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A DESIGN FOR THE DEVELOPMENT AND IMPLEMENTATION OF A
BEGINNING GROUP PIANO CURRICULUM FOR LEISURE AGE ADULTS

The University of Oklahoma

D.M.A. 1982

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A DESIGN FOR THE DEVELOPMENT
AND IMPLEMENTATION OF A BEGINNING GROUP PIANO
CURRICULUM FOR LEISURE AGE ADULTS

A DOCUMENT

SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF MUSICAL ARTS

BY

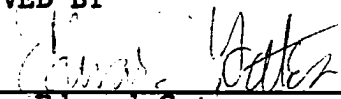
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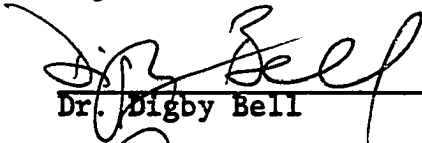
1982

A DESIGN FOR THE DEVELOPMENT
AND IMPLEMENTATION OF A BEGINNING GROUP PIANO
CURRICULUM FOR LEISURE AGE ADULTS

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Acknowledgments

•

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TABLE OF CONTENTS

	Page
Acknowledgments	iii
 Chapter	
I. THE PROBLEM	
Introduction to the Study.	1
Description of the Study	5
Evaluation of the Curriculum.	8
Definition of Terminology.	10
Desired Outcomes of the Study	11
II. SURVEY OF RELATED LITERATURE	
Group Piano Instruction for Adult Beginners	13
Music (Piano) Study as a Recreational and Creative Use of Leisure Time for People 55 Years of Age or Older	15
Learning Abilities of Adults 55 Years of Age and Older . . .	18
The Role of Collegiate Continuing Education in the Study of Music.	20
Characteristics of a Group Piano Instructor for Leisure Age Students.	22

Table of Contents (Cont'd.)

	Page
Chapter	
III. ORGANIZATION AND CURRICULUM OF THE COURSE	
Introduction	25
The Physical Plant	25
The Schedule	26
Publicity.	27
Student Profiles	27
The Lesson Plans	28
IV. SUMMARY	
Conclusions.	140
Implications for Further Study . .	141
BIBLIOGRAPHY	144
APPENDICES	
Appendix A: Pre-Course and Post-Course Questionnaires. . .	153
Appendix B: Weekly Handouts Including Piece of the Week and Practice Record	159
Appendix C: Stretching Exercises.	175
Appendix D: Musical Terms Review Sheet.	177
Appendix E: Review Questions. . .	179

CHAPTER I

THE PROBLEM

Introduction to the Study

With each census the national population of the United States is tending toward an increasing number of people in higher age groups. By the end of the 1980's, one out of five persons in this country will be over fifty-five years of age--outnumbering the population of school-age students.¹ According to the United States Bureau of the Census, the number of Americans in 1970 who were sixty-five years of age or over represented nearly eleven percent of the total population. The number of people in this age category is projected to rise to thirteen percent (approximately thirty-two million individuals) by the year 2000.²

¹Charles Leonard, "A Gallery of Lifelong Achievers," Music Educators Journal 66 (April 1980): 66.

²Jessica B. Davidson, "Music and Gerontology: A Young Endeavor," Music Educators Journal 66 (May 1980): 27.

This higher concentration of leisure age people (fifty-five years or older) in our society is creating a need for more rewarding use of the time available after retirement (or after the routine matters of middle adulthood no longer are in the forefront of a person's attention). For leisure age and retired persons, the use of non-work time becomes a challenge.

The increase in longevity makes more recreational opportunities available for this age group. The importance of the arts grows as adults look for experiences to fill their expanded free time. Music, and especially piano, can provide such experiences. This document is a result of the development and implementation of an eight-week beginning group piano curriculum for leisure age adults.

While several methods have been written for the adult beginning piano student, very little study has been done in teaching basic piano skills to leisure age students utilizing informal music. There are very few materials which take into account the particular problems and needs of this segment of the population. The lack of such materials prompted the organization of a beginning course of study which included general goals for leisure age piano instruction, pianistic objectives for an eight-week course, and a series of lesson plans designed for beginners of this age group. The document also includes

a survey of literature related to the area of teaching group piano to leisure age citizens and recommendations for further study. The author assembled materials, methods, and activities which facilitate the musical and pianistic education of leisure age people. This course expanded their awareness of the creative possibilities inherent in an art form with which they had had little or no experience.

Instruction of the leisure age beginning music student is philosophically supported by the Music Educators National Conference through its publications (see Music Educators' Journal, April, 1980). Mary Hoffman, national president of the Music Educators National Conference, 1980-1981, announced that a goal of her term is to promote music as a life-long learning experience. The National Piano Foundation financially supports group piano instruction through its division of continuing education which awards grants to colleges interested in beginning such classes.

The proposed curriculum for older beginner group study could be used as a basis for courses offered through divisions of continuing education in four-year colleges. These short, non-degree oriented courses would provide the re-entry vehicle for returning students who could then move into degree-oriented classes. This would enlarge enrollments which are currently shifting toward a higher percentage of

non-traditional collegiate age students.³ This curriculum could also be of use to the music divisions of community colleges. These colleges are perhaps more readily available to a large segment of the population and may provide a convenient commuting distance for older citizens.

Another value of the study was to enlarge the number of musically literate people who will participate in and enjoy music, through both their own performances and those of artists. This population would become active consumers of music through attending concerts and purchasing music and recordings. It is believed that the basic introduction to a musical instrument will serve as an impetus for further study of that instrument as well as formal study of music through appreciation classes. Perhaps the most important value will be to encourage personal fulfillment through a creative activity for people who have moved beyond the period of years generally considered to be the most productive in career goals.

It is felt that the nature and extent of this study aided in understanding the particular needs of leisure age beginning piano students. In addition, it was felt that by examining these needs and constructing a curriculum

³David S. Spence, A Profile of Higher Education in the South in 1985 (Atlanta, Georgia: Southern Regional Education Board, 1977), p. 11.

based upon them that a large portion of the population of potential piano students was served.

Description of the Study

The purpose of this study was to develop and implement an eight-week beginning group piano curriculum for leisure age adults. This curriculum emphasized the needs of the student who usually desires to play piano for his own pleasure. No set standard of proficiency existed since each leisure age student had his own personal reasons for piano study. Long range goals for leisure age students were 1) for each student to become musically self-reliant; 2) for each student to acquire enough keyboard skill to play for his or her own pleasure; and 3) for each student to acquire enough theoretical knowledge to discuss and apply musical symbols and notation to performance.

The course differed from functional keyboard classes for collegiate non-keyboard music majors in that 1) it used informal music for repertoire and sight reading; 2) it limited the correlation of theory and piano to primary harmonies; 3) it did not include score reading, accompanying, or chord progressions beyond the three primary chords in C, F, and G major; and 4) it had no set level of proficiency.

In learning to play for pleasure, the leisure age student needs materials which emphasize informal music such as folk songs, transcriptions, and sacred music. These materials differ from standard methods and music generally taught in the private studio.

In seeking to discover useful materials for this curriculum, the writer studied the related literature in journals such as Aging published by the U.S. Department of Health and Human Services, Journal of the National Association of Retired Teachers, and Perspectives on Aging published by the National Council on Aging. This study was done to determine some of the characteristics of this age group such as learning abilities, physical capabilities, and interest in musical study late in life. Further study was done in texts such as Adulthood and Aging by Douglas C. Kimmel and Aging and Health by Kart, Metress, and Metress. (This section is expanded in the chapter on related literature.)

The writer also made a detailed survey of materials which would be of immediate interest to this age group. These materials included piano texts for the older beginner, harmonization books, popular tunes arranged as lead sheets, and workbooks for written theory. Supplementary materials included transcriptions of famous melodies and arrangements of hymns. As a result of this research,

the writer chose as basic texts, The Older Beginner Piano Course, Level I and Musicianship for the Older Beginner, Level I both by James Bastien. With the leisure age student in mind, the basic text was chosen because of its emphasis on informal music simple enough for beginners.

As a result of the work in related literature, the writer set pianistic objectives for the course. These objectives were broken down into a series of eight lesson plans with specific behavioral objectives, classroom activities, and supplemental activities (to be used in addition to or in place of the classroom activities) for each week's group lesson. Each lesson emphasized three areas: 1) reading (repertoire and sight reading); 2) keyboard theory and technic (finger exercises, scales, chord progressions, harmonization of melodies, and transposition); and 3) written theory. The pianistic objectives focused on developing skills in the following areas:

- 1) Solos and ensembles were played in the keys of C, G, and F major. Melodies played in the right hand were within a range of a ninth and could shift from one five finger pattern to another. Left hand patterns were limited to blocked or broken tonic chords in root position, dominant seventh chords in first inversion, and subdominant chords in second inversion. The solos had time signatures of $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{2}{2}$.

- 2) Simple melodies based on the first six scale degrees in the major keys of C, F, and G were harmonized using primary triads of I, V_5^6 , and IV_4^6 .
- 3) Sight reading included playing simple melodies using the first six scale degrees in both hands with extension down to the seventh scale degree. These melodies had rhythmic values of quarter, half, whole, and eighth notes in simple duple time signatures.
- 4) Scale technic included playing C and G major scales, hands separately, one octave with traditional scale fingerings.
- 5) Technical and theoretical concepts contained in the solo and ensemble repertoire were emphasized. These include recognition of key signatures and chord names, phrasing, staccato and legato articulation and dynamic changes.

Evaluation of the Curriculum

Evaluation of the curriculum was on two levels:

- 1) an evaluation of the program by the instructor who decided if the pianistic objectives of the class had been met, and 2) a self-evaluation by class members (Appendix A). The evaluation by the instructor included a taped final examination consisting of students playing two

short repertoire pieces, a progression of primary chords in C, G, and F major, sight reading, and the C major scale, one octave, hands separately. The instructor rated each area of performance as excellent, satisfactory, or poor. These ratings were based upon the premise that the students were beginners and their playing was the result of eight weeks' work. This class was a non-credit course and no letter grade or other formal evaluation was made of the students' performances. Further evaluation by the instructor included a weekly log of written comments on the work done in each lesson. This log focused on the amount of work completed that week, the accomplishments and problems of this age group in relation to the week's activities, and the attitudes and particular needs of the students.

The self-evaluation by the students compared their pre-course goals with successfully completed results after the course. This self-evaluation process included a pre-course questionnaire and a post-course questionnaire to be completed by each student. The pre-course questionnaire was filled out at the beginning of the first class and the post-course questionnaire was mailed to the students with a self-addressed stamped envelope so that the students could fill out the form without hurry and with time for thought (Appendix A). Thus, the students were able to

express their desired goals for the course and later to evaluate the accomplishments of the eight weeks' work.

Definition of Terminology

For the purpose of this study, continuing education is defined as an ongoing process of learning which succeeds or moves in conjunction with degree-oriented education. Continuing education is continued learning often in diverse fields which is intended to enhance the cultural and intellectual life of the students.

The hobby piano student is an adult who studies piano as a recreational pastime without a professional or business orientation.

The leisure age beginning piano student is defined as a person fifty-five years of age or older who has had no prior training in music or who has had less than the equivalent of two years of training as a child. He or she is assumed to be a retired person or a person who has moved into a period of increased leisure time through changes in the family or professional role.

Informal music includes music which would not usually be included in a degree-oriented course of study for piano, such as hymn arrangements, twentieth century popular music, and folk music. Informal music may also

include transcriptions of well-known operatic melodies and symphonic themes.

The definition of group piano instruction presented by Helene Robinson will be utilized as follows: "any group of students who study piano together In a class, all members learn together but are not necessarily engaged in the same activity at the same time. All students may play simultaneously much of the time. When a small group or only one person plays at a time, others evaluate the performance or participate in a related activity, such as clapping the rhythm, conducting the meter, picturing the melodic line, or showing the phrase ending. Each student has an opportunity to play by himself (or with one or two others) at least a portion of a piece, but does not play every piece that is assigned and learned as a solo in class."⁴

Desired Outcomes of the Study

It was hoped that some of the outcomes of this study would be:

- 1) To develop a useful curriculum for group instruction of leisure age beginning piano students;

⁴Helene Robinson and Richard L. Jarvis, eds., Teaching Piano in Classroom and Studio (Washington, D.C.: Music Educators National Conference, 1967), p. 9.

- 2) To discover problems of either a physical or social nature exclusive to the leisure age citizen;
- 3) To report the outcomes of the study as a guide to further study in this area of instruction;
- 4) To encourage schools to offer similar classes for leisure students using this curriculum.

CHAPTER II

SURVEY OF RELATED LITERATURE

The organization and development of a curriculum for leisure age beginning piano students requires information from several different sources. The various aspects of group instruction, concepts for teaching adult beginners, characteristics of leisure age citizens, and the environment of the classes must be considered in order to design an effective course. It is the combination of elements of music, education, and social awareness that enhances the teaching of this particular population.

Group Piano Instruction for Adult Beginners

Group instruction for adults has become a generally accepted mode of teaching beginning piano. Instructors frequently employ group teaching methods for adult beginning students as well as with children. Dorothy Bishop states that it is no longer a question of whether or not to include group activity. The question is, rather, to determine the

extent and the exact form of group participation.¹

Group piano instruction for adult beginners has much the same value and efficiency as group instruction in any area of discipline. In utilizing group instruction, students can see others progress, and they have the support of their peers in overcoming similar problems. Musically, group lessons provide multiple playing combinations.² The element of group dynamics is a very strong force in working with an adult piano class. Incentives are more pronounced in class and practice becomes a thing which the student wants to do in order to participate in a better way. It is comforting to know that others also have problems, although these problems may differ among students.³ Economically, group instruction is efficient in that students receive more time with the teacher than in a private lesson yet pay less as the cost of instruction time is spread over the number of students in the class.

Adults learn well in a group not only because of encouragement from fellow students but also through the

¹Dorothy Bishop, "A Decade of Group Teaching," Clavier 10 (January 1971): 22.

²E.L. Lancaster, "The Beginner, the Retread, and the Retiree," Clavier 18 (September 1979): 27.

³Evelyn den Boer, "The Adult Beginner," Clavier 8 (March 1969): 14.

opportunity to play for an audience of people they know. The class offers an opportunity for mental practice and participation with other students found in no other situation.⁴

Ruth Farrar states:

A teacher may object that no two people progress in music at the same pace. Isn't this true also of any other subject--languages, science, math, history? There are many B and C students and a few A and D students in any class. Why should we feel this difference will affect music classes any more than other subjects? We encourage the A's to do outside work, to help others, or to move on to a more advanced class. We encourage the C's to put forth greater effort. We give extra help to the D's, sometimes urging them to repeat the same grade. The B's pretty well take care of themselves.⁵

Music (Piano) Study as a Recreational and
Creative Use of Leisure Time for
People 55 Years of Age or Older

The specific role of beginning group piano instruction as a vehicle for the creative and recreational use of time by leisure age citizens is a relatively new area of research and pedagogical concern. However, the area of general musical study has attracted some attention and much of the general attitudes, information, and study done on music programs

⁴Ruth Farrar, "Teaching Adults", Clavier 7 (April 1968): 44.

