

Wayland Baptist University – Plainview, Texas – School of Creative Arts

University Mission:

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

Course Number and Name:

MUSI 3210-VC 01: Elementary Piano Literature

Term:

FALL 2022 – Term 1

Instructor:

Dr. Kenneth Freeman

Contact Information – Office Hours, Building and Location:

Dr. Kenneth Freeman

Office: 806-291-1064

Email: Kennith.freeman@wbu.edu

Office: 133 – Harral Fine Arts Center

Conference times by appointment

I am a working performer and teacher. I will return your email as quickly as possible (typically during the business day, Monday-Friday). Email is the most reliable way of contacting me and getting a quick response.

Course Meeting Time & Location:

Online, TBD

Catalog Description:

MUSI 3210 Elementary Piano Literature. Literature and technique for the beginning piano student.

Prerequisites:

None

Required Textbook & Resource Materials:

- Regular access to a computer, **Blackboard**, and the LRC online

Optional Materials:

Jacobson, Jeanine M. *Professional Piano Teaching: A Comprehensive Piano Pedagogy Textbook for Teaching Elementary-Level Students*. Alfred Publishing, 2006.

Course Outcome Competencies:

1. Learners will recognize various learning styles and better select instructional methods and teaching approaches to effectively train beginning pianists.
2. Learners will develop a clearly defined vision for their private piano studio, carefully crafting a well written teaching philosophy and actively using the document to inform the growth and progress within the studio.
3. Learners will become more informed pedagogues with specific attention to identifying deficient skills in their students' playing and selecting appropriate pedagogically sound music from the vast wealth of the elementary piano repertoire.
4. Learners will become attuned self-evaluators through personal reflection as well as reflective evaluators of their students' progress, identifying the next step to insuring continued progress in the study of piano.

Attendance Requirements:

Regular attendance in an online class is just as important as it is in a traditional course. In some ways, checking into the classroom regularly is more important.

- **[IMPORTANT]: All students will be required to complete an introductory assignment in the first few days of class.** (Typically, you will have 48 hours to complete the assignment.) Failure to complete the assignment before the posted deadline may result in an administrative drop from the course due to failing to attend.
- In this eight-week term, a new learning module will open each Monday. It will include supplemental materials for your review as well as instructions for the week's assignments. The course will be conducted as a web-based seminar, utilizing Zoom technology. All weekly Zoom sessions will be recorded and posted to the learning module when available for review in the event that an absence must occur. However, there is no substitution for participating in the discussion with colleagues and mentors.

Journals

As teachers, it is important that we reflect deeply about the craft of teaching as well as our own experiences as students and teachers. For each of the journal assignments, you will be asked to craft an informal writing sample responding to the prompt provided. Your response should be several paragraphs in length and demonstrate your ability to think critically about the process of teaching elementary piano students. In addition to your written response, each student will be expected to interact and dialogue with peers in the discussion board as part of the assignment's requirements.

In addition to the journal entries in the public forum, students will also be asked to keep a personal reflective journal as a part of the portfolio project (see details below).

Portfolio

The major evaluative assignment of the course will come in the form of the digital portfolio project. The digital document will be comprised of at least six (6) major sections that will be developed over the course of the term.

1. **Teaching Philosophy** - A teaching philosophy is a formal written document which expresses your beliefs, values, and goals as it relates to your unique piano studio. It expresses what students and parents will experience throughout study with you. It is not to be confused with a studio policy (a separate document expressing policy and procedures that relate to your business). Students will prepare a first draft as an assignment in the early weeks of the course. Based on instructor feedback and their developing philosophy of instruction, students should continue to revise this pivotal document throughout the course of the term.
2. **Student Profiles** - As part of the portfolio, you will complete two (2) student profiles. Each profile is a multi-part document.
 1. **Preliminary Student Assessment** - In this document, the teacher will evaluate the student's musical strengths and weaknesses, personality, and learning styles. After considering these aspects, the teacher will select the instructional method to be used and identify three (3) measurable goals that will be pursued over the course of the term.
 2. **Lesson plans and reflections** - These informal lesson plans will briefly describe activities planned for the weekly lesson that will lead to the successful attainment of the term's goals. After the lesson, the teacher will evaluate the activity's effectiveness and begin the planning process for the next lesson.
 3. **End-of-Term Evaluation** - At the close of the term/mid-term, the teacher will evaluate each of the goals set for the term, identify successes and failures, and explain plans for future progress. A formal progress report to be shared with the parent should also be prepared as part of the portfolio.
3. **Method Comparison** - In order to select the best instructional methods for your students, it is important that you are aware of the similarities and differences between several of the available piano methods. Students will evaluate the Primer, Level 1, and Level 2 books of at least three (3) published piano methods. A sample evaluation and template will be provided at a later date. [A compilation of the comparisons will be distributed to all course participants at the end of the term.]
4. **Teaching Aids** - Effective teaching of elementary students often requires extra-musical materials such as visual aids, manipulatives, and worksheets. Very often, teachers find that they need to create materials themselves. This section of the portfolio should include representations of teaching aids you have developed for use in your private instruction. If a digital version of the aid is not available, pictorial submissions are also acceptable. A brief explanation of the aids' use in

your studio should accompany the teaching aid. [A gallery of teaching aids will be available for course participants at the end of the term.]

5. **Annotated Elementary Repertoire List** - New music for elementary piano students floods the market regularly. It can be very intimidating and challenging to find the hidden gems among the mediocre. Begin an annotated list of your ten (10) favorite elementary pieces and/or collections used in your own teaching. Your annotation should include title, composer, publisher, date of publication, and price as well as a brief summary of the skills addressed and approximate level of difficulty. [Compiled repertoire list will be distributed to all course participants at the end of the term.]

(e.g.) Rollin, Catherine, *The Bean Bag Zoo, Book A*. Alfred Publishing, 2007.

Collection of ten songs with animal theme. Most are in five finger position, although there is frequent use of accidentals. All pieces offer optional teacher duets. Lots of attention to dynamic shape of the phrase. Presence of cross hands and root position triads in several of the pieces. Personal favorites include "The Shark" and "A Tall Giraffe." Appropriate for students in Alfred Level 2.

6. **Reflective Teaching Journal** - One of the greatest assets of any growing teacher is the act of reflecting. In this final portion of the digital portfolio, set aside a place in your portfolio to reflect on your teaching privately. (No one will read these entries other than piano faculty unless you share the entry.) There are no specific prompts that must be addressed and no required length. However, you should interact with your teaching journal at least once each week. Share success stories and failures. Ask questions about your own teaching. Work through the process of dealing with a particularly challenging parent. I simply want to see you thinking about your profession and your teaching.

Statement on Plagiarism & Academic Dishonesty:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Course Requirements & Grading Criteria:

General Wayland semester grade distribution:

A = 90-100% points

B = 80-89% points

C = 70-79% points

D = 60-69% points

F = 59% points and below

Semester grade distribution:

Journals (2 x 20)	8%
Teaching Philosophy draft (100)	18%
Student Assessment project (100)	18%
Teaching Aids (50)	10%
<u>Final Portfolio (250)</u>	<u>46%</u>
540 possible points	100%

Tentative Schedule:

Date	Topics	Assignments Due
Week 1	Syllabus Overview Introduction & Developing a Teaching Philosophy	Journal: Studio Introduction
Week 2	The Beginning Student: Principles of Learning & Learning Styles	Teaching Philosophy Draft due
Week 3	Instructional Methods: Exploring and Evaluating Beginning Methods	Initial Student Assessment/Goals due
Week 4	Teaching Beginning Students Common Problems for Beginners	Journal: Early Piano Memories
Week 5	Standard Teaching Repertoire	
Week 6	Group Instruction in the Private Studio	Teaching Aids for Rhythm, Note Reading due
Week 7	Technology: Steinway's Spirio r Developing Musicality	
Week 8	Recitals, Competitions, and Festivals Teacher Self-Evaluation	Final Portfolio due!

Additional Information:

- 1) This syllabus is only a plan.
- 2) The instructor reserves the right to modify any content or requirements during the course.