keyboard Companion*.
- Day, C., Carstens, M., Clark, E. & Reist, J. (1994). [When Choosing an Elementary Method, What Do You Look For in the Area of Note Reading?](#) *Keyboard Companion*.

Independent Study

- Choose three additional articles on the subject of piano technique for elementary students and include an article on either the Feldenkrais or Alexander Technique. Be prepared to discuss how the articles you have read might be utilized in your teaching.
- Create a 6-Week Planning Chart for one of your private students, to be shared on November 6.
- Be prepared to share a few lesson plans from your own teaching and discuss the thought process behind these plans, as well as their ultimate effectiveness.

Webinar:

- [Teaching Little Ears to Hear with Marvin Blickenstaff](#)
Elementary piano instruction focuses primarily on teaching little fingers to play and teaching little eyes to read. What is often missing in the curriculum is aural development. This webinar explores ways in which we teachers can stimulate and guide listening skills -- from the very first lesson.



Wednesday, October 30 10:00 am – 12:00 pm

RESIDENCY PROGRAM SEMINAR: Dr. Pamela Pike

Facilitating Adult Music Learning

Working with adult learners in the music studio requires specialized skills and knowledge of adult attributes. This workshop will explore adult learning theory, assumptions, philosophy, motivation, psychosocial, and physical characteristics at various stages of the adult lifespan. Together, we will learn how to apply this knowledge, in the private and group studio, to facilitate meaningful music making and skill acquisition at any stage in the adult lifespan.

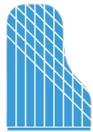
*Pamela D. Pike is the Barineau Professor of Piano Pedagogy at Louisiana State University. Author of over three dozen scholarly articles and *Dynamic Group-Piano Teaching: Transforming Group Theory into Teaching Practice* (Routledge), Pike is also Editor-in-Chief of the *Piano Magazine*. She is an award-winning teacher, including the 2019 LSU Distinguished Faculty Teaching Award, and has presented teaching workshops throughout the world.*

Wednesday, November 6 10:00 am - 12:00 pm

PEDAGOGY FORUM 3: *Participants will discuss readings and be prepared to perform selections from the Repertoire Assignment given on October 16.*

Fluent Music Reading from the Start (10:00 - 11:00) Amy Glennon and Rebecca Pennington
From the beginning, it is possible for student who can look at a piece and know how it should sound. An exploration of the development of strong music readers from the beginning of piano study, including the benefits of intervallic reading and musical analysis.

Technical Development and the Elementary Pianist (11:00 - 12:00) Amy Glennon
This exploration of the foundational elements of healthy piano technique and sequence of warm-ups for the beginning pianist will be followed by the performance and practice-teaching of pre-assigned rote pieces.



Assignment 3 (Assigned November 6, Due November 20)

Repertoire

Be prepared to practice-teach 3 pieces from Time to Begin and 3 pieces from Music Tree 1

Reading

- *The Success Factor*, pp. 47 - 70.
- *A Piano Teacher's Legacy*, pp. 29 - 80, 111 - 116, 129 - 146.
- Triandafillou, A. (2013). [Practice Steps for Successful, Independent Learning Clavier Companion](#), digital-only content.
- Donald, L. S. (2017). [Developing Sound Expectations: Does the Sound Match the Picture? Clavier Companion](#).
- Various (2009 - 2011). [Clavier Companion's Special Method Review Issue](#)

Independent Project: Begin presentation on Methods Review due December 11.

Webinar

- [The Words We Speak: The Power of Language in Nurturing Confident Musicians with Vanessa Cornett](#)

In this webinar, Dr. Vanessa Cornett explores strategies for choosing deliberate teaching language to develop objective, resilient musicians of all ages. With thoughtful intent, teachers can use verbal communication to help students work through challenges and failures, manage performance anxiety and self-doubt, develop candid and compassionate self-assessment skills, and – perhaps most importantly – become aware of the power of their own self-talk in determining the quality of their internal and external experiences.

Wednesday, November 20 10:00 am - 12:00 pm

PEDAGOGY FORUM 4: *Participants will discuss webinar and reading assignments and explore the topics below:*

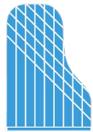
The Art of Introducing New Repertoire (10:00 - 11:00) Amy Glennon

Effective introduction of new pieces in the lesson will result in the student's eager anticipation of practice equipped with the necessary tools for a successful, accurate and musical performance. Participants will have the opportunity to practice-teach new repertoire. In addition to a thorough exploration of "full and partial" work-outs of new music, practice steps for independent music learning and self-evaluation will be explored.

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Partners in Learning (11:00 - 12:00) Amy Glennon and Rebecca Pennington

Establishing and maintaining positive and cooperative relationships with students and parents requires the ability to balance careful planning with the ability to remain deeply present and flexible. When teachers, students, and parents effectively partner in learning, the result is successful piano study. Special topics will include an exploration of learning styles and strategies for working with a variety of challenges with focus and attention.

Assignment 4: (Assigned November 27, Due December 11)

Reading

- Atkinson, L., & Coats, S. (2017). [Method Review: Piano Safari Clavier Companion](#).
- Nezhdanova, E., Dillon, R. (2017). [Piano Methods Review: Tales of a Musical Journey Clavier Companion](#).

Independent Project

- Finalize presentation on Methods Review due December 12. In addition, choose three supplementary collections suitable for beginning piano students and be prepared to present on these collections.
- Record several short teaching videos featuring the introduction of new repertoire, foundational piano technique, and other topics discussed this term.
- Design a Practice Step Sheet for your elementary piano students.

Wednesday, December 11 10:00 am - 12:00 pm

PEDAGOGY FORUM 5:

A Review of Current Elementary Piano Methods (10:00 - 11:00)

Participants will present on current piano methods, incorporating a thorough overview of approaches to technique, reading, rhythm, musicianship and creative study.

Reflection Discussion (11:00 - 12:00)

Participants will share videotaped teaching that reflects the principles discussed in the Fall Term (i.e. introduction of a new piece, warm-up, or movement activity). Participants will share reflections on how their teaching has been influenced by the readings, webinars, and lectures assigned this term.