⁵Farrar, "Teaching Adults," p. 44.

for adults 55 years of age or older could also apply to a specific course of study such as group piano.

A design for music study within a multiple arts context is the People's Arts Programs envisioned by Charles Leonard. While these programs would include all aspects of the fine arts, there would be a music program for adults offering class instruction in piano, guitar, stringed instruments, wind instruments, and percussion instruments.⁶ Group instruction in piano, organ, or guitar provides an excellent medium for musical involvement. This idea is based upon the experiences of music programs for senior citizens in communities across the nation.⁷

Jessica B. Davidson, in an article on "Music and Gerontology," writes:

A growing number of older adults are participating in music programs in their communities, churches, civic organizations, continuing education classes, and various residential institutions for the aged.⁸

For senior citizens, who are retired and want music to enhance their leisure time, group piano lessons can

⁶Charles Leonard, "People's Arts Programs," Music Educators Journal 66 (April 1980): 36.

⁷John Bateheller, Sally Monsour, Music in Recreation and Leisure (Dubuque, Iowa: William C. Brown Company, 1972), p. 14.

⁸Jessica B. Davidson, "Music and Gerontology," Music Educators Journal 66 (May 1980): 27.

provide personal satisfaction and foster social contacts.⁹

Some programs of group piano instruction for senior citizens are already in existence. While each has its own specific goals and curriculum all are organized for older adults who wish to learn, or re-learn, piano skills. The National Piano Foundation has sponsored leisure age group piano courses at El Camino College in Via Torrence, California since 1979. As a result of these successful courses, El Camino has now formed a College Emeritus Program which includes courses in many fields for senior citizens. Duldalk Community College in Baltimore, Maryland extended its senior citizen program to include two sections of a keyboard class.¹⁰ While not a course for beginning pianists, a weekly Piano Ensemble Course is offered by Charles Eiferle in San Lorenzo, California in which the students range in age from the late 50's to the early 90's.¹¹

⁹E. L. Lancaster, "The Beginner, the Retread, and the Retiree," p. 27.

¹⁰Betty Catron, "Class Piano for Senior Citizens," Clavier 8 (March 1969): 15.

¹¹Carol Simonwitze, "Young Spirits in Older Pianists," Clavier 16 (December 1977): 22.

Learning Abilities of Adults

55 Years of Age and Older

Jerry Lowder writes in an article on group piano instruction:

A popular misconception exists among older adults and their teachers that, because a person is beyond 40 years of age, his mental and physical capacities have deteriorated to such an extent that learning is severely impaired.¹²

Often what is perceived to be slowness of older adults is caused by their concern with being accurate and thorough, rather than by declining physical and mental abilities.¹³

According to Jacqueline T. Sunderland, who cofounded the Metropolitan Senior Citizens Center in Baltimore, art programs in such centers are no longer just for providing entertainment or ways to keep busy. The opportunities for artistic and creative expression among older people relate to the value placed on the lifetime of experience that is unique to old age. Recent studies of the correlation between aging and creativity have showed that artistic production often increases in the second half of life.¹⁴

A deterrent to adult music instruction is the ill-founded but widely accepted belief that adults can no longer develop the psychomotor skills necessary to play an instrument.

¹²Jerry Lowder, "Group Piano Instruction for Adults: Are We Meeting the Challenge?" The American Music Teacher 28 (June/July 1979): 10.

¹³J.R. Kidd, How Adults Learn (New York: Association Press, 1959), p. 73.

¹⁴Jack H. Smith, "After 60---," The Commercial Appeal, Memphis, Tennessee, February 14, 1981.

This belief belongs in the same wastebasket with the one that maintains that the adult mind can no longer function effectively in absorbing new information. Both beliefs disregard human individuality. Highly motivated adults of all ages take up painting, earn degrees, and master any of a number of skills usually thought of as being in the domain of the young. It is probably true that an adult beginner should not expect to become a great instrumentalist, but some have become competent performers, able to play for their own enjoyment and for the pleasure of others.¹⁵

In discussing physical impediments of aging, Betty Catron states:

The power of the brain to deliver messages to fingers that may be a little old and creaky should not be underrated. If the brain transmits the correct signals, it is uncanny how well the fingers respond.¹⁶

The late Leopold Godowsky stated that brain was more important than muscle--that a piano was not played with the hands but with the mind which directed them.¹⁷

In a sociology textbook, Adulthood and Aging, Douglas C. Kimmel writes:

¹⁵Donald W. Forrester, "Adult Beginners: Music Education's New Frontier," Music Educators Journal 63 (December 1975): 56.

¹⁶Betty Catron, "Class Piano for Senior Citizens," p. 15.

¹⁷Ruth Edwards, "Piano Study for the Adult," Clavier 2 (September 1963): 19.

Health, education, and individual differences are more important than age alone in the ability (and interest) for continued learning. Comfortable, rehearsed skills may be more attractive than learning a new set of skills; but if retraining and continuing education occur during the early and middle-adult years, there is little reason an elderly person could not learn as well as a young person. Certainly up to age 60-65, there is little decline in learning or memory ability; factors of motivation, interest, and lack of recent educational experience are probably more important in learning complex knowledge than age per se. Learning may just take a bit longer for the elderly and occur more at the individual's own speed instead of at an external and fast pace.¹⁸

The Role of Collegiate Continuing Education
in the Study of Music

At a time of rapid and radical change in the profile of higher education, music education also needs to consider change. When indications are that continuing education will become a larger part of colleges' offerings, music education needs to venture into this new frontier. Adult education, or continuing education, offers (music educators) valuable opportunities for involving the public more actively with music.¹⁹

A population survey made in 1972 indicated that approximately twelve percent of the adult American population

¹⁸Douglas C. Kimmel, Adulthood and Aging (New York: John Wiley and Sons, Inc., 1974), p. 381.

¹⁹Donald W. Forrester, "Adult Beginners," p. 57.

had participated in adult education activities in 1971. More persons explored subjects about hobbies and recreation than about vocational subjects, perhaps reflecting the availability of more leisure time or perhaps some change in cultural values.²⁰

The Carnegie Commission on Higher Education reports:

Age should be welcomed along with youth into the facilities for education . . . Continuing education, like libraries and museums, should be open to all ages, and educational barriers separating the age groups should be removed.²¹

Many colleges and universities are making courses of instruction in their standard music and dance programs available without cost to older adults. In Maryland, community colleges that belong to the Maryland Consortium of Gerontology Departments offer a variety of music courses for older adults, frequently taught within institutions or senior citizens centers.²²

Elderhostel is a special continuing education experience for adults sixty or over. Elderhostel operates on college campuses in the United States, Canada, Great Britain, and

²⁰The Carnegie Commission on Higher Education, Toward a Learning Society: Alternative Channels to Life, Work, and Service (New York: McGraw-Hill Book Company, 1973), pp. 28-29.

²¹Ibid., p. 15.

²²Jessica B. Davidson, "Music and Gerontology: A Young Endeavor," p. 27-29.

Scandinavia. It is a low-cost, short term academic program for older adults. Courses are limited in size (30-40) and usually begin on Sunday evening and end the following Saturday morning. Subjects cover a wide range of interests including recreational activities such as pottery or hiking as well as more intellectual studies such as music, literature, or biology. Usually three courses (either coordinated or diversified) are taught during each week and elders attend all three.

Characteristics of a Group Piano Instructor
for Leisure Age Students

"There must be a willingness on the part of academic musicians to descend from their pedestals long enough to meet people where their present music interests lie."²³
The leader must exemplify a sense of informality and an ability to adjust musical activities to the ability level of the group. In work with senior citizens, the ability levels will be widely varied. As in any music project for older persons, the ingredients of success are leadership and imagination.²⁴

²³Donald W. Forrester, "Adult Beginners," p. 57.

²⁴Bateheller, Monsour, Music in Recreation and Leisure, p. 14.

In an article on music therapy and music education, Anita Louise Steele describes one type of music educator as "Concerned with the more functional use of music and the influence of music on non-musical behavior."²⁵ E. L. Lancaster advises adults to employ a teacher who knows how to handle the special problems of adult students. He also states that "the teacher who works with the adult beginner should be a partner, rather than an authoritarian".²⁶ Another aspect of working with older students, which the teacher must remember, is that adults may be more interested in learning what they can apply to practical situations than in theoretical knowledge.²⁷ "This trend should remind (the teacher) to allow the student to experience the musical activity before teaching him the theory."²⁸

In order to produce a successful class, the teacher needs an encouraging attitude, patience, and understanding with a touch of humor.²⁹ In combination with pianistic

²⁵Anita Louise Steele, "Therapy or Education?" Music Journal 27 (November 1969): 22.

²⁶E. L. Lancaster, "The Beginner, The Retread, and the Retiree," p. 27.

²⁷The Carnegie Commission on Higher Education, Toward a Learning Society, pp. 82-83.

²⁸Jerry Lowder, "Group Piano Instruction for Adults," p. 10.

²⁹Evelyn den Boer, "The Adult Beginner," p. 14.

ability, organizational ability, and skill in handling groups,³⁰ these personal attributes exemplify the understanding required of a teacher of leisure age students.

³⁰ Helene Robinson and Richard L. Jarvis, eds., Teaching Piano in Classroom and Studio (Washington, D.C.: Music Educators National Conference, 1967), p. 16.

CHAPTER III

ORGANIZATION AND CURRICULUM OF THE COURSE

Introduction

The body of this chapter contains eight lesson plans for the class. Each week's plan includes behavioral objectives, textbook materials, classroom activities, supplementary activities, and assignments for practice at home. Following each lesson plan are notes on the experimental class taken from the teacher's log which was written following each class period. These notes focus on specific problems of the class or suggestions for procedure on certain activities. Preceding the lesson plans are descriptions of the physical plant, class schedule, publicity for the course, and student profiles.

The Physical Plant

The experimental class was taught in a Wurlitzer piano lab with nine student pianos, a master console, a Keynote Visualizer, and an overhead projector. The nine

student pianos were arranged in three rows with three pianos in each row. Those students who had an auditory or visual problem sat in the row closest to the teacher and the Visualizer.

The Schedule

The class met each Thursday morning from 9:30 a.m. to 11:00 a.m. from January 15, 1981 to March 15, 1981. The first fifty minutes were spent hearing the previous week's assignment, answering questions, helping with specific problems, and beginning work on the new objectives for the present lesson. After approximately fifty minutes, the students did five minutes of stretching exercises designed to relax muscles and joints in the neck, shoulders, upper arms, and back. (See Appendix C). While the students were relaxing away from their pianos, the teacher played a solo piano work (piece of the week). These piano works were chosen by the teacher because of their immediate appeal to the listener, their musical importance, their relative accessibility to piano students, and their historical variety. A short description of the pieces and the composers were included in the assignment and practice sheet given to the students at the beginning of each class (Appendix B).

Following the stretching and listening, the class resumed with student activities for the remaining thirty minutes.

Publicity

The class was taught through the Division of Continuing Education at Delta State University in Cleveland, Mississippi. The Division of Continuing Education released an announcement of the class which appeared in the local newspaper, The Bolivar Commercial, on December 19, 1980. The same article appeared in other newspapers within a radius of fifty miles. The instructor spoke personally with several people about the class and when the class was announced, she phoned those who had expressed an interest.

During the last class a reporter from the local newspaper took pictures and briefly interviewed the teacher concerning the nature of the class and the kind of study involved. The reporter phoned one of the students for further information and for her reaction to the class.

Student Profiles

There were six students enrolled in the class ranging in age from 55 to 78. One dropped out after two weeks due to ill health. Of the five that completed the course, two were widows and had not held jobs outside their homes.

Two were employed in administrative positions at Delta State and one was a housewife. The five who completed the course were in good health and had no disabling physical problems which could have impeded their learning. They were active people, involved in many activities outside their homes. One of the original six students had taken other courses at Delta State in the last three years. For the rest, this type of short-term, skill-oriented course was a new experience.

Two of the students had never studied any musical instrument. Four of the students had had some piano instruction in elementary school for short periods of time ranging from a few months to two years. However, even with the youngest student in the class, this instruction occurred almost fifty years ago. They all expressed a desire to learn to play for their own pleasure. All had pianos in their homes which they had tuned during the course of their piano study. While their practicing was often sporadic, due to family or job obligations, most practiced 45-60 minutes most days and one student averaged almost fifteen hours practice per week.

The Lesson Plans

The lesson plan for each week (each class period) includes objectives, classroom activities designed to achieve

those objectives, and textbook materials to be taught as presented in the texts. Supplementary materials and activities are included as elaborations on textbook materials or as substitutions for the classroom activities. Use of supplementary activities is left to the discretion of the teacher.

In examining the eight lesson plans the reader may wish to have the following books.

- | | | |
|-------|--|--|
| (OB) | <u>The Older Beginner Piano Course,</u> | James Bastien |
| | <u>Level I</u> | |
| (MOB) | <u>Musicianship for the Older</u> | James Bastien |
| | <u>Beginner, Level I</u> | |
| | <u>Favorite Melodies the World Over,</u> | Jane S. Bastien |
| | <u>Level I</u> | |
| | <u>Classic Themes by the Masters</u> | James Bastien |
| (MP) | <u>Music for Piano for the Older</u> | Robert Pace |
| | <u>Beginner, Book I</u> | |
| (AP) | <u>The Adult Pianist, Book I</u> | Walter and Carol Noona |
| (IV) | <u>The Instant Virtuoso</u> | Richard Bradley |
| (KS) | <u>Keyboard Strategies (Master Text)</u> | Stecher, Horowitz,
Gordon, Kern, and
Lancaster |
| (KM) | <u>Keyboard Musician</u> | Frances Clark |
| (RJ) | <u>Teaching Piano in Classroom</u> | Helene Robinson and
Richard Jarvis |
| | <u>and Studio</u> | |

Week 1

OBJECTIVES

Keyboard Orientation. The student should be able:

1. To find keys in high, middle, and low registers.
2. To relate high notes to the right hand and low notes to the left hand.
3. To locate groups of two black keys and three black keys.
4. To recognize the white keys by letter names (a-g).
5. To respond to finger numbers of either hand as printed on the page.

Musical Orientation (Pre-reading). The student should be able:

6. To understand and respond to the rhythmic values of .
7. To verbally define barline, measure (the distance between two barlines), and double bar.
8. To name and play the notes of the C major five finger pattern using the correct fingering in both hands.
9. To recognize the intervals of seconds and thirds on the page in pre-reading notation and play them as steps and skips on the keyboard.
10. To name and play the notes of the C major chord from the C major five finger pattern using correct fingering in both hands.

Keyboard Theory and Technic. The student should be able:

11. To play diatonic five finger patterns and broken chords in C major using a legato touch either hands separately or hands together.

