

UNIVERSITY OF WESTERN ONTARIO
DON WRIGHT FACULTY OF MUSIC
MUSIC 9822Y: PIANO PEDAGOGY
2022-2023 Thu 12:00-1:30 MB 321

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 introduce 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 presentation on two assigned piano method books. This presentation must be 15-20 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 and included on the handout **IN CLASS OCT 6-13**

- Lesson Observations: Observe two piano lessons. 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 DEC 8**
- Professional Documents: Prepare a CV, Resume, and Cover Letter for a potential job. **DUE: DEC 8**
- Teaching Demonstrations: Each student will have the opportunity to teach two students of varying levels. The lessons will be a mixture of online/in-person. In preparation for the elementary and intermediate teaching demonstrations, each student will be assigned various pieces to study. Students will give in-class presentations based on these assigned pieces and discuss various musical and technical challenges that may occur. The lesson 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 the self-assessment. *A one-page self-assessment will be **due the following class.** See Course Calendar for more information*
- Workshop: Students will create a 40-minute workshop on a pedagogical topic. This workshop should have approximately 30 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 Feb. 16**)
 - In-class presentations (**March 9-30**)
 - Presentation for local Teachers (**Saturday April 1, 2022**)
- 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 under the “assignments” page on OWL and must be submitted and completed by the start

of 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. Class will primarily be in-person, though may be scheduled online for guest speakers, special topics (*see course calendar*) or in the event of instructor illness.

Each unexcused absence 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.

Grading:

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

NOTE: All Zoom lectures will take place in the instructors meeting room:

<https://westernuniversity.zoom.us/j/7302276998>.

UNIVERSITY STATEMENTS

Notes:

i) **Academic Consideration for Student Absence & Missing Work ($\geq 10\%$):** Students are responsible for making up any missed classes or assignments as soon as possible. The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, 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 their academic responsibilities.

Documentation shall be submitted, as soon as possible, to the Office of the Associate Dean, Undergraduate (TC210), together with a request for relief specifying the nature of the accommodation being requested. Students are directed to read the Senate policy on accommodation for medical illness at the following website for further details regarding requirements and procedures for the supporting documentation:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

ii) **Academic Consideration for Missing Work ($< 10\%$):** In cases where students miss work that is worth less than 10% of the total course grade (ie. two or fewer assignments) due to medical illness or compassionate grounds, if documentation is voluntarily submitted to the Associate Dean's office and the Associate Dean grants an accommodation, then the missed assignment(s) or quiz(zes) will be discounted in the calculation of the final grade for the course. If documentation is not voluntarily submitted then the missed assignment(s) will receive a grade of zero. Students who have been denied accommodation by an instructor may appeal this decision to the Associate Dean's office but will be required to present appropriate documentation.

iii) **Academic Offences:** Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. 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/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

iv) **Mental Health & Wellness:** Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in UCC room 76. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in UC11 or to click on the green "I Need Help Now" button on the Health and Wellness page above.**

v) **Accommodation for Students with Disabilities:** Students work with Accessible Education Western (AEW, formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

vi) **Religious Accommodation:** Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar.

<http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

vii) **Contingency Plan:** Although the intent is for this course to be delivered in-person, the changing COVID-19 restrictions may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any assessments affected will be conducted online as determined by the course instructor.

vii) **Gender-Based and Sexual Violence:** Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519 661-3568.

viii) **Examinations & Attendance:** Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

ix) **Electronic Devices in Exams:** Electronic devices of any type will not be permitted during the Midterm Test and/or Final Exam in this course (unless required for accessibility reasons based on an approved accommodation request from Accessible Education).

x) **Electronic Devices in Classrooms:** The in-class use of electronic devices (other than for instructor-approved in-class uses) is expressly prohibited. Students found guilty of disrupting the class with electronic devices will be asked to leave the class and may be subject to disciplinary measures under the Code of Student Conduct.

xi) **Plagiarism Detection Software Usage:** 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 (<https://www.turnitin.com/>).

xii) **Computer-marked Multiple-choice Tests or Exams:** These may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Fall Term

Date	Topic	Description	Assignment
Sept. 8	Introductions		
Sept. 15	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. 239-263
Sept. 22	Method Overview	Overview of different methods, and their approaches	<i>Uszler, Gordon & Smith</i> , p. 3-14
Sept. 29	Method Overview <i>Guest Lecture</i>	Eleanor Gummer will discuss beginner techniques, and introduce her method <i>Pianokids</i>	
Oct. 6	Method Book Presentations	Presentations on beginner methods	
Oct. 13	Method Book Presentations	Presentations cntd.....	
Oct. 20	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
Oct. 27	Method Book Presentations	Presentations on early beginner/adult methods	
Nov 10	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
Nov. 17	Entering the “Real-World”	Studio management, studio policy, setting up a studio, technology in the studio. Writing CV’s, Resume’s and Cover Letters **Guest Speaker, Paul Schmidt from the Writing Support Centre	<i>Klingenstein</i> , p. 4-13, 30-63
Nov. 24	Foundations in Piano Technique	The interview, assessing the student, establishing a relationship with the parents, choosing a method, handling transfer students 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
Dec. 1	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
Dec. 8	Teaching Intermediate-Level Repertoire	Overcoming challenges presented in varied styles of intermediate-level repertoire	<i>Uszler, Gordon & Smith</i> , p. 81-95 *CV/Resume/Cover Letter DUE *Teaching Observations DUE

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

Winter Term

Date	Topic	Description	Assignments
Jan. 12	Presentations on Elementary/Intermediate Repertoire	Presentations from elementary and intermediate-level repertoire assignments	
Jan. 19	How to Create an Effective Workshop	Observe sample workshop, discuss tips, tricks, and techniques to employ while devising your own	
Jan. 26	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.	<i>Lyke, Haydon & Rollin</i> , 121-126 <i>Uszler, Gordon & Smith</i> , p.145-154, 163-171
Feb 2	Teaching Online Lessons <i>Zoom Lecture</i>	Resources, techniques, and set-up for running online lessons	
Feb. 9	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
Feb. 16	Teaching Demonstrations – Online	Online lessons scheduled throughout the week Workshop check-in's during class time (online or in MB 321)	
Mar. 2	Teaching Demonstrations NO CLASS	Teaching lessons on <u><i>Saturday March 4th</i></u>	**Self-reflection of online lesson due
Mar. 9	Workshops	In-class presentation of term project	**Self-reflection of in-person lesson due
Mar. 16	Workshops	In-class presentation of term project	
Mar. 23	Workshops	In-class presentation of term project	
Mar. 30	Workshops	In-class presentation of term project	
April 6	Adjudicating, Examining, and giving Master Classes/ Wrap Up	How to objectively assess students playing, provide useful feedback, and be an effective adjudicator.	<i>Music Adjudication: An Art in Itself</i> , John Griffiths

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