

Department of Music
Fall 2018 Syllabus

Piano Pedagogy I – MVK 4640-0001
Tuesday & Thursday 1:30-2:20PM in M132 & M110

Instructor: Dr. Yun-Ling Hsu-Casimir
Classroom: M132 / M110
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COURSE DESCRIPTION:

Piano Pedagogy I is an undergraduate-level introductory study of the teaching of piano playing. The class provides the opportunity to learn piano teaching skills, be an independent piano teacher and create a professional piano studio. It is in small class settings with discussions of topics on methods for beginners, first & second year elementary student private teaching and technique, intermediate students & repertoire, group class teaching, studio policy & business, technology and much more. In addition, students are required to observe private and group teaching from local piano teachers as well as practice student teaching and videotape student teaching outside of classroom.

COURSE OBJECTIVES:

Upon completion of this course, students should be able to:

1. Examine, evaluate and explore a variety of piano methods.
2. Become familiar with methods of first & second year private teaching technique and with intermediate repertoire.
3. Apply the necessary knowledge and skills needed to effectively teach private piano to beginners, elementary and early intermediate students.
4. Assess student's needs and learning styles to formulate a working plan of instruction.
5. Become familiar with group piano teaching, studio policy and business as an independent piano teacher.
6. Know how to create their own teaching philosophy.

REQUIRED TEXTBOOK:

- *Practical Piano Pedagogy: The Definitive Text for Piano Teachers and Pedagogy Students*, by Dr. Martha Baker-Jordan, Warner Brother Publishing, ISBN 0-7579-2220-1.

SUGGESTED PEDAGOGY BOOKS:

- *How to Teach Piano Successfully*, 3rd Edition, by James W. Bastien, Neil A. Kjos Music Company, ISBN 0-8497-6168-9.

- *The Well-Tempered Keyboard Teacher* / by Marianne Uszler
- *Creative Piano Teaching* / by James Lyke, Yvonne Enoch & Geoffrey Haydon
- *Teaching Piano – The Synthesis of Mind, Ear and Body* / by Max W. Camp

SUGGESTED HOUR OF READING:

1 course credit hour = 2 to 3 hours of reading

This class is 2 credit hours, so you should plan on studying 4 to 6 hours per week.

There is wonderful cycle inherent in the process of learning and teaching:

“The more we learn, the more we know, the more we can teach – and – the more we teach, the more we learn.” - Andre Watts (in the introduction of *the Well-Tempered Keyboard Teacher* book)

CRITERIA FOR GRADING:

- **Portfolio/Resource Notebook** (includes six elements listed below with *assignment #1, 3, 4, 5, 6 & 7*): **80%**
- **Class Participation, Discussion & the First Lesson Presentation** (*assignment #2*): **20%**

PORTFOLIO/RESOURCE NOTEBOOK:

Continue a portfolio/notebook filled with all the notes of the following six elements:

- 1. Notes on Reading Assignment:** Follow the course schedule for reading assignments (see “Tentative Course Calendar & Class Topics” in separated pages). Take Notes on your weekly reading and be prepared to discuss these topics in class.
- 2. Class Notes:** Take notes in class, keep a journal and write down thoughts regarding your music philosophy. Includes the survey of a piano beginning method (*assignment #1*).
- 3. Private Lesson / Group Class Observation Notes** (*assignment #3, 4, & 6*): Take notes from observing private lessons and group classes. Specifically watch for the following: classroom set-up, organization & structure of the lesson, teacher-student relationship, method of teaching technique. Be sure to include any expectations you had that were either met or not met during the class. Discuss whether you feel confident to teach a group and if not, how you might go about beginning to teach group class.
- 4. Video Lesson / Lesson Plans** (*assignment #5*): Video two private lessons you have taught this semester. Video tape the first lesson about the sixth week of the semester and video the second lesson at the end of the semester. Take notes from student teaching, including the lesson plan you used for these lessons as well as how you think the lesson went, any mistakes you made and any insight for future teaching. Conclude with at least a page discussing your growth as a teacher over the semester.
- 5. Final Paper: Write Your Own Teaching Philosophy - minimum 2 pages typed** (*assignment #7*): Read this excellent guide on how to write your own teaching philosophy: http://www.marthabeth.com/teaching_philosophy.html
- 6. Additional Personal Thoughts and Resources:** Include additional personal thoughts and resources that you have collected in your year of pedagogy study; a personal plan for future teaching with specific goals you have and how you will reach these goals; and also include ideas, fliers, forms etc. that you have collected regarding the business side of teaching.

Grading Point System: 100.00-93.00=A, 92.99-90.00=A-, 89.99-87.00=B+, 86.99-83.00=B, 82.99-80.00=B-, 79.99-77.00=C+, 76.99-73.00=C, 72.99-70.00=C-, 69.99-67.00=D+, 66.99-63.00=D, 62.99-60.00=D-, 59.99-0.00=F

Note –

A is Superior

B is Excellent

C is Average

D is Poor

Less than a **D** is **unacceptable** for music majors.

ATTENDANCE:

Prompt consistent attendance is required. Students who are late for a lesson cannot be guaranteed their full lesson time. **TWO excused absences are allowed** without penalty. Any additional unexcused absences will result in the lowering of the student's final grade by one-half letter grade. **Tardiness is unacceptable.** Any additional unexcused absences must be accompanied by medical documentation, by prearrangement, or will result in the lowering of the student's final grade. **Tardiness is unacceptable.** The first tardiness infraction will result in a warning. Each additional tardiness infraction will result in the lowering of the student's final grade.

No other excuses of any kind, including work, car problems, childcare issues, etc., will be accepted. If your work or other personal issues do not allow you to attend class at the scheduled times, you should consider withdrawal from the course.

FINAL PORTFOLIO / MAKE UP PORTFOLIO:

The student is required to **turn in the final portfolio on Tuesday December 4, 2018.** When a student must miss turning in the final portfolio due to emergencies or illness, I request at least 24-hour advance notice. The final portfolio will be allowed to turn in after the due date only in the following cases, all of which require documentation:

1. Sustained illness requiring treatment by a physician. (Produce a note from the attending physician)
2. Death in the immediate family within the week prior to the exam. (Copy of the obituary required)
3. Officially sanctioned UCF activities in which you are a regular team or group member. (Produce a note from the sponsor or coach)

ACADEMIC INTEGRITY

Academic integrity is a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility. *UCF Creed*: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions. Read *UCF Creed* at:

<http://creed.ucf.edu/>

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity.

RECORDING ACADEMIC ACTIVITY – Important!

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, the instructor will TAKE AN ATTENDANCE in Webcourses@UCF (Canvas) during the first week of class after you add the course and you may receive a message about it from the instructor. If this message requires a reply from the students, you must complete it no later than Friday August 24. FAILURE TO DO SO WILL RESULT IN A DELAY IN THE DISBURSEMENT OF YOUR FINANACIAL AID.

FREE RESOURCES:

- Piano Pedagogy - excellent website:
<http://www.marthabeth.com/pedagogy.html>
- Resources for music educators - Teachers Resources:
<http://www.pianimation.com/>
<http://www.jenspianostudio.com/>
- Group Piano Teaching Ideas:
<http://www.youtube.com/watch?v=EbQDrLwkxo&feature=related>

***Instructor reserves the right to alter syllabus, elements or topic of the course based upon the needs of the class.*