Written Theory. The student should be able:

12. To identify white key names on a model keyboard and to write these letters names on a pictured keyboard.

13. To identify and write the notes of the C major five finger pattern and C major chord on a model keyboard.
14. To identify and write intervals of seconds and thirds up or down on a model keyboard.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
1. To find keys in high, middle, and low registers. 2. To relate high notes to the right hand and low notes to the left hand. 3. To locate groups of two black keys and three black keys.	Bastien, <u>OB</u> , p. 5.	1. With back to students, teacher presses imaginary groups of two black keys at a slow tempo alternating left hand (low) with right hand (high). 2. Teacher chants a steady pulse in quarter notes saying, "low-high, left-right". 3. Students imitate at their keyboards. 4. Teacher improvises a melody on middle black keys using eighth notes and sixteenth notes while students accompany with groups of two black keys in steady quarter note pulse.
	Supplementary Activity	1. With the left hand, students play the lowest group of two black keys. With the right hand, students play the next group of two black keys. Left hand crosses over right and plays the next group of two blacks. This is continued to the top of the keyboard.

Objective

Textbook Materials

Classroom Activities

2. With the left hand, students play the lowest group of three black keys. Students play the next group of three black keys with the right hand. Left hand moves over right and plays the next group. This is continued to the top of the keyboard.
3. Using pedal, students place left hand on lowest group of two black keys, right hand on lowest group of three black keys. Students cross left hand over right and continue ascending in clusters or single notes.
4. Teacher or an inventive student improvises a black key melody.

Supplementary
Activity

Rote piece on
black keys (Clark,
KM, p. 13, Night
Visions. See
Preface, pp. 6-7

1. Teacher plays the piece.
2. On the second playing, students watch the Visualizer keyboard.
3. Further explanation of register and groups of

<u>Objective</u>	<u>Textbook Materials</u> for instructions on teaching rote pieces.)	<u>Classroom Activities</u> black keys is given as needed to enable students to play rote piece.
	Playing by ear on the black keys. (SHGKL, <u>KS</u> , p. 16).	1. Using headsets individually, students play "Auld Lang Syne" or "Swing Low, Sweet Chariot" using only black keys. 2. Teacher assists students as required. 3. This activity may be assigned for home practice.
4. To recognize the white keys by letter names (a-g).	Bastien, <u>OB</u> , p. 6.	1. Using Visualizer keyboard, teacher shows middle c saying, "C is to the left of the two black keys". 2. At their own pace, students play middle c, then locate all c's beginning with the highest and descending to the lowest. 3. This is continued with each letter in relation to groups of black keys.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
	Supplementary Activity	1. Teacher plays "pulse" notes while students locate white keys using first right hand then left hand.
	Coordination and Key location Exercise (SHGKL, <u>KS</u> , p. 17.)	2. Half of the students play "pulse" notes while other half locate white keys. Students switch parts.
		3. Each student plays "pulse" notes with one hand and locates specific white keys with the other.
5. To respond to finger numbers of either hand as printed on the page.	Bastien, <u>OB</u> , p. 7.	1. Students hold out hands, palms down, fingers gently spread.
		2. Teacher asks students to move specific fingers on both hands simultaneously. Students respond by moving the fingers indicated. (Students should do this exercise with eyes closed to emphasize the tactile sense).
	SHGKL, <u>KS</u> , p. 3.	1. Teacher asks students to locate keys in various

Objective

Textbook Materials

Classroom Activities

registers of the keyboard using specific hands and fingers.

2. Students may devise combinations of the above for the class.

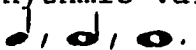
-
1. Students place left hand, fifth finger on lowest A. Using left hand, 5, 4, 3, 2, and right hand 2, 3, 4, students depress the lowest seven white keys.

2. Teacher demonstrates and students play:

A B C D E F G
 ♩ ♩ ♩ ♩ ♩ ♩ ♩
R.H. 2 3 4
L.H. 5 4 3 2

3. Saying letter names or finger numbers, students cross left hand over right and continue pattern to top of keyboard.

-
1. With a steady pulse, students play all white keys from high to low saying letter names.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
	Supplementary Activity	- Students place right hand, fifth finger on highest C. Using right hand 5, 4, 3, 2 and left hand 2, 3, 4, students depress the highest seven white keys. - Teacher demonstrates and students play: C B A G F E D  R.H. 5 4 3 2 L.H. 2 3 4 - Saying letter names or finger numbers, students cross right hand over left and continue pattern to bottom of keyboard.
- To understand and respond to the rhythmic values of  - To verbally define barline, measure, and double bar.	Bastien, OB, p. 7, 9 and Bastien, MOB, p. 5, #7, #8.	- Teacher demonstrates a series of four quarter notes by clapping steadily and saying, "one, one, one, one". - Students repeat the clapping and chanting. - Teacher demonstrates a series of four half notes by clapping on one and holding on two saying: one-two, one-two, one-two, one-two.

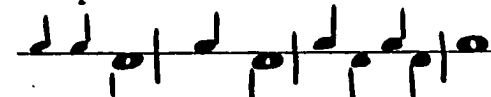
Objective

Textbook Materials

Classroom Activities

4. Students repeat the clapping and chanting.
5. Teacher demonstrates a series of four whole notes by clapping on one and holding on two saying: one-two-three-four, one-two-three-four, one-two-three-four, one-two-three-four.
6. Students repeat the clapping and chanting.

-
1. Teacher composes examples modeled on MOB, p. 5, #8.
Example:

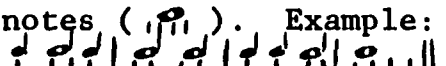


2. Students drill with various combinations of hands and feet. Examples:
Stems up--right foot
Stems down--left foot or
Stems up--right hand
Stems down--left foot

Pace, MP, pp. 2-3.

1. Using an overhead projector, teacher composes a rhythm with ♪♪♪♪♪♪♪♪♪♪

ObjectiveTextbook MaterialsClassroom Activities

-
- | | | |
|---|---|--|
| <p>8. To name and play the notes of the C major five finger pattern using the correct fingering in both hands.</p> <p>9. To recognize the intervals of seconds and thirds on the page in pre-reading notation and play them as steps and skips on the keyboard.</p> | <p>Bastien, OB, pp. 8-10 and Bastien, MOB, pp. 4, #4; 5, #5, #6; 7.</p> | <p>2. Teacher places one mark representing one pulse under the quarter notes (♩), two marks under the half notes (♭), and four marks under the whole notes (♩). Example:
</p> <p>3. Students tap the marks while teacher claps and chants the rhythm.</p> <p>4. Class is divided with half of students tapping marks and half clapping rhythm pattern while saying one, one-two, or one-two-three-four.</p> <hr/> <p>1. Teacher describes adjacent notes (steps, seconds) as played by adjacent fingers. Examples: 1-2 or 4-3.</p> <p>2. Teacher describes skips (thirds) as played by skipping a finger. Examples: 1-3 or 4-2.</p> <p>3. Students study pieces on pp. 8-10 and indicate skips with a bracket (⌈) and steps with an arrow indicating direction (↗).</p> |
|---|---|--|

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		4. Using the Visualizer keyboard, teacher drills seconds and thirds on white keys.
10. To name and play the notes of the C major chord using correct fingering in both hands.	Bastien, <u>OB</u> , p. 11 and Bastien, <u>MOB</u> , p. 5, #9.	1. With the left hand, students play C with the fifth finger and G with the first finger using the rhythm of chord exercise on p. 11. 2. With the left hand, students play C with the fifth finger and E with the third finger using the rhythm of chord exercise on p. 11. 3. With the left hand, students play E with the third finger and G with the first finger using the rhythm of chord exercise on p. 11. 4. Finally, students play the three note chord using the rhythm of chord exercise on p. 11.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
	Supplementary Activitiy	
	Bastien, <u>OB</u> , p. 11 and Bastien, <u>MOB</u> , p. 5, #7, #8.	1. With alternating hands, students play C chords using rhythm patterns from <u>MOB</u> , p. 5, #7 and #8. 2. Students play C chord with each note of the right hand melody, in <u>OB</u> , p. 11.
11. To play diatonic five finger patterns and broken chords in C major using a legato touch either hands separately or hands together.	Bastien, <u>MOB</u> p. 6.	1. Teacher demonstrates diatonic five finger patterns beginning on each note of the C scale ascending and descending. 2. Students play exercises hands separately. Tech- nically confident students double exercises at the octave hands together.

	Supplementary Activity	
	Clark, KM, p. 13. See Preface, pp. 6-7 for teaching instructions for these exercises.	1. Teacher introduces selected technical exercises by rote in the C major five finger pattern using both hands.

Objectives

12. To identify and write white key names on a model keyboard.
13. To identify and write the notes of the C major five finger pattern and C major chord on a model keyboard.
14. To identify and write intervals of seconds and thirds up or down on a model keyboard.

Textbook Materials

Bastien OB, p. 12
and Bastien, MOB,
pp. 4, 5.

Classroom Activities

1. Students complete written assignment in OB and MOB for the next class.

Practice Assignments:

Bastien, OB: Play each piece in Unit I. Technically confident students should double all single line pieces at the octave.

Bastien, MOB: p. 5, #7, #8, #9; p. 6, 7.

Classroom Activities: rote piece, "Night Visions."
playing by ear, "Auld Lang Syne" or
"Swing Low, Sweet Chariot."
additional finger exercises, p. 41-
Activities under Objective 11.

Written Assignments:

Bastien, OB: p. 12.

Bastien, MOB: p. 4, #1, #2, #3; p. 5, #5, #6.

Week 1: Notes on the Experimental Class

Procedural Suggestions

During the first lesson, the teacher should remember that the students are not accustomed to sitting for prolonged periods of time on a piano bench. The first lesson should include many changes of activities and changes of posture and position in addition to the regular period of stretching exercises. This first class can be tiring, not only because of the extended time sitting without a back support, but also because the students are nervous, ill at ease, and unsure of their role as piano students. This mental and emotional stress can add to the physical stress of sitting and playing. The release of this combined stress is the responsibility of the teacher.

In the experimental class, the teacher immediately established a first name relationship with each student. They in turn were asked to call the teacher by her first name. This opening of communication seemed to create a more relaxed atmosphere.

Constant encouragement for every effort was especially important in the first lesson. One student barely touched the keyboard and when she did, she tried to play as quietly as possible. Some seemed to feel that they were behind in their education by beginning piano lessons at their age. The teacher needed to constantly encourage, cajole, and praise them while always asking for more work and progress.

The teacher told the class that they could expect a certain amount of confusion and puzzlement in their thinking and practicing during the week. The teacher also gave them her office and home telephone numbers and asked them to call if they had questions on any part of their lesson. One student did call and the teacher made particular mention of this during the second class as encouragement for others to do the same if help was needed.

Teaching Suggestions

In presenting the first lesson, the teacher should remember the large amount of new material which the students are asked to absorb in ninety minutes. Suggestions for work with specific activities follow: Playing and saying the white keys descending was too much new material to absorb in the first lesson and needed practice at home. Following a discussion of rhythmic values, the teacher may wish to repeat the ascending white key exercise which was previously taught by rote. The rhythm of this exercise may be described as quarter notes and half notes. The teacher may wish to demonstrate some of the pieces in OB, p. 8-10 as aural examples which are very helpful in the early stages of organizing several musical elements.

The students were instructed to practice one hour per day, six days per week. They were encouraged to break the hour into two 30 minute practice periods.

Week II

OBJECTIVES

Reading. The student should be able:

1. To read and play the notes of the C major five finger pattern in both clefs with both hands.
2. To identify and play the I and V7 chords in C major in the left hand.
3. To recognize, count, and perform the following durational values: , , , , tie.
4. To verbally define upbeats and play them in a piece which calls for a repeat from the final incomplete measure to the upbeats at the beginning.

Keyboard Theory and Technic. The student should be able:

5. To play alternating I and V7 chords in C major, hands separately.
6. To play I and V7 chords in C major in the left hand as accompaniment for a melody played in the right hand.
7. To play diatonic five finger patterns and broken chords in C major using a legato touch hands together.

Written Theory. The student should be able:

8. To discuss the significance of the upper and lower numbers of these time signatures: 2, 3, 4.
4 4 4
9. To identify and write the components of the grand staff, i.e., treble clef sign, bass clef sign, bar line, brace.
10. To write the following durational values: , , , , , .
11. To identify and write intervals through the fifth.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
1. To read and play the notes of the C major five finger pattern in both clefs.	Bastien, <u>OB</u> , p. 13, 14, 15. and Bastien, <u>MOB</u> , p. 8, 9.	1. Using an overhead projector, teacher presents a pre-reading version of Warm-up (p. 14), Au Clair de la Lune, Frere Jacques, Ode to Joy (p. 15). 2. Teacher overlaps these pieces with a transparency of a grand staff so that the pre-reading notation appears on the lines and spaces. 3. Students play first pre-reading, then standard notation of the same pieces. 4. Teacher may reinforce staff reading by informing students that each note (place) on the staff corresponds to only one key on the piano.
	<u>Supplementary Activity</u>	1. Teacher plays ear training examples. 2. Students attempt to play back what they hear.
	Bradley, <u>IV</u> , p. 6, 8.	

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
2. To identify and play the I and V7 chords in C major with the left hand.	Bastien, <u>OB</u> , pp. 16, 17 and Bastien, <u>MOB</u> , p. 10.	1. Teacher defines half steps and whole steps: a half step is the closest distance between two notes on the keyboard and a whole step equals two half steps. 2. Students practice moving from tonic to dominant seventh thinking finger motion as described on p. 16 and step movement as described above.
3. To recognize, count, and perform the following notes and rests, ♩ - 1 2 3 4 4. To verbally define upbeat and play a piece which has a repeat from the final incomplete measure to the upbeat at the beginning.	Bastien, <u>OB</u> , p. 18 and 19.	1. After discussing the symbols of Objectives 3 and 4, teacher plays "When the Saints Go Marching In". 2. As teacher plays the piece a second time, students clap and count the rhythm of the right hand. 3. During a third playing, students clap and count the rhythm of the left hand.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
	Supplementary Activity Bradley, <u>IV</u> , p. 38-39.	1. Students play melody (OB, p. 19) in right hand with repeat as written. 2. Teacher plays accompaniment on pp. 38-39 which includes a written-out repeat.
		1. Teacher makes a set of flash cards to drill: melody notes in right hand (middle c--g in treble clef), I, V7 in left hand (bass clef), a tied note, three upbeats, a repeat sign, a quarter rest, a half rest, a quarter note, a half note, a whole note, a dotted quarter note, treble clef sign, bass clef sign, time signature of 4. 4
5. To play alternating I and V7 chords in C major, hands separately.	Bastien, <u>MOB</u> , p. 10, #4.	1. Using the progression of #4, half the students play the I chords and half play the V7 as they occur in both hands. Fingers are set before exercise is begun.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		2. Students switch chords.
	Supplementary Activity	1. Teacher plays ear training examples.
	Bradley, <u>IV</u> , p. 12	2. Students attempt to play back what they hear.
6. To play I and V7 chords in C major in the left hand as accompaniment for a melody played in the right hand.	Bastien, <u>OB</u> , p. 17.	1. Students softly practice chord progressions for pieces on p. 17.
		2. Teacher plays the melody at a louder dynamic level to establish an aural model of louder melody and softer accompaniment.
	Bastien, <u>OB</u> , p. 17.	1. Teacher divides students into two groups.
		2. On p. 17, one half of students claps the rhythm of the right hand while the other claps the rhythm of the left hand.
		3. Students switch parts.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		4. Students then tap the right hand rhythm with the right hand and the left hand rhythm with the left hand on top of the piano.
	Supplementary Activity	1. Teacher plays ear training examples.
	Bradley, <u>IV</u> , p. 18.	2. Students attempt to play back what they hear.
	Chord Progressions of "Come, Thou, Almighty King", "Yellow Rose", "Long, Long Ago", "Largo" from the <u>New World Symphony</u> using I, V7 chords in C major played in the left hand.	1. Chord progressions may be reproduced on sheets and passed out or put on a transparency on the overhead projector.
		2. Students play the appropriate chord in the left hand, each chord being held for two, three, or four beats depending upon the time signature of the piece.
		3. Teacher then plays melody as students repeat the progression.

Objective

Textbook Materials

Classroom Activities

CHORD PROGRESSIONS

Melodies which use I and V₇:

1. Come, Thou Almighty King

$\frac{3}{4}$    
I V₇ I I V₇
V₇ I V₇ V₇ I
V₇ I I I V₇
I

2. The Yellow Rose of Texas

$\frac{2}{4}$     I
I I I I I
V₇ V₇ V₇ I I
I I V₇ I V₇
I

Objective

Textbook Materials

Classroom Activities

3. Long, Long Ago

2
4

    V₇

V₇ V₇ I I I

I I V₇ V₇ I

I

4. Largo from the New World Symphony

4
4

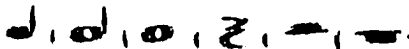
  V₇ V₇ I

I V₇ I

7. To play diatonic five finger patterns and broken chords in C major using a legato touch hands together.

Bastien, MOB, p. 10, #1, #2, #3; p. 11, #1, #2, #3, #4.

1. Teacher demonstrates diatonic five finger patterns beginning on each note of the C scale ascending and descending.
2. Students play exercises hands separately, then hands together.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
8. To discuss the significance of the upper and lower numbers of these time signatures: 2, 3, 4. 4 4	Bastien, <u>OB</u> , p. 13.	1. Using the information on time signatures given on p. 13, students explain: 2, 6, 9, 4. 2 4 4 2
9. To identify and write the components of the grand staff, (treble clef sign, bass clef sign, bar line, brace).	Bastien, <u>OB</u> , p. 13, and Bastien, <u>MOB</u> , p. 8.	
10. To write the following notes and rests: 		
11. To identify and write diatonic intervals through the fifth in C major.	Bastien, <u>MOB</u> , p. 9.	1. Using the Visualizer keyboard, teacher plays white key intervals of seconds, thirds, fourths, fifths as students identify them. 2. Teacher holds each interval for two slow beats, releases, and asks students for a quick recognition of the distance.

Objective

Textbook Materials

Classroom Activities

3. Using the Visualizer staff, teacher holds each interval for two slow beats and asks students for a quick recognition of the distance, emphasizing line to line, space to space, or space to line, line to space.
4. Teacher gives a time test in which students see the interval (either keyboard or staff) for two beats and have three beats in which to write the number of the interval. Ten examples are suggested.

Supplementary
Activity

Bradley, IV, p. 26,
30, 36.

1. Teacher plays ear training examples.
2. Students attempt to play back what they hear.

-
1. Teacher designates a white key, hand, finger number.

Objective

Textbook Materials

Classroom Activities

2. Students play that key with the correct hand and finger.
3. Using the Visualizer keyboard, teacher plays a note up or down from the given note and students play it with the appropriate finger to cover the interval.
4. Examples: 1) Teacher designates e, right hand, second finger. Teacher plays an f on the Visualizer keyboard. Students play f with third fingers, up a step from e.
2) Teacher designates d, left hand, fifth finger. Teacher plays an a up from d. Students play a with first fingers, up a fifth from d.

Practice Assignments:

Bastien, OB: p. 14, 15, 16, 17, 19. Technically confident students should double all single line pieces at the octave.

Bastien, MOB: p. 10, #1, #2, #3, #4; p. 11, #1, #2.

Classroom Activities: chord progressions of I-V7-I in the left hand for "Come Thou, Almighty King", "Yellow Rose", "Long, Long Ago", "Largo".

Written Assignments:

Bastien, OB: p. 20.

Bastien, MOB: p. 8, 9.

Week II: Notes on the Experimental Class

Procedural Suggestions

There was very little difficulty for the students in moving from pre-notation to traditional notation. They were tremendously excited when they began to read notes on the grand staff and play them on the keyboard. Their intellectual curiosity was high and the insecurity of the first lesson decreased as they began to see the notes and understand how music was organized.

The class had great difficulty playing rhythmically and this problem was evident during the second class. While understanding the values and their organization into measures, the students were extremely shy about attempting any performance of a rhythm example by clapping or playing. Although beginners, some of them had preconceived ideas on the impossibility of rhythmically accurate playing (gleaned from their children's difficulties with counting during piano study). It was necessary to emphasize the importance of rhythm as a musical element and to consistently demand accurate rhythmic values even at the expense of accurate notes. As leisure age students, they demanded a very high degree of proficiency from themselves and their concept of proficiency was correct notes. The teacher was explicit in describing proficiency as accurate notes played at the correct moment.

The class discussed the idea of motion in music, that it moves through time, and that musicians must have at least two notes to make music because with two, there is a rhythmic relationship as well as pitch relationship. These ideas were readily absorbed by the class and while their bodies (arms, shoulders, wrists) were stiff, they began to think about and to apply these ideas to their playing.

Teaching Suggestions

After a week of practice, some of the students had technical problems on page 17 (OB) involving coordination of a single line in the right and chords in the left. Common difficulties included: 1) stopping at every bar line whether the chord was to be repeated or changed; 2) changing chords regardless of notation; 3) not playing hands exactly together on downbeats. Technical drill used to correct these difficulties involved the students playing one hand as written and tapping the rhythm of the other hand on top of the piano.

The teacher should observe students to see that they are playing legato. This is a difficult technical problem at the beginning of piano study. Most students either played detached lines or played holding notes which should be released. This problem occurred throughout the course and the teacher needed to constantly demonstrate legato and non-legato playing and remind students to listen to their own playing for smoothly connected notes (See Week III).

"Frere Jacques" (OB, p. 15) may be played as a round with three or four parts, one beginning every two measures. Those students who have difficulty maintaining an independent part within the round may play the C chord in whole notes, or play a low open fifth with the left hand on c and g in half notes, or play a high open fifth with the right hand on c and g in half notes. Thus it would be possible to have four melody parts, one chordal part, one high rhythmic accompaniment, and one low rhythmic accompaniment. The accompanying parts may also play an introduction before the melody enters. This ensemble was the group's first experience with independent parts.

Special Problems

Technically some had difficulty with the extension of the left hand fifth finger in playing the V_7 chord in first inversion. Their fifth fingers were very weak and completely dependent on the other fingers. Finger independence needed time and concentration to develop. One student had a very slight palsy and when she began moving from one chord to another, she lost her hand position and moved away from the five finger pattern in C. Overall the chord playing was the best technical work done during the eight weeks' course.

Week III

OBJECTIVES

Reading. The student should be able:

1. To identify and play melodic eighth notes in simple time signatures.
2. To read and play melodic notes out of the C major five finger pattern--one white key down from c and one white key up from g.
3. To identify and play the IV (F) chord in C major in the left hand.
4. To verbally define the following musical terms and to incorporate them into a performance: piano (p), mezzo-piano (mp), mezzo-forte (mf), forte (f), fermata, D.C. al Fine, slur.
5. To methodically sightread a solo which is technically and musically easier than the present material.

Keyboard Theory and Technic. The student should be able:

6. To articulate slurs and play legato melodic lines within the slurs.
7. To play I-IV-I-V7-I in C major hands separately.
8. To play I, IV, and V7 chords in C major in the left hand as accompaniment for a melody played in the right hand.

Written Theory. The student should be able:

9. To write the following rhythmic values:  . 4 . d.
10. To identify on paper harmonic and melodic intervals through the sixth.
11. To write the primary chords in C major in the bass clef.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
1. To identify and play melodic eighth notes in simple time signatures. 2. To read and play melodic notes out of the C major five finger pattern--one white key down from c and one white key up from g.	Bastien, OB, p. 21, 23, 25, 27.	1. Teacher demonstrates the rhythm example (middle of p. 23) saying "3 and 1 and 2 and," etc. 2. Students are asked to discover this same rhythm pattern in "Clementine". 3. Students clap and count the rhythm of the example; then they clap and count the rhythm of "Clementine." 4. Teacher plays "Clementine" as students clap and count the rhythm. 5. On p. 27 students write in "1 and 2 and 3 and 4 and" in the third measure of each line. 6. Students clap these patterns. 7. Teacher plays the left hand while students clap right hand.
	Supplementary Activity	1. Teacher plays ear training examples.

Objective

Textbook Materials

Classroom Activities

Bradley, IV, p. 48.

2. Students attempt to play back what they hear.

Bastien, OB, p. 21.

1. Using the Visualizer keyboard, teacher demonstrates how the right thumb plays both c and b in the Preparatory Drill (p. 21).
2. Students play two measures of this drill several times on the tops of their pianos saying letter names as they play and keeping their fifth fingers firmly in place.
3. They then play two measures on their pianos.
4. This procedure is repeated with the third and fourth measures of the drill.
5. Teacher plays "Down in the Valley" so that students may observe how the melody moves from one hand to the other and how the right hand, first finger extends down to b in measure 7.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
	Bastien, <u>OB</u> , p. 25.	1. Using the Visualizer keyboard, teacher demonstrates how the right fifth finger plays both g and a in the Preparatory Drill (p. 25). 2. Students play this Drill several times on the tops of their pianos saying letter names as they play and keeping their thumbs firmly in place. 3. Students are asked to discover rhythmic similarities among the four lines of "Lavender's Blue". 4. Students clap and count the right hand melody of "Lavender's Blue". 5. Students play the right hand melody on the tops of their pianos, then on the keyboard.
3. To identify and play the IV (F) chord in C major in the left hand.	Bastien, <u>OB</u> , p. 24.	1. Teacher reviews half and whole steps on the keyboard.

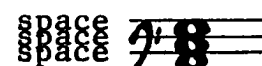
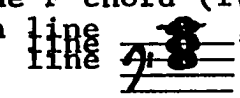
Objective

Textbook Materials

Classroom Activities

2. Students practice moving from tonic to subdominant thinking finger motion as described on p. 24 and step movement as described above.
3. Teacher may state that the IV chord just learned is in the key of C and is an F chord, meaning that F is the most important note in that chord.

Supplementary Activity

1. Teacher states that when the C chord (I) is written , c is on the bottom and is also the most important note.
2. When the F chord (IV) is written , f is on the bottom and is also the most important note.
3. When the f, a, c are turned upside down (inverted), the f may no longer be on the bottom but is still the most important note.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		4. The chord may be, and often is, played in an inverted position to facilitate motion from one chord to another.
4. To verbally define the following musical terms and to incorporate them into a performance: piano (p), mezzo-piano (mp), mezzo-forte (mf), forte (f), fermata, D.C. al Fine, slur.	Bastien, <u>OB</u> , p. 22, 17.	1. After discussing the definitions of dynamics and slur on p. 22, teacher asks students to write in slurs in two-measure groups on "Old Woman", p. 17. 2. After the slurs are marked, teacher asks students to write in one of the four dynamic levels to each phrase so that one phrase will be played p, one mp, one mf, one f, but in any order the students desire. 3. Students practice "Old Woman" using the dynamics each has decided to apply. 4. Each student plays his version of "Old Woman" on the acoustic piano.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		- Other students write their perceptions of the dynamic level used by the performer on each of the four phrases. - Student performer tells the dynamic levels he intended to play. - Player and listeners compare what was intended dynamically with what was heard.
5. To methodically sightread a solo which is technically and musically easier than the present material being studied.	Bastien, <u>OB</u> , p. 18	- Students clap and count the left hand rhythm (harmony), then the right hand rhythm (melody). - Teacher divides the class with one half clapping rhythm of the harmony and one half clapping rhythm of the melody. Students then switch parts. - Teacher and students discuss the types of chords in the left hand and where changes of chords occur. (Not every chord requires a change from the preceeding

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		chord). Students play the left hand.
		4. Teacher and students analyze the melody for steps, skips, repeated notes, direction and distance of notes, broken C chords. Students play the right hand.
		5. Teacher divides the class with one half playing the right hand and one half playing the left hand. Students then switch parts.
6. To articulate slurs and play legato melodic lines within the slurs.		1. In <u>MOB</u> , p. 15, #4, teacher plays measures 1-4 and breaks the indicated slurs.
		2. Students indicate where the slur was broken.
		3. Teacher then plays measures 1-4 with the correct phrases.
		4. Students imitate this correct version.

Objective

Textbook Materials

Classroom Activities

5. One student may play an incorrect version with broken slurs in order to further test the students' critical listening.

-
7. To play I-IV-I-V₇-I in C major hands separately.
 8. To play I, IV, and V₇ chords in C major in the left hand as accompaniment for a melody played in the right hand.

Chord Progressions of "Dixie", "Camptown Races", "Big Rock Candy Mountain", "The Old Oaken Bucket", "Seeing Nellie Home", "This is My Father's World", "Yankee Doodle", "The Irish Washerperson", "Brahm's Lullaby", using I, IV, V₇ chords in C major played in the left hand.

1. Chord progressions may be reproduced on sheets and passed out or put on a transparency on the overhead projector.
2. Students play the appropriate chord in the left hand, each chord being held for the indicated duration.
3. Teacher then plays melody as students repeat the progression.

Objective

Textbook Materials

Classroom Activities

Melodies which use I, V₇,
and IV:

1) Dixie

$\frac{4}{4}$  I  I  IV  IV I
I V₇ I • I IV
V₇ I I IV I
V₇ I V₇ I I

2) Camptown Races

$\frac{4}{4}$  I  I  V₇  V₇ I
I V₇ I I I
IV I I I V₇
I

3) The Big Rock Candy Mountain

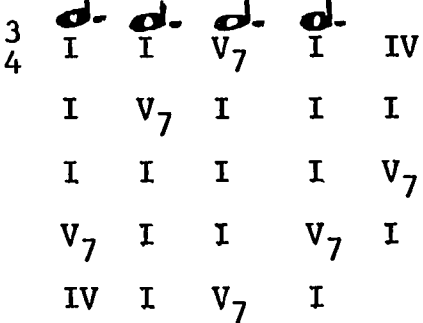
$\frac{4}{4}$  I  I  IV  I V₇
I V₇ I

Objective

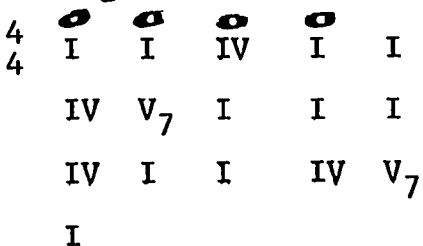
Textbook Materials

Classroom Activities

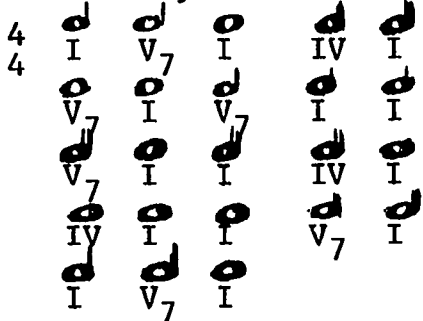
4) The Old Oaken Bucket

$\frac{3}{4}$ 

5) Seeing Nellie Home

$\frac{4}{4}$ 

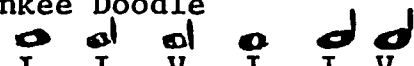
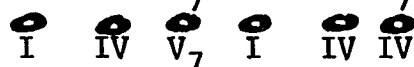
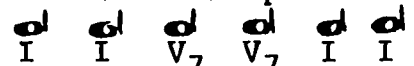
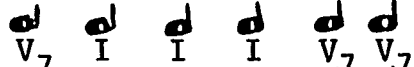
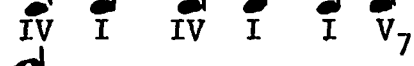
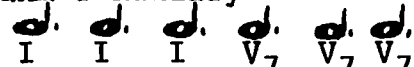
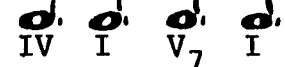
6) This is My Father's World

$\frac{4}{4}$ 

Objective

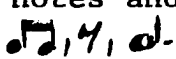
Textbook Materials

Classroom Activities

- 7) Yankee Doodle
- 4 
4 I I V₇ I I V₇
- 
I IV V₇ I IV IV
- 
I I IV IV I V₇
- 
I
- 8) The Irish Washerperson
- 2 
4 I I V₇ V₇ I I
- 
V₇ I I I V₇ V₇
- 
IV I IV I I V₇
- 
I
- 9) Brahms' Lullaby
- 3 
4 I I I V₇ V₇ V₇
- 
V₇ I IV I V₇ I
- 
IV I V₇ I

Supplementary
Activity

Chord Progression and melody
of "Come, Thou Almighty King."
(See Week II.)

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		1. Chord progression and melody in pre-reading notation may be reproduced on sheets and passed out or put on a transparency on the overhead projector. 2. Students play the chord progression in the left hand. 3. Teacher plays melody as students repeat the progression. 4. Some students may wish to play the melody while the rest play the progression.
9. To write the following notes and rests: 	Bastien, <u>MOB</u> , p. 12, 13.	Drills for white key intervals. 1. See Week II.
10. To identify on paper harmonic and melodic intervals through the sixth.		
11. To write the primary chords in C major in the bass clef.		

Practice Assignments:

Bastien, OB: p. 21, 23, 24, 25, 27.

Bastien, MOB: p. 10, 11 (complete).

Classroom Activities: X--chord progression.

Written Assignments:

Bastien, OB: p. 28.

Bastien, MOB: p. 12, 13.

Week III: Notes on the Experimental ClassProcedural Suggestions

Aural demonstration of pieces was extremely important in developing students' aural acuity regarding dynamic balance of melody and harmony. Aural models were also helpful in developing a sense of ongoing rhythmic pulse which is fundamental to any good musical performance.

Special Problems

Technical problems in the third week included moving away from the correct hand position when extending the first or fifth finger out of the five finger pattern. The material included this motion in the left hand in the V_7 chord in first inversion and the IV chord in second inversion. This motion was found in the right hand with melodies which extended beyond the first five notes of a major scale. Because of stiffness in their hands and fingers, some students were at first unable to leave certain fingers over keys and stretch other fingers up or down the keyboard one white key. The lack of elasticity in the hand required further exercises for some. One exercise had the students place either hand in playing position on the top of the piano and slowly extend either the first or fifth finger one half inch down or up while leaving the remaining four fingers firmly in place. To do this exercise on the keyboard would require more pressure to depress the keys. Playing on top of the

piano allowed firmness without pressure. An easier variation of this exercise would be to put the hand over the five finger pattern just touching the keys and extend in both directions. This involves no firmness whatsoever and may help older students who have very little strength in their hands and fingers.

Week IV

OBJECTIVES

Reading. The student should be able:

1. To identify and define a sharp sign (#).
To identify and define a flat sign (b).
To identify and define a natural sign (♮).
2. To identify and define the G major key signature as having one sharp located on the f lines.
3. To read and play the notes of the G major five finger pattern in both clefs with both hands.

Keyboard Theory and Technic. The student should be able:

4. To play diatonic patterns in C major which include one note above or one note below the five finger pattern and which include eighth note values.

Written Theory. The student should be able:

5. To write sharp, flat, and natural signs in front of notes.
6. To write the G major key signature on both clefs.

Review. The student should be able:

7. To identify, define, play, or write the content of all objectives to this point.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
1. To identify and define a sharp sign (#). To identify and define a flat sign (b). To identify and define a natural sign (b).	Bastien, <u>OB</u> , p. 29, and Bastien, <u>MOB</u> , p. 16.	1. Using the Visualizer keyboard, teacher plays any key. 2. Students name key calling it the appropriate sharp. 3. Drill is repeated as students name keys with flat names. 4. Teacher may ask a student to play the drill for the rest of the class.
2. To identify and define the G major key signature as having one sharp (f#). 3. To read and play the notes of the G major five finger pattern in both clefs with both hands.	Bastien, <u>OB</u> , p. 32, 33 and Bastien, <u>MOB</u> , p. 17.	1. Teacher points out that the f# is not included in the G five finger pattern but would be played in the entire scale. 2. Using the Visualizer keyboard, teacher demonstrates the G major five finger pattern. 3. Teacher describes the pattern of half and whole steps and relates that pattern to the C major five finger pattern.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		4. Teacher displays a transparency of "Warm-up" on p. 32 in G major. 5. This transparency is then overlaid with a transparency to "Warm-up" on p. 14 in C major to demonstrate similarities in intervals, direction and duration. 6. Half steps are described from e to f in C and from b to c in G. 7. Teacher states that in C major, c is the most important note and a piece in C will usually end on c thus creating a sense of stability and finality. The same applies to G major and g.
4. To play diatonic patterns in C major which include one note above or one note below the five finger pattern and which include eighth note values.	Bastien, <u>MOB</u>, p. 14, #1, #3, #5.	

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
5. To write sharp, flat, and natural signs in front of notes.	Bastien, <u>MOB</u> , p. 16, 17, #4.	
6. To write the G major key signatures on both clefs.		
7. To identify, define, play, or write the content of all objectives to this point.		Activities to review comprehension and accurate performance of rhythmic values. 1. Teacher draws a combination of durations (notes and rests) on a transparency or on the blackboard and asks class for the total number of beats. Example:

 = 5

 = 8

 = 6

2. Students are asked to fill in the missing durations with one duration to fill out the measure. Example:

 = 4

 = 5

 = 4

4  |

4  |

7  |

8  |

Objective

Textbook Materials

Classroom Activities

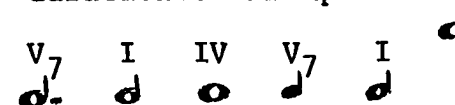
Activities to review identification and construction of intervals (melodic and harmonic).

1. Teacher uses Visualizer staff or flash cards to drill intervals through the sixth emphasizing shape and distance rather than note names.
2. Games for flash cards:
See p. 83, #2.

Activities to review the three primary chords in C major in the left hand.

1. On a transparency teacher writes chord symbols with durations. Example: I

V₇ I IV V₇ I



2. Students play this with the left hand using the durations indicated.

Objective

Textbook Materials

Classroom Activities

3. On the overhead projector, teacher draws the rhythm of part or all of a melody which has been previously studied. Students are asked to clap and count it and identify the piece from the rhythmic content. If necessary, students may look back through the OB although aural recognition is preferred.
4. Teacher may experiment with the rhythm of a familiar tune not studied by the students such as "Dixie".
5. Rhythm patterns may be clapped as solos by students while the rest of the class listens and gives helpful criticism of the performances.

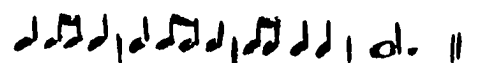
1. $\frac{3}{4}$ 

2. $\frac{4}{4}$ 

Objective

Textbook Materials

Classroom Activities

3. $\frac{3}{4}$ 

4. $\frac{4}{4}$ 

Activities to review note names on both staves and primary chords.

1. Teacher uses Visualizer staff or flash cards to drill the notes of the C and G five finger patterns and primary chords in both clefs.
 2. This may be a game with flash cards; the flash card is handed to the person who first correctly identifies the letter name of the note. The student with the most flash cards wins.
-

Objective

Textbook Materials

Classroom Activities

3. Using the Visualizer staff, teacher flashes one of the three chords. Students are asked to decide which primary chord was shown. Emphasis is on very quick recognition of shape and intervals rather than note names.
4. #3 may be repeated in other keys (other lines and spaces) in order to reinforce shape and to deemphasize note names.
5. A student may choose a rhythm from p. 82-83 and play a progression of his own devising. Other students may listen and attempt to identify the rhythm pattern and/or the chord progression.

Activities to review all symbols learned by the students thus far:  ,  , f, mf, p, D.C. al Fine,  , slur,  ,  ,  ,  , #, b,  .

Objective

Textbook Materials

Classroom Activities

1. Teacher uses flash cards to drill students on quick recognition of the symbols as well as their definitions. If used as a game, see Activity IV, 2. Notes names, intervals, chords, and symbols may be combined in one drill.

Supplementary
Activity

Robinson and
Jarvis, Teaching
Piano in Class-
room and Studio,
p. 54.

Drills for sight reading and developing the tactile sense in C and G five finger patterns.

1. Students will place the left hand on either the five finger pattern of C or G.
2. While students do not look at their fingers, teacher gives the following instructions: Play stepwise upward (or downward).
3. Play fingers 1-2-3-4-5, etc.
4. Play 1-3-5-4-2-1 or any more complex pattern.

Objective

Textbook Materials

Classroom Activities

5. Play c, up a fifth, down a fourth, etc.
6. Play f, etc.
7. Play the note that is on the third space of the bass clef.

Practice Assignment:

Bastien, OB: Prepare either p. 25 or p. 27 to perform on the accustic piano for the class during the next class period.
p. 32, 33.

Bastien, MOB: p. 14, #1, #3, #5; p. 15, #1, #2.

Written Assignment:

Bastien, MOB: p. 16; p. 17, #4, #5.

Week IV: Notes on the Experimental Class

Procedural Suggestions

During this class the teacher asked for individuals to play pieces or sightread examples as solos. This marked the first step toward solo performance and critical listening for the class. As each student grew more confident, he or she was less hesitant to play alone; the encouragement and helpful criticism of the students reinforced many ideas which the teacher had tried to instill in the students' minds and into their playing.

The review activities were helpful to the students. Leisure age students need constant reinforcement of existing knowledge and skills. In the short period of eight weeks so much new material was presented that it was necessary for the teacher to emphasize what the students had learned. The students tended to place emphasis on what they did not know and could not do. The fourth lesson required a large amount of time, energy, and patience on the part of the teacher. The students had learned many new facts, but were having difficulty playing their pieces correctly because of problems with technical development and with application of their newly acquired knowledge. Because of some frustration on the students' part, the teacher reminded them of the knowledge and abilities they had gained while encouraging them to practice and learn still more.

Teaching Suggestions

The teacher used technical studies from MOB, p. 10 in class to encourage students to use these exercises as warm-ups in their home practice periods. The teacher found that leisure age students seemed to enjoy everything they played whether it was technic, solos, or chord progressions. They seemed to derive great satisfaction from the controlled movement of their fingers. This attitude of general pleasure in physical activity was well developed by the fourth class and continued throughout the course.

The teacher may be able to save class time by hearing the class play together in OB, p. 21, 23, 24, 25. After discovering problems common to several students, the teacher can correct these general problems without having to correct them individually several times.

Special Problems

By the fourth week the students had lost most of their inhibitions about exercising in front of other class members. They participated freely in the stretching exercises because they now realized the benefits of the movements.

Week V

OBJECTIVES

Reading. The student should be able:

1. To identify and play the I, V₇, IV chords in G major in the left hand.
2. To identify and define the F major key signature as having one flat located on the b lines.
3. To read and play the notes of the F major five finger pattern in both clefs with both hands.
4. To identify and play the I, V₇, IV chords in F major in the left hand.

Keyboard Theory and Technic. The student should be able:

5. To play I-IV-I-V₇-I in G major, hands separately.
6. To play I, IV, and V₇ chords in G major in the left hand as accompaniment for a melody played in the right hand.
7. To play diatonic five finger patterns and broken chords in G major using a legato touch, hands together.

Written Theory. The student should be able:

8. To write the primary chords in G major in the bass clef.
9. To write the F major key signature in both clefs.
10. To write the primary chords in F major in the bass clef.

Performance: The student should be able:

11. To perform a solo piece for the class, incorporating proper dynamics, phrasing, and touch.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
1. To identify and play the I, V ₇ , IV chords in G major in the left hand.	Bastien, <u>OB</u> , p. 34, 35.	- Using the instructions for chord playing in <u>OB</u> p. 16 and p. 24, the teacher demonstrates how this voicing applies to the G major progression. - Using half steps and whole steps, teacher explains how the same intervals are created in the chords in G major as are in C major.

Supplementary Activity

- Teacher explains that in primary chords the alteration of any note by a half step alters the entire progression.
- Teacher plays the G major progression using an f natural instead of f sharp to demonstrate this alteration of sound.
- Teacher then plays the I-IV-I-V₇-I progression in several major keys, sometimes playing it correctly, sometimes altering a note in one of the chords.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		- Students are asked to identify the altered chord. - If this exercise proves difficult for the students, teacher may wish to practice critical listening with just I-V₇-I or I-IV-I before combining all three.
2. To identify and define the F major key signature as having one flat located on the b lines.	Bastien, <u>OB</u> , p. 38; 39.	- Using the five finger patterns of C and G major, teacher reviews the organization of half and whole steps in a major five finger pattern. - Students are asked to construct this pattern on f and to discover the black key. "Warm-up" on p. 38 is sightread hands separately, with emphasis on steps and skips within the F major five finger pattern.
	Bradley, <u>IV</u> , p. 52; 68.	Teacher plays ear training examples.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		2. Students attempt to play back what they hear.
4. To identify and play the I, V ₇ , IV chords in F major in the left hand.	Bastien, <u>OB</u> , p. 40	1. Using the instructions for chord playing on p. 16 and p. 24, teacher demonstrates how this voicing applies to the F major progression. 2. Using half steps and whole steps, teacher explains how the same intervals are created in the chords in F as are in C and G major. 3. Teacher demonstrates on the Visualizer keyboard that the left hand, second finger plays b flat in the IV and V ₇ chords.
5. To play I-IV-I-V ₇ -I in G major, hands separately.	Bastien, <u>MOB</u> , p. 18, #4.	
6. To play I, IV, and V ₇ chords in G major in the left hand as accompaniment for a melody played in the right hand.	Bastien, <u>OB</u> , p. 34; 35.	Chord progressions (See Week III, p. 72): using IV, V ₇ chords in G major played in the left hand.

Objectives

Textbook Materials

Classroom Activities

1. Chord progressions may be reproduced on sheets and passed out or put on a transparency on the overhead projector.
2. Students play the appropriate chord in the left hand, each chord being held for the indicated duration.
3. When the progression is reasonably secure for a melody in a more lively tempo such as "Dixie" or "Camptown Races", students may attempt new rhythms for an accompaniment.
Examples:

4
4

Supplementary Activity

1. Technically secure students may wish to play a rhythm pattern as above with right hand playing the first chord per measure and left hand playing the second chord per measure. During a second performance, students may reverse hands and play the first chord of a measure with the left

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		hand and the second chord with the right.
		2. Students may be more comfortable with this activity in C major than in G major.
7. To play diatonic five finger patterns and broken chords in G major using a legato touch, hands together.	Bastien, <u>MOB</u> , p. 18, #2a, 2b, 3; p. 19.	
	Haitian Lullaby (Noona, <u>AP</u> , p. 19).	1. Students may use this piece as an interval study in G, a broken chord study in G, and as a study in form.
		2. Pedal is optional, but a <u>very</u> brief explanation will suffice to begin the study of pedal and to show how its use enhances the piece. Also the pedal on an electronic piano does not have the sustaining power of an acoustic piano pedal and does not blur as badly if played incorrectly.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
8. To write the primary chords in G major in the bass clef. 9. To write the F major key signature on both clefs. 10. To write the primary chords in F major in the bass clef.	Bastien, <u>MOB</u> , p. 17, #6; p. 20.	1. Using the manuscript paper in <u>MOB</u> , p. 46-48, students are directed to write the three I chords in C, G, and F in the bass clef. 2. Students are then directed to write the three V ₇ chords in the above keys in the bass clef. 3. Students are then directed to write the three IV chords in the above keys in the bass clef.
11. To perform a solo piece for the class, incorporating proper dynamics, phrasing, and touch.	Bastien, <u>OB</u> , p. 25 or p. 27.	1. Each student plays one piece on the acoustic piano. 2. Other students make helpful comments regarding rhythm, continuity, phrasing, dynamics, touch.

Practice Assignment:

Bastien, OB: p. 35 (one of these pieces to be played as a
solo during the next class).
p. 38; 39; 40; 41 (Evening Song).

Bastien, MOB: p. 18, #1, #3, #4; p. 19, #2.

Written Assignment:

Bastien, OB: p. 36.

Bastien, MOB, p. 17, #6; p. 20.

Week V: Notes on the Experimental Class

Procedural Suggestions

The first performance was very revealing both to the students and to the teacher. For the teacher it was an opportunity to hear the students on an acoustic piano to test tone production. For the students it was an opportunity to prepare a piece for performance and to experience the self-criticism and desire for excellence which accompany a solo performance. On the Pre-course Questionnaire, the students had expressed a wish to play for their own pleasure, so it was necessary to stress the communicative potential of playing for others. The teacher compared non-performing pianists with artists who painted a picture and hid it in a closet, never showing it to anyone although art is to be seen and music is to be heard.

As in most group situations the students were supportive of others' performances and had helpful criticisms for problem spots. It was after these performances that a student asked about further study and expressed a desire for another class. The others agreed that they would enjoy more class instruction rather than private lessons.

Teaching Suggestions

The teacher asked for a volunteer to play "March" (OE, p. 33) while other students clapped and counted the rhythm. This activity continued until all class members

had attempted the solo part. In playing "Bugles" (OB, p. 33) some students could not play the left hand on the correct beat. They seemed to have a visual problem of moving their eyes quickly from one clef to the other and reacting physically to the change. The teacher suggested that they draw lines from melody notes in one clef to melody notes in the other clef in order to lead their eyes from one clef to the other (see "Clementine", OB, p. 23).

In studying the G major progression, the students did not realize that the movement of half steps and whole steps was the same as in the C major progression. The concept of "chord progression" was not generalized in their minds. They took each new activity as a separate project and the teacher constantly had to emphasize the relationships between activities.

In MOB, p. 15, the class had problems with the hand extension. Numbers 3 and 4 were omitted because of the visual confusion caused by ties and slurs combined. Some of the students had slight vision problems and it seemed unnecessary to include more than two examples.

In general, the class practiced repertoire, technic, did their written work, but left the sightreading pages for last. On p. 15 of MOB the teacher played examples which were visually intimidating to the students to give an overall aural impression of the pieces. (Examples which were particularly frightening were those with many eighth notes or

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those with notes beyond the five finger position.) Aural examples helped establish expectations of how a piece would eventually sound.

Week VI

OBJECTIVES

Reading. The student should be able:

1. To identify, count, and play a dotted rhythm () in simple time signatures.
2. To read and play a combination of chords or a combination of five finger patterns in Group 1 keys (C, G, F).

Keyboard Theory and Technic. The student should be able:

3. To transpose a melody (at the keyboard) which uses notes of the five finger patterns from any Group 1 key to another.
4. To transpose a chord progression at the keyboard which uses primary chords from any Group 1 key to another.
5. To play single notes or chords with a staccato touch in either hand.
6. To define the following terms: block chord, broken chord, staccato touch, accent sign, "rit."
7. To play diatonic patterns in F major which include one note above or one note below the five finger pattern and which include eighth note values.
8. To play I-IV-I-V₇-I in F major, hands separately.
9. To play I, IV, and V₇ chords in F major in the left hand as accompaniment for a melody played in the right hand.

Written Theory: The student should be able:

10. To write a melody and transpose it to any other Group I key.

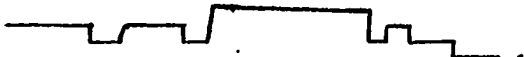
Performance: The student should be able:

11. To perform a solo piece for the class incorporating proper dynamics, phrasing, and touch.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
1. To identify, count, and play dotted rhythm () in simple time signatures.	Bastien, <u>OB</u> , p. 42; p. 43.	1. On p. 42 (middle of page) teacher uses the syllables "1 and 2 and" and claps the $\frac{2}{4}$ measures, shaking each eighth note pulse within the dotted half and the dotted quarter. 2. Teacher accents the beat of the dot verbally and shakes an accent on the dot with closed hands in order to physically express the added length. 3. Students echo teacher's examples.
		1. On p. 42, teacher plays and counts aloud the melodic examples. 2. Students then echo by clapping and counting.
		1. On p. 43 students write in "1 and 2 and 3 and 4 and" in each measure. 2. Students count beats aloud and clap the rhythm patterns.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		3. Students will experience the rhythm in such a way that each quarter, half, or whole note contains the requisite number of eighth notes whether played or not.
	Supplementary Activity Counting dotted quarter-eighth patterns in $\frac{4}{4}$ (Pace, <u>MP</u> , p. 9).	1. See Week I, Activities for Objective 7. 2. Teacher shows students "Alouette" with the four beats marked (') in each measure. 3. Teacher may wish to use only the rhythm pattern of "Alouette" with the beats marked ('). 4. Students see as well as feel that two beats must pass before the eighth enters and that the eighth note is half way between quarter notes.
2. To read and play a combination of chords or a combination of five finger patterns in Group 1 keys (C, G, F).	Bastien, <u>OB</u> , p. 46-50.	1. Students are asked to describe in intervals the distance that their left hands will move in order to play C, F, G chords in root position.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		- Using headphones students shut their eyes and attempt to move to an F chord from a C chord; then to a G chord from an F chord. - Students may find it helpful to feel and count the white keys as they move from C to F and from F to G.
	Supplementary Activity Bradley, <u>IV</u>, p. 67.	Twelve bar blues in C major. - Students read left hand pattern as teacher emphasizes the distance from c to f and from f to g. - A technically secure student may wish to read the right hand melody.
To transpose a melody (at the keyboard) which uses notes of the five finger patterns from any Group 1 key to another.	Bastien, <u>OB</u>, p. 41, and Bastien, <u>MOB</u>, p. 21, #5.	Preparation for Transposition. Using flashcards teacher drills key signatures of C, G, F in both clefs (6 cards).

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
4. To transpose a chord progression at the keyboard which uses primary chords from any Group 1 key to another.		2. Using flash cards, teacher drills primary chords in C, G, F in bass clef (9 cards - one chord per card).
		1. On p. 41 of OB, students analyze the direction, distance, and duration of melodic notes of "Evening Song".
		2. Students may wish to draw the curve of the melody to express in non-traditional notation the essence of the melody. Example:
		
		3. Students may then draw the curve of the transposed melody (Bottom of p. 41) in G and in C. Curves should be the same for both the original and the transposed melodies.

Objective

Textbook Materials

Classroom Activities

4. An alternative to drawing the curves would be for the teacher to overlay a transparency of the melody in F with one of it in G and in C. While the lines and spaces will not match, the curve (distance, direction, duration) will be the same in all keys.
5. Students play the melody in G and in C in the right hand.

-
1. Teacher and students do a functional analysis of chords in "Evening Song".
 2. After the I, IV, V₇ chords have been labeled in F, students write in these functions above the transpositions in G and in C.
 3. Students play the appropriate chord in G as teacher plays transposed melody.
 4. Students play appropriate chords in C as teacher plays transposed melody.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
	Supplementary Activity Bradley, <u>IV</u> , p. 24-25.	1. Students sightread right hand (melody) in C as teacher plays left hand (single line harmony). 2. Students then sightread right hand (melody) in F as teacher plays left hand (single line harmony). 3. This example may be helpful as it is a familiar tune.
5. To play single notes or chords with a staccato touch in either hand. 6. To define the following terms: block chord, broken chord, staccato touch, accent sign, ritard (rit.).	Bastien, <u>OB</u> , p. 45; p. 48-50, and Bastien, <u>MOB</u> , p. 25, #6.	1. Teacher plays "Chord Etude", p. 48, in order to demonstrate the staccatos in both hands. 2. Students listen and attempt to imitate the staccatos by playing first the left hand chords with a staccato touch and then the right hand broken chords ending with a staccato.
7. To play diatonic patterns in F major which include one note above or one note below the five finger pattern	Bastien, <u>MOB</u> , p. 22, 23.	

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
and which include eighth note values.		
	Supplementary Activity Bradley, <u>IV</u> , p. 25.	1. Students discover which notes will be played by the five fingers in the left hand. 2. Students have already sightread the right hand as transposition experience. 3. Students attempt to read hands together by means of a parallel motion between the hands.
8. To play I-IV-I-V ₇ -I in F major, hands separately.	Bastien, <u>MOB</u> , p. 22, #4.	
9. To play I, IV, and V ₇ chords in F major in the left hand as accompaniment for a melody played in the right hand.	Bastien, <u>OB</u> , p. 43, and Bastien, <u>MOB</u> , p. 23, #4.	Chord progressions (See Week III) using I, IV, V ₇ chords in F major played in the left hand.

Objective

Textbook Materials

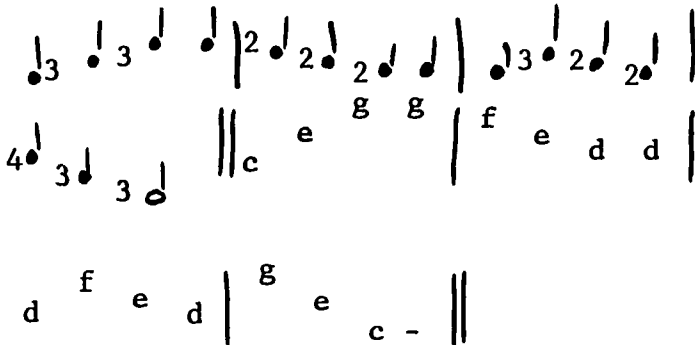
Classroom Activities

1. Chord progressions may be reproduced on sheets and passed out or put on a transparency on the overhead projector.
2. Students play the appropriate chord in the left hand, each chord being held for the indicated duration.
3. When the progression is reasonably secure for a melody in a more lively tempo such as "Dixie" or "Camptown Races", students may attempt new rhythms for an accompaniment. (See Week V, p. 94.)

Supplementary
Activity

Dividing chord pattern between
hands.

1. See Week V, rhythm patterns for chordal accompaniments.
2. For pieces in $\frac{3}{4}$ students may play a chord on the first beat in the left hand and chords on the

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		second and third beats in the right hand.
10. To write a melody and transpose it to any other Group I key.	Bastien, <u>MOB</u> , p. 21, #5.	1. On a transparency teacher writes the melody of #5 without staff and with intervals marked between each note that is not repeated. 2. Teacher puts this melodic shape on a staff transparency so that it falls into F major. 3. Teacher then moves the melodic shape so that it falls into G major and then into C major. Example: 
11. To perform a solo piece for the class incorporating proper dynamics, phrasing, and touch.	Bastien, <u>OB</u> , p. 35, (both pieces).	Second Performance. 1. See Week V, Objective II, p. 90.

Practice Assignment:

Bastien, OB: p. 42; 43; 47; 48 (Chord Etude); 49; 50.

Bastien, MOB,: p. 21, #6; 22, #1, #3, #4; 23, #2, #3, #4.

Written Assignment:

Bastien, OB: p. 44; 52.

Bastien, MOB: p. 21, #5.

Week VI: Notes on the Experimental ClassProcedural Suggestions

In the second performance the class had many problems playing right hand legato through the left hand chord changes or playing legato using weaker fingers. Each week they needed aural examples of smooth legato playing and broken slurs. While their aural acuity progressed with correct notes and rhythms, they continued to experience problems with playing and hearing legato lines. The emphasis on legato playing was included in a general discussion of many technical problems. By this week the class was in no way backward about describing their problems or in asking questions and asking for help.

Teaching Suggestions

In OB, p. 41 most students played "Evening Song" in F major quite well. The technical coordination of chord playing was good in all keys when the class began the transposition. Some students occasionally forgot to play B^b or F# but could hear the wrong note in the key and correct it. However, one student did not hear that the tunes at the bottom of the page were the same song as the top of the page. This was another example of students working with one idea or problem at a time without carry over to similar ideas.

The week's lesson introduced two very complex concepts to the beginning students: transposition and dotted rhythms. The class had difficulty understanding the transposition of a tune within the Group I keys. During the seventh class most began to grasp the process and were able to see through the problem and to understand how to find the correct chords and beginning note. However, this understanding took at least one week of working with OB, p. 46-51 and using the three five finger positions in combinations. OB, p. 47-51 were not introduced to the class in detail as it was hoped that the class could use some measure of independence in reading the rhythm patterns, notes, broken chords, accidentals, fingering, and articulation.

Week VII

OBJECTIVES.

Reading. The student should be able:

1. To read and play the C major scale ascending and descending in both clefs hands separately.
2. To read and play scale passages in the context of a piece.
3. To read and play major scale melodies in tetrachords, divided between the hands.
4. To verbally define $\frac{2}{2}$ (C, alla breve, cut time) and to play a piece counting two beats to the measure.

Keyboard Theory and Technic. The student should be able:

5. To play five finger patterns, hands together, in C, G, F major alternating staccato and legato touch; to play melody and accompaniment, hands together combining staccato and legato touch.
6. To play C major scale, one octave, hands together or hands separately, using traditional scale fingering.
7. To play I, IV, V₇ chords from symbols in the left hand in C, G, F as accompaniment for a printed melody played in the right hand.

Written Theory. The student should be able:

8. To write block and broken chords in the Group I keys in the bass clef.
9. To build at the keyboard and to write C and G major scales, one octave in both clefs.

Objectives

1. To read and play C major scale ascending and descending in both clefs hands separately.
2. To read and play scale passages in the context of a piece.
6. To play C major scale, one octave, hands together or hands separately, using traditional scale fingering.

Textbook Materials

Bastien, OB, p. 54-57.

Classroom Activities

1. Using the Visualizer key-board teacher asks students to describe half or whole steps between each white key from c' to c''.
2. Students write the pattern as it emerges.
3. Students memorize the pattern immediately.
4. Students are asked to begin on g' and build a major scale from g' to g'' using the memorized pattern and including one note of each letter name (f# instead of g^b).
5. Students are asked to begin on f' and build a major scale from f' to f'' using the memorized pattern and including one note of each letter name (b^b instead of a#).
6. Fingering for the above activities is not specified by the teacher.

Objective

Textbook Materials

Classroom Activities

1. Teacher explains that there are seven different notes (letter names) in every major scale.
2. Teacher divides those seven into two groups: a group of three notes and a group of four notes.
3. Using the Visualizer keyboard teacher demonstrates with the right hand that the group of three notes (c, d, e) is played by fingers 1, 2, 3.
4. Teacher further demonstrates that the group of four notes (f, g, a, b) is played by fingers 1, 2, 3, 4.
5. Teacher explains that the fingering for these groups makes it necessary to pass the thumb under the third finger in order to continue with the group of four notes.

Objective

Textbook Materials

Classroom Activities

6. Students are reminded that the fifth finger has no place in this organization of fingering and is merely a convenience at the top of the scale in the right hand.
 7. The above procedure is reversed for the left hand, descending first, then ascending.
 8. Students are told to memorize the groups of fingers in both hands; that whatever finger plays a note ascending, also plays that note descending; that third fingers cross over the thumbs or thumbs cross under third fingers.
 9. Students are told to keep the hand level with the keyboard while playing the scale and to play extremely slowly until the pattern is physically and mentally comfortable.
-

Objective

3. To read and play major scale melodies in tetrachords, divided between the hands.

Textbook Materials

Bastien, OB, p. 56.

Classroom Activities

1. Using a transparency, teacher presents the melodies of "On Top of Old Smokey", "Amazing Grace", "Streets of Larado" as reading practice within a major scale. See examples:



On Top of Old Smokey

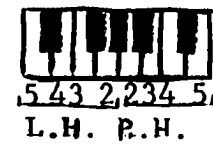
R.H. L.H.

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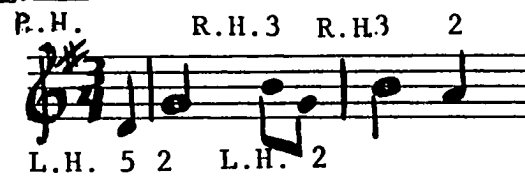
Objective

Textbook Materials

Classroom Activities



Amazing Grace



Objective

Textbook Materials

Classroom Activities

The image displays five staves of musical notation for handwriting practice. Each staff begins with a treble clef and a key signature of one sharp (F#). The notation includes various note values (quarter, eighth, and half notes) and rests, accompanied by fingerings (numbers 1-5) and hand indicators (R.H. for Right Hand, L.H. for Left Hand).
Staff 1: R.H. 3, R.H. 3, 2
Staff 2: 2, L.H. 2, 5, 3, 5, 3, 5, 3
Staff 3: L.H. 2, 5, 4, 2, 2, 4
Staff 4: 5, 5, 2, R.H. 3, L.H. 2
Staff 5: R.H. 3, 2, L.H. 2

Objective

Textbook Materials

Classroom Activities



Streets of Larado



L.H. 2



L.H. 2



L.H. 2

Objective

Textbook Materials

Classroom Activities

3 5 5 2 3 2

R.H. 2 3 4 3

L.H. 2 2

2

4. To verbally define ($\frac{2}{2}$, alla breve, cut time) and to play a piece counting two beats to the measure.

Bastien, OB, p. 58; 59.

1. Using the explanation of $\frac{2}{2}$ on p. 58, teacher explains that a piece in $\frac{2}{2}$ will look the same on the page as a piece in $\frac{4}{4}$.
2. Teacher plays lines 1-3 of p. 59 twice counting aloud first in $\frac{4}{4}$ and then in $\frac{2}{2}$.
3. Students sightread the chords (left hand) while teacher plays the melody (right hand).

Objective

Textbook Materials

Classroom Activities

4. All count first in four and then play again in two.
-
5. To play five finger patterns, hands together, in C, G, F major alternating staccato and legato touch; to play melody and accompaniment, hands together combining staccato and legato touch.
- Bastien, OB, p. 59, and Bastien, MOB, p. 26, #2; p. 27, #3.
-
7. To play I, IV, V₇ chords from symbols in the left hand in C, G, F as accompaniment for a printed melody played in the right hand.
- Bastien, MOB, p. 25, #6.
1. Teacher presents a transparency. See example:

The example shows three systems of musical notation, each with a treble and bass staff. Above the chords are Roman numerals and chord symbols. The first system is in C major (C, F, C, G₇, I). The second is in G major (G, C, G, D₇, 6). The third is in F major (F, B^b, F, C₇, F). The Roman numerals below the chords are I, IV, I, V₇, I for each system.

Objective

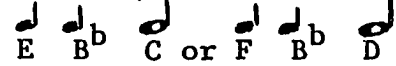
Textbook Materials

Classroom Activities

2. Using the transparency as a guide, students write in chords on the bass clef for "Old Folks at Home".
3. Teacher writes the correct chords and correct durations on a transparency so students may correct their work if necessary.
4. Teacher plays melody and students play the appropriate chord with their left hands.
5. Students are then asked to play the progression in G major using chord symbols.
6. Teacher plays melody in G and students play the appropriate chord in G with their left hands.

Supplementary
Activity

1. Using a transparency teacher writes out a broken chord accompaniment for "Good Night, Ladies".

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		2. Example:  or  Measures 7 and 8 have block chords in half notes.
8. To write block and broken primary chords in the keys of C, G, F major in the bass clef.	Bastien, <u>MOB</u> , p. 24, #3, #4; p. 25.	1. See Objective 7.
9. To write C and G major scales, one octave in both clefs.	Bastien, <u>MOB</u> , p. 28, #2; 32, #1.	1. Students are told to draw whole notes on every line and space from c' to c'' and then to add any necessary sharps or flats to achieve the major scale pattern. 2. After students have written notes in steps without skipping a letter name, they are told to find the half steps between scale degrees 3-4 and 7-8.

Objective

Textbook Materials

Classroom Activities

3. This procedure is repeated for G major. Students will add an f#.

-
1. Students may use p. 46-48 of MOB to write both scales in both clefs several times as additional drill in building scales.
 2. Students should use different durations each time as additional drill in stems and measures.
 3. Students may use either a key signature or an accidental for the G major scale.

Practice Assignment:

Bastien, OB: p. 55; 57; 59.

Bastien, MOB, p. 23, #4; 26, #4; 27, #1, #2; 30, #1a, #1b;
31.

Written Assignment:

Bastien, OB: p. 60.

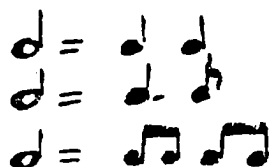
Bastien, MOB: p. 24; 25, #6; 28; 32, #1.

During the final class period, students will tape examples of their repertoire. They will play either p. 35 (both examples) or p. 43 (both examples) from OB. During the week following the last class, each student will make a private appointment with the teacher to tape 1) C major scale, hands separately, one octave; 2) a chord progression (I-IV-I-V₇-I) in C, G, and F major left hand alone, block chords; 3) sightreading.

Week VII: Notes on the Experimental ClassTeaching Suggestions

In MOB, p. 22 the class did not learn #1 accurately because of the difficulty of extension and alternation of the fourth and fifth fingers. They did not leave their thumbs on F as a reference point. As mentioned in the lesson of Week VI, exercise #3 needed careful reading and careful finger work at a very slow tempo.

On p. 59 of OB, teacher used this chart as a reminder to the students of the components of a half note (one beat in ♩).



Various combinations of these values were drilled.

In correcting students' work in MOB, p. 21, #5, teacher asked the following questions: If a melody is in F major and begins on f, what note will that melody begin on if it is in the key of C major? G major? If a melody is in G major and begins on b, what note will that melody begin on if it is in the key of C major? F major? Teacher then drew this diagram:

melody in Key of <u>G</u>	= <u>C</u>	or melody
begins on <u>b</u>	= <u>?</u>	

in Key of <u>C</u>	= <u>G</u>
begins on <u>c</u>	= <u>?</u>

On p. 23, #2 of MOB one student volunteered to play this as a solo while others clapped and counted the rhythm.

Then teacher and students discovered this chord progression (I-V₇-I-I-V₇-I) played in dotted quarter notes as a left hand accompaniment to the soloist. Students could then see that any melody may have accompaniment and that this accompaniment may often be I, IV, or V₇ chords.

Week VIII

OBJECTIVES

Review

1. Teacher will review certain objectives presented during the preceding seven lessons and will attempt to clarify and solidfy the knowledge and playing skills already learned.
2. Students will tape repertoire for evaluation by the teacher.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
1. Teacher will review certain objectives presented during the preceding seven lessons and will attempt to clarify and solidfy the knowledge and playing skills already learned.	Bastien, <u>OB</u> , p. 55, and Bastien, <u>MOB</u> , p. 30, #2, #3.	Drilling C major scale, one octave, hands separately or hands together. 1. Teacher divides class in half; one half plays C major scale in right hand beginning on c', going up then down one octave; other half plays C major scale in left hands beginning on c', going down then up one octave. 2. When the sound of this scale in contrary motion has been experienced two-three times, teacher uses Visualizer keyboard to illustrate hands together in contrary motion, both thumbs beginning on c'. 3. Teacher explains that finger numbers are the same in both hands, notes are different. 4. With headphones students attempt the scale, hands together, one octave in contrary motion.

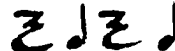
Objective

Textbook Materials

Classroom Activities

Chord progressions in any Group I key, played in the left hand. (See Week III, Objectives 7 and 8, pages 69-72.)

1. Students practice playing chords of faster melodies blocked in these rhythms:

$\frac{4}{4}$  or $\frac{4}{4}$ 

2. Students practice playing chords of slower melodies broken in these rhythms:

$\frac{4}{4}$  or $\frac{3}{4}$ 

Sheet of musical symbols and terms (Appendix D).

1. Teacher passes out a sheet of musical symbols and terms.
2. Using this as a self help sheet, students should cover the right column and give the definition of the term in the left column.

Review questions (Appendix E).

1. Teacher passes out a sheet of review questions.

Objective

Textbook Materials

Classroom Activities

2. Students are to read these occasionally in order to refresh their memories concerning certain ideas learned during the eight weeks.

Bradley, IV, p. 80-83.

Analysis of primary chords in Group I keys. Extension of hands beyond the five finger position.

1. On p. 80, students analyze "Cowboys and Cowgirls" for primary chords in C major.
2. Students discover a fingering to accomodate the left hand accompaniment pattern.
3. Students play left hand while teacher plays right hand.
4. A technically secure student may wish to sightread the right hand.
5. The above procedure is applied to p. 81.

<u>Objective</u>	<u>Textbook Materials</u>	<u>Classroom Activities</u>
		6. On p. 82-83 students will discover the key change and will adapt their thinking of which chords are primary in which key.
2. Students will tape repertoire for evaluation by the teacher.	Bastien, <u>OB</u> , p. 35 or p. 42.	1. Students practice their repertoire using head phones. 2. When each person is ready to tape, he or she turns piano to speaker and plays the selections while teacher tapes the playing.

Practice Assignment:

Students are to practice three times per week on a maintenance program of repertoire, scale work, technical exercises, sightreading, chord etudes, and review of terms.

Week VIII: Notes on the Experimental ClassProcedural Suggestions

Students were informed that they would receive a post-course questionnaire with a return envelope to be mailed to the teacher. Individual appointments were made to record the skills section of their final evaluation. Options for further piano study were discussed.

It was hoped that students had acquired a basis for further independent practice and that they had learned certain skills upon which they could build through future study.

Teaching Suggestions

In OB, p. 59 students had difficulty playing a legato touch in the right hand and staccato chords in the left hand. For practice and drill on this hand independence problem it was suggested that the student play the first note of melody and first chord together, hold the melody note, and put his left hand behind his back while continuing to hold the melody note. The student should play the second chord in the left hand (also staccato) and again put his left hand behind his back while continuing to hold the note in the right hand. The student should then play the second melody note and move to the third with which he plays another chord. That third melody note is held and the chord

is released with the student again putting his left hand behind his back. This exercise must be done out of rhythm, only as fast as the student can think each motion of right and left hand and do that motion without interfering with the activity of the other. The class found this exercise helpful in establishing a legato melody above the staccato accompaniment.

In MOB, p. 23, #4; 26, #4; 27, #1, #2; 30, #1a, #1b; 31, the teacher asked students for problem places and discussed possible ways of practicing or possible methods of understanding the notation or fingering. The teacher chose particular measure or phrases from these examples for class work, either played by a soloist or divided between the class by right or left hand parts.

CHAPTER IV

Summary

The purpose of this study was to develop and implement a curriculum for an eight-week beginning piano course for leisure age adults, 55 years of age or older. This curriculum could be used by instructors in four year colleges and universities and in two year community colleges as a basis for beginning group piano programs for leisure age students.

With the growing population of people over 55 in the United States, it is important that music educators provide opportunities for creative activities which enhance the leisure time of that population. This curriculum should provide one such creative activity. The experience provided by this course fills a need for a mental, emotional, and physical involvement in an art form which could be the springboard for further musical study of both piano and other musical subjects.

The musical content of the course was based on informal music consisting of folk songs, popular tunes, and sacred music. The texts for the course were The Older

Beginner Piano Course, Level I and Musicianship for the Older Beginner, Level I, both by James W. Bastien and published by Kjos West, San Diego, California.

The course was designed for students with very little or no musical training and was divided into eight weekly classes lasting ninety minutes. The class was taught in a piano laboratory setting with electronic pianos for the students, a master console, and a Keynote Visualizer. There was also an acoustic piano for solo performances and an overhead projector. The course was administered through the Division of Continuing Education at Delta State University in Cleveland, Mississippi.

The curriculum was designed with weekly behavioral objectives. These objectives were met through textbook materials, classroom activities, and supplementary activities. After approximately fifty minutes of work, the class took a recess during which the teacher and students did stretching exercises designed to relax muscles tensed from sitting at the pianos. After the exercises, the teacher played a piano solo (piece of the week) which introduced the students to composers and compositional styles from different historical periods (see Appendix B). The class resumed its work for the remaining thirty minutes.

The curriculum covered keyboard orientation and pre-reading notation, reading both clefs in the major keys of

C, G, and F, and using time signatures of $\frac{4}{4}$, $\frac{3}{4}$, $\frac{2}{4}$, $\frac{2}{2}$. The chord progression of I-IV-I-V7-I was learned in C, G, and F major and played in the left hand to harmonize right hand melodies. The curriculum also included solo and ensemble repertoire, technical exercises, and written theory.

The evaluation of the curriculum was done by the instructor who kept a weekly log of written comments on the work done in each lesson. The log included the amount of work completed that week, the accomplishments and problems of the leisure age group in relation to the week's activities, and the attitudes and particular needs of the students.

Further evaluation of the course was done by the students through pre-course and post-course questionnaires (see Appendix A) in which they compared their goals at the beginning of the course with the skills acquired during the course.

Conclusions

Through the evaluation of the students' performances, the observations of the instructor, and questionnaires completed by the students, the following conclusions are drawn:

- 1) Leisure age people are interested and eager to participate

in a beginning group piano course limited to their age group.

- 2) The curriculum developed in this study was successful for such a course in that it introduced basic piano skills desired by the students using materials that are suitable and appealing to leisure age people.
- 3) The physical limitations due to age of the students in the experimental class were not a deterrent to any playing activities included in the class.
- 4) The students in the experimental class had no learning problems beyond those usually experienced by adult beginning students.
- 5) Four-year colleges and universities and community colleges should initiate courses in beginning piano for leisure age people as a means of better serving people of the community and as a means of increasing enrollment in music departments.
- 6) The basic piano skills learned in this course will serve the students as a basis for more advanced piano study.

Implications for Further Study

The material and data presented as a result of this study would encourage further investigation into the following areas.

A textbook should be written which would cover the material contained in this curriculum. It should contain supplemental material such as arrangements of popular tunes of the 1930's and 1940's, transcriptions, and sacred music which would appeal to the leisure age student. While the text used for this class proved to be an excellent aid in teaching basic keyboard skills, it was nevertheless necessary to discover more material in playable arrangements for beginners.

Because the writer could find little or no material relating directly to teaching piano to leisure age students, it would seem that further research into the exact physiological and psychological make-up of the older student would be helpful in determining the physical problems, potential, and capabilities of that age student.

In conjunction with a beginning group piano course, a music department should offer courses in music appreciation, composition, and music theory. This could be a coordinated set of studies taught by one instructor or a team of instructors. These courses could allow leisure age students to experience a comprehensive approach to music study which would include theory, literature, composition, and performance. The materials should be designed to appeal to that age student.

A follow-up course in piano should be designed for students who have had the beginning course or for leisure age students who wish to brush up on piano skills long unused. This course should be taught in the piano lab and would take up where the beginning class stopped. The idea of piano ensemble classes should also be explored.

Finally, better methods of publicity distribution should be explored. A series of announcements in the local paper would be more valuable than a single announcement which could easily be missed by many who would be interested in the class. Further contact could be made with retirement communities, nursing homes, and church groups whose members may wish to participate in the class. The institutions may have facilities (a room with two or more pianos) where a beginning class could be taught if a piano lab and its accessories were not immediately available.

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APPENDICES

- A. Pre-course and post-course questionnaires.
- B. Weekly handouts including Piece of the Week and practice record.
- C. Stretching Exercises.
- D. Musical terms review sheet.
- E. Review questions.

APPENDIX A

PRE-COURSE AND POST-COURSE
QUESTIONNAIRES

PRE-COURSE QUESTIONNAIRE

Name _____ Age _____

Address _____ Telephone _____

1. Are you retired? _____ yes
_____ no

If not, give present occupation and job description _____

If retired, give job description of your former occupation _____

2. Are you currently or have you lately been enrolled in any other course offered by the Division of Continuing Education? _____ yes
_____ no

If so, what course or courses? _____

3. Assuming that music and piano study are new hobbies to you, what other interests do you pursue in your leisure time? Include activities both in and out of the home.

4. Do you have a piano in your home? _____ yes
_____ no

If yes, is it a console _____

spinet _____

upright _____

grand _____

5. Where do you plan to practice? ☐ home
☐ church
☐ neighbor's house
☐ relative's house
☐ other (specify) _____
6. If you do have a piano in your home, how would you describe the condition? ☐ excellent
☐ good
☐ poor
7. When was it last tuned? _____
8. Why are you taking this course? (Check any combination of the following.) ☐ To play for your own pleasure.
☐ To play familiar folk songs and hymns.
☐ To help another family member with music lessons.
☐ Other (specify). _____

9. What particular styles of music interest you most?
☐ popular
☐ classical
☐ other

Check all that apply.

10. Have you ever studied any musical instrument? _____ yes

_____ no

If so, what instrument? _____

When was it studied? _____

How long did you study? _____

11. Do you read music? _____ yes

_____ no

If yes, do you read _____ treble clef only.

_____ bass clef only.

_____ both clefs.

12. How did you learn about this course? _____

POST-COURSE QUESTIONNAIRE

Name _____ Date _____

1. When enrolling in this course, did you have any goals other than learning to play for your own pleasure?

_____ yes

_____ no

Please list. _____

2. Have you achieved any or all of these goals? _____ yes

_____ no

3. Have you learned skills and information which you did not anticipate? _____ yes

_____ no

If so, please list. _____

4. What skills which you have learned need the most work?

_____ chord playing

_____ sightreading

_____ rhythm

_____ reading treble clef

_____ theoretical knowledge

_____ reading bass clef

_____ other (specify) _____

5. With which skills are you most comfortable?
- | | |
|--|--|
| ☐ chord playing | ☐ sightreading |
| ☐ rhythm | ☐ reading treble clef |
| ☐ theoretical knowledge | ☐ reading bass clef |
| ☐ other (specify) _____ | |
6. Approximately how much did you practice per day?
- ☐ less than 30 minutes
- ☐ 30 minutes
- ☐ one hour
- ☐ more than one hour
7. Approximately how many hours did you practice per week?
- ☐ hours
8. Do you intend to continue your piano study? ☐ yes
- ☐ no
9. If a follow-up course were offered in group instruction, would you be interested in taking it next semester?
- ☐ yes
- ☐ no
10. Have you or do you intend to have tuning or maintenance work done on your piano at home as a result of your use of the piano during this course? ☐ yes
- ☐ no
11. Please comment on any area not specifically covered in the above questions. _____
- _____

APPENDIX B

WEEKLY HANDOUTS INCLUDING PIECE OF THE WEEK
AND PRACTICE RECORD

Piece of the Week: Prelude #2 from Preludes for Piano by George Gershwin (b. Sept. 26, 1898 in Brooklyn, New York and d. July 11, 1937 in Hollywood, California)

Prelude is a general term used by many composers of keyboard and instrumental music (J.S. Bach, Chopin, Debussy, Shostakovich); it does not necessarily imply an actual introduction to something, but rather is a short piece, often one of several pieces in a set. Each prelude usually has one general mood or atmosphere, fast or slow, dramatic or gentle, and is composed in a three part form: ABA. This means that approximately the first third of the piece presents one musical idea and is followed by a second section which contrasts slightly with the first, and finally that the beginning section returns, often in a shortened version.

Gershwin studied the classical compositions of Chopin, Liszt, and Debussy but brought to his own writing an intensely "American" style by including blues and jazz sounds from Tin Pan Alley in New York. He is perhaps the best known and enjoyed of all American composers and is justly well-known for bringing the sounds of musical theater and Tin Pan Alley into the concert halls and using traditional musical forms as vehicles for the sounds of more "popular" music. Included in his best known works are: Rhapsody in Blue for piano and orchestra (1924); Piano Concerto in F (1925); Porgy and Bess, opera (1934-35); and for piano solo Preludes for Piano (1927).

ASSIGNMENT for week of January 15-22, 1981:

QUESTIONS over material:

TIME TABLE of practice: Week of January 15-22, 1981

Record total number of minutes practiced each day:

Thurs. _____	Mon. _____
Fri. _____	Tues. _____
Sat. _____	Wed. _____
Sun. _____	

Piece of the Week: Prelude in C minor, Op. 28, No. 20 by Frederick Chopin (b. Poland, 1810 and d. Paris, 1849)

Frederick Chopin wrote twenty-four preludes for piano, one in every major and minor key: that is, he wrote a prelude in every possible key of the major/minor system which is the basis of most western music. (Other composers who have written these sets of preludes include J. S. Bach and Dmitri Shostakovitch.) Chopin's preludes are, for the most part, short pieces (some only a few measures) which convey one general mood to the listener. Some are dramatic, some are lyrical, some are exciting displays of the performer's technic. Some are in the three part form called ABA with a slightly contrasting middle section and some are written using very little contrasting materials. The prelude in c minor is of the latter kind. It consists of a progression of different chords (a chord is several notes played together) which moves from a strong beginning to a quiet closing.

Chopin was Polish and French by birth but left Poland at an early age to live and work in Paris. He was a wonderful pianist and wrote almost exclusively for the piano. Many concert-goers today do not consider a piano recital complete without some work of his. He used Polish musical ideas in his piano music writing many mazurkas (originally a Polish peasant dance) and polonaises (originally a march of the nobility at the Polish court). He also wrote waltzes

and nocturnes (songs of the night). He died at age 39 of tuberculosis, but during his short lifetime he virtually changed the approach to piano playing of both performers and listeners alike.

ASSIGNMENT for week of January 22-29, 1981:

QUESTIONS over material:

TIME TABLE of practice: Week of January 22-29, 1981

Record total number of minutes practiced each day:

Thurs. _____	Mon. _____
Fri. _____	Tues. _____
Sat. _____	Wed. _____
Sun. _____	

Piece of the Week: Waltz in A^b, Op. 39, No. 15 written in 1867 by Johannes Brahms (b. Hamburg, 1833 and d. Vienna, 1897).

Brahms wrote this set of sixteen waltzes for piano solo. He also arranged them in a simplified version and as piano duets. The waltz is a ballroom dance in 3/4 meter which indicates groupings of the beats into threes with an accent or stress on the first beat of each group of three. Many composers have written waltzes; some wrote them as music for dancing. Some wrote them as pieces for listening, the idea of the waltz serving as a springboard for a musical work of much larger scope than the short, fairly simple dance style waltz. The waltzes of Chopin are of the latter type, some being very fast and agitated pieces with an emphasis on the performer's skill and virtuosity. The waltzes of Johann Strauss (known as the "Waltz King of Vienna") are designed as the settings for graceful ballroom dancing. The waltzes in this set by Brahms are perhaps somewhere in between the "sit and listen" waltzes of Chopin and the simple yet elegant waltzes of Strauss which were made to enhance the movement of the dance. Some in this set are quick lively pieces and some sound with the Hungarian gypsy influence often heard in the popular cafe music of Brahms' day in Vienna. (This Hungarian influence is best known to pianists in Liszt's twelve Hungarian Rhapsodies.)

Brahms lived in Vienna during the last 35 years of his life and his music reflects the long and wonderful musical heritage of Vienna which was also the home of Mozart, Haydn, Beethoven, and Schubert. There is a mellow quality, a touch of nostalgia about many of his works, those for orchestra and voice as well as those for piano. Brahms represents a combination of classical (objective) and romantic (subjective) ideas and his music seems to be a world so encompassing as to hold both ideas and be complete and at rest with itself.

ASSIGNMENT for week of January 29-February 5, 1981:

QUESTIONS over material:

TIME TABLE of practice: Week of January 29-February 5, 1981

Record total number of minutes practiced each day:

Thurs. _____	Mon. _____
Fri. _____	Tues. _____
Sat. _____	Wed. _____
Sun. _____	

Piece of the Week: Rondo alla Turca from Sonata in A major, K. 331 by W. A. Mozart (b. Salzburg, 1756 and d. Vienna, 1791).

This "Turkish March" is the third of three movements which comprise the Sonata in A major. It was written in the 1780's and makes a bit of fun of the exotic, exciting, but declining Turkish Empire which, 200 years before Mozart wrote this work, had threatened to overrun all of Europe. The Turkish armies were stopped at the gates of Vienna and this defeat marked the beginning of waning strength of the mighty Turkish Empire. Mozart writes many clashing notes in the right hand which are the tiny bells and finger cymbals which the Turks used on their clothes and in their dances. This piece was very colorful and unusual for the 18th century listeners and is still a spirited and completely enjoyable piece for listeners today.

Mozart is considered to be perhaps the most perfect musical genius of our western culture. His many biographies document his incredible abilities as a child pianist, violinist, and composer. Perhaps his greatest piano works are his concertos (a musical form which features a soloist, in this case a pianist, with an orchestra) and many musicians consider his operas to be his finest works overall. Some of the better known operas are The Marriage of Figaro, The Magic Flute, and Così fan Tutte. Mozart wrote in a classic

style which emphasized balance and form. The restraint, yet wonderful good humor and complete elegance of his music create a sense of joy unmatched in any other composer.

ASSIGNMENT for week of February 5-12, 1981:

QUESTIONS over material:

TIME TABLE of practice: Week of February 5-12, 1981

Record total number of minutes practiced each day:

Thurs. _____	Mon. _____
Fri. _____	Tues. _____
Sat. _____	Wed. _____
Sun. _____	

Pieces of the Week: *Danube Waves by Jan Ivanovici.

**Polovetzian Dance by A. Borodin

**Can Can by J. Offenbach

These pieces are piano arrangements of famous works for orchestra written in the 19th century. All three are dance forms. Danube Waves is sometimes called the Anniversary Waltz, a song made famous by Al Jolson. Polovetzian Dance is one of a set of dances from the ballet, Prince Igor. These dances were later used as the melodies of songs in the Broadway musical, Kismet. This dance is Stranger in Paradise. The Can Can (from Orpheus) is a favorite dance tune heard in movies and on television.

*from The Older Beginner Piano Course, Level I, arranged by James Bastien, pