George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  **X** NEW  ____ MODIFY  ____ DELETE

Local Unit: CVPA, Department of Music  Graduate Council Approval Date:

Course Abbreviation: MUSI  Course Number: 551

Full Course Title: Keyboard Pedagogy

Abbreviated Course Title (24 characters max.): Keyboard Pedagogy

Credit hours:  3  Program of Record: M.M. in Pedagogy and Performance

Repeatable for Credit?  

  D=Yes, not within same term  Up to hours  

  T=Yes, within the same term  Up to hours  

  X N=Cannot be repeated for credit

Activity Code (please indicate):  

   ___ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)  

   ___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)  

Seminar (SEM)

Catalog Credit Format 3:3:0  Course Level: GF(500-600)  **X** GA(700+)

Maximum Enrollment: 20  For NEW courses, first term to be offered: Fall 2004

Prerequisite: Graduate status in applied piano or permission of instructor.

Catalog Description (35 words or less): Please use catalog format and attach a copy of the syllabus for new courses. Intensive study of various methods, theories, techniques, and materials used in teaching of keyboard to children and adults, both in individual and group situations.

For MODIFIED or DELETED courses as appropriate:

Last term offered: Previous Course Abbreviation: Previous number:

Description of modification:

APPROVAL SIGNATURES:
Submitted by:  Jim Carroll, Music  email:jcarrol1@gmu.edu

Department/Program: ___________________________ Date: __________________

College Committee: ___________________________ Date: __________________

Graduate Council Representative: ___________________________ Date: __________________

For NEW courses, first term to be offered: Fall 2004
I. Course as it will appear in the catalog:
MUSI 551 Keyboard Pedagogy (3:3:0) Prerequisite: Graduate status in applied piano or permission of instructor. Intensive study of various methods, theories, techniques, and materials used in teaching of keyboard to children and adults, both in individual and group situations.

II For a modified course, what are the changes?
This is a new graduate class.

III What is the reason for the new course/course change?
This will be a standard core pedagogy requirement for our pianists in the proposed Master of Music in Pedagogy and Performance curriculum.

IV What are the requirements and/or assignments for this course?
Please see the attached detailed syllabus for assignments and requirements.

V What faculty will teach this course?
Members of the GMU piano faculty, Dr. Joanne Haroutunian or Dr. Linda Monson, will teach this class.

VI Give a sample week by week schedule of classes, class activities and learning experiences.
Please see the attached syllabus for schedule of classes, class activities, and learning experiences. It serves as a model for the proposed new graduate class.
MUSI 551 Keyboard Pedagogy II
Sample Syllabus

Credits: 3
Class Time: A 323 Tues, Thurs. 10:30-11:45
Instructor: Joanne Haroutounian, jharouto@gmu.edu, 703-534-9490

Course Description
This course will develop effective teaching strategies, business practices, and investigative/diagnostic approaches in repertoire exploration to prepare or improve teaching abilities in the independent studio. The course will examine the professional role of the independent piano teacher, investigate the scope and sequence of teaching materials, develop an understanding of technical skill development, examine intermediate to advanced keyboard repertoire, and explore various teaching strategies and philosophies. Each student will choose a specific pedagogy focus to research and present to the class in a workshop format. Students will examine and develop their teaching abilities through practicum experiences working with independent teachers in different teaching environments.

Course Objectives
Students will:
- Understand the role of the independent music teacher as a profession
- Understand the stages of learning and student talent development
- Learn the business and professional aspects of developing an independent studio
- Investigate a variety of teaching materials for approaches, methods of learning.
- Explore different teaching strategies and approaches to teaching
- Learn to examine intermediate to advanced repertoire from a technical interpretive perspective.
- Research an individual teaching focus and develop a workshop for class presentation
- Develop teaching skills through practicum teaching and personal analysis and assessment of videotaped lessons

Required Texts
- The Well-Tempered Keyboard Teacher, Uszler, Gordon, Smith, Schirmer Books
- Kindling the Spark: Recognizing And Developing Musical Talent, Haroutounian, Oxford University Press

Course Readings and Research
- Collection of readings from professional journals pertaining to keyboard instruction, teaching strategies and related topics will be required as listed in the class schedule.
- Students will choose one book from the Reference List and develop an analysis paper for the class.
- Each student will develop a book/article reference list pertinent to a chosen teaching focus or topic writing analysis papers of two books/articles from this list, specifically comparing perspectives that pertain to the chosen teaching topic area.

Course Requirements
Attendance: Students will be required to attend each class session over the course of the semester.

Participation: Students will actively participate in class discussion, individual or small group projects developed within class, demonstrating knowledge of concepts presented in readings, lectures, and presentations. Students will be expected to engage in discussions and show organization and preparation in class presentations.

Readings: Students are required to complete all reading assignments, and develop three discussion questions from each article/chapter for use in the following class. A copy of these discussion questions will be handed in at the beginning of each class. Students will read one book from the Reference List and
complete a written evaluative report of their findings from this reading – no longer than three double-spaced pages.

**Evaluative report due:** TBD

**Presentations:** Students are required to make periodic class presentations following our discussion and examination of repertoire, technical methods, peer lessons.

**Observation & Teaching:** Students will observe a professional independent teacher a total of 10 hours and teach 10 hours of lessons (private/group) during the course of the semester. Students will complete observation and teaching journals, sending these through email on a monthly basis for teacher feedback. A hard copy of the completed journal will be handed in as part of the final project. Video clips of teaching may be used as examples of strategies used to explain teaching focus in final workshop presentation.

**Research & Final Project Workshop:** Students will choose a research topic pertinent to pedagogy and their focused interest in teaching. Through the semester, they will develop a Reference List (books/articles) and organize a workshop on the topic for class presentation.

**Grading Criteria**

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<tr>
<th>Grading Criteria</th>
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<tr>
<td>Attendance</td>
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<td>Participation</td>
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<td>Readings</td>
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<td>Presentations</td>
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<td>Final Project Workshop</td>
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**Class Schedule**

**Week 1 Introduction to the course - The Role of the Independent Teacher**
- Overview of the nature and purpose of the course
- Review of syllabus and course requirements
- The role of the independent music teacher
- Developing a philosophy of teaching

Assigned readings:
- *The Well Tempered Keyboard Teacher*, Chapters 11, 12, 13
- *The Independent Music Teacher*, Practice and Preparation, Uszler
- *The Quality Music Teacher*, Olson

**Week 2 The Business of the Professional Studio**
- Business aspects of developing a studio
- Taxes, Zoning, Business Licenses
- Studio specifics – organizing your schedule, studio policy, professional activities, and teaching approach

Assigned readings:
- *Well Tempered Keyboard Teacher*, Chapter 15
- Gigante – It’s All of Your Business (several articles)

**Week 3 Psychological Perspectives of Musical Abilities**
- Learning theories and the process of musical “knowing”
- Developmental Stages of Learning – general, musical
- Nurture/Nature - perspectives of talent

Assigned readings:
- *Kindling the Spark*, Chapters 1-3
- *The Well Tempered Keyboard Teacher*, Chapter 2

**Week 4 The Intermediate Student – technical parameters**
- Examination of technical development from early to late intermediate
- Scope and Sequence of Scales/Arpeggios, Cadences
Technical Exercises and approaches to technique

Assignment:
- Comparison of intermediate exercise books within methods and individual composers (Czerny, Hanon, etc.) for scope and content of technical development. Prepare a comparison presentation, explaining strengths and weaknesses from a student/teaching perspective.

Week 5 Presentations of Intermediate technique materials

Week 6 Investigative/Interpretive Teaching Strategies
- Exploring intermediate repertoire emphasizing student discovery and interpretive decision-making
- Teaching strategies and diagnostic approaches to technical hurdles

Reading:
- From Music to Mastery, Suzanne Guy (possible guest lecturer)
- Kindling the Spark, Chapter 14
- The Well Tempered Keyboard Teacher, Chapter 10

Assignment:
- Analytic paper from Reference List due
- Prepare an intermediate level Baroque or Classical piece for peer lessons

Week 7 Intermediate Repertoire – Baroque and Classical
- Peer demonstration lessons with critique/assessment by class

Assignment:
- Prepare an intermediate-level Romantic or Contemporary piece for peer lessons

Week 8 Intermediate Repertoire – Romantic and Contemporary
- Peer demonstration lessons with critique/assessment by class

Assignment:
- Topic area of Workshop and preliminary Reference List due
- Prepare an intermediate level Romantic or Contemporary piece for peer lessons

Week 9 Teaching Practicum Seminar
- Sharing journal entries, possible video snippets, discussion of focused teaching topics related to teaching experiences, peer lesson demonstrations
- Group development of teaching guidelines, ideas from group brainstorming

Week 10 Advanced Technique – expanding the possibilities
- Examination of technique books
- Scope and sequence of technical skill development for the advanced student

Assignment:
- Preparation of a single exercise from advanced technique books for class presentation
- Final Workshop Outline and updated Reference List due
- Articles pertaining to injury prevention, exercises for relaxation, stretch, etc.
Possible guest lecturer – physical technique specialist (Sternbach, Bernstein, Fink, similar person)

Week 11 Advanced Literature – Impressionistic Color
- Discussion of tonal colors – blending technical, musical, interpretive ideas with students
- Creative approaches incorporating interdisciplinary ideas

Week 12-14 Final Workshop presentations

Completed Journals handed