



## MUSC 3533: Piano Pedagogy Spring 2024

Thursdays, 12:30-2:15pm  
HYS 101

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### Course description

This course provides an introduction to aspects in piano pedagogy and examines literature on the art of piano teaching and learning. Through Project-Based Learning approach, this course will engage students in exploring topics in interpretation, physiology, and psychology in piano playing and teaching through an extended inquiry process structured as a semester-long curriculum design project. Students will be involved in curriculum design, problem-solving, decision making, and investigative activities that allow students to learn concepts, apply knowledge, and present outcome in a variety of ways.

### Learning outcome

Upon completion of the course, students will be able to:

- Understand and articulate mainstream ideas of concepts, techniques, methods, and experiences of former and current piano pedagogues and researchers
- Reflect in depth about critical similarities, differences, and intersections between their own and others' perception in piano teaching and learning so as to demonstrate a deepening or transformation of original perspectives
- Demonstrate competency in planning, preparing, and delivering effective piano curriculum and evaluation strategies
- Acquire and apply the necessary knowledge and skills needed to effectively teach piano to beginner, intermediate, and advanced students

### eLearning at CUHK (Blackboard Learning System)

<https://blackboard.cuhk.edu.hk>

This course will require you to log on to Blackboard regularly. Important announcements and course information such as syllabus, class powerpoints, readings etc. will be posted on Blackboard. If you have missed a class, please check Blackboard to make sure that you have all the necessary materials in your possession.

**Evaluation**

<b>Assessment type</b>	<b>Percentage</b>
Attendance and participation on in-class active learning activities and discussions	20%
Project draft and assignments (that lead towards the completion of the project)	25%
Peer reviews	10%
Teaching video	25%
Presentation and final project	20%
<b>TOTAL</b>	<b>100%</b>

**Teaching video, draft and final project**

Teaching videos, drafts and projects must be submitted on the due dates or they will be subjected to a 5% penalty each day late.

**Attendance and participation**

Class attendance and participation are required. Please notify me in advance if you know you will need to miss class. Each **unexcused absence** beyond the second will result in a **2%** deduction from the final grade. Arriving **late** more than twice will lower your final grade **1%** each time. **Missing six or more classes for any reason is grounds for failing the course.**

**Course schedule**

<b>Class/ week</b>	<b>Date</b>	<b>Lecture/workshop topics</b>	<b>Readings/Assignments</b>
Week 2	Jan 18	<b>Lecture:</b> Course Introduction Teaching-centered vs student-centered Curriculum Design Project  <b>PBL:</b> Setting student-centered overarching goals	Coats, Ch 6 Kohut, Ch 5
Week 3	Jan 25	<b>PBL:</b> Setting student-centered overarching goals  <b>PBL:</b> Diagnosing performance problems	
Week 4	Feb 1	<b>Lecture:</b> Piano instructional books for beginners  <b>PBL:</b> Designing lesson plan	Piano instructional books
Week 5	Feb 8	<b>Lecture:</b> Evaluating and selecting repertoire	Jacobson, pp.200-217



		<b>PBL:</b> Developing individualized repertoire-based curricular	
Week 6	Feb 15	<b>Lunar New Year Holiday</b>	
Week 7	Feb 22	<b>PBL:</b> Identifying pedagogical benefits in repertoire  <b>Lecture:</b> Introduction to learning styles and its application on piano teaching	Jacobson, pp.36-44
Week 8	Feb 29	<b>Lecture:</b> Introduction to learning styles and its application on piano teaching  <b>PBL:</b> Diagnosing tension	
Week 9	Mar 7	<b>Reading Week</b>	
Week 10	Mar 14	<b>PBL:</b> Peer evaluation on the first draft  <b>PBL:</b> Designing learning activities	<b>First draft due</b>
Week 11	Mar 21	<b>Lecture:</b> Historical overview of keyboard pedagogy  <b>PBL:</b> Choosing technical exercises	Sandor, Ch 1 & 9 Uszler, Ch 20-23 Taylor, pp. 42-52  <b>Assignment:</b> E-learning modules “Introduction to 5 basic technical patterns”
Week 12	Mar 28	<b>Lecture:</b> Historical overview of keyboard pedagogy  <b>PBL:</b> Choosing technical exercises	<b>Assignment:</b> E-learning modules on 20 <sup>th</sup> century pedagogies on interpretation
Week 13	Apr 4	<b>Ching Ming Festival Holiday</b>	<b>Teaching video due</b>
Week 14	Apr 11	<b>Lecture:</b> 20 <sup>th</sup> century pedagogies on interpretation	Sinn, Ch 1-9
Week 15	Apr 18	<b>Poster presentations and peer review</b>	
Week 16	Apr 22 (Make up)	<b>Poster presentations and peer review</b>	

**Project Due: April 29, 2024**

No make-ups will be given for the presentations and project.



## References

Coats, Sylvia. *Thinking as You Play: Teaching Piano in Individual and Group Lessons*. (Indiana University Press, 2006)

Fisher, Christopher. *Teaching Piano in Groups*. (Oxford University Press, 2010)

Jacobson, Jeanine. *Professional Piano Teaching. Vol. 2 Intermediate-Advanced Levels*. (Alfred Music, 2015)

Kohut, Daniel. *Music Performance: Learning Theory and Pedagogy*. (Stipes, 1992)

Ritterman, Janet. ‘On Teaching Performance’ from *Musical Performance: A Guide to Understanding*, ed. by John Rink. (Cambridge University Press, 2002)

Sandor, Gyorgy. *On Piano Playing*. (Schirmer, 1981)

Sinn, Deborah Rambo. *Playing Beyond the Notes: A Pianist’s Guide to Musical Interpretation*. (Oxford University Press, 2013)

Uszler, Marianne, Stewart Gordon, and Scott McBride Smith. *The Well-Tempered Keyboard Teacher*. (Schirmer, 2000)

## Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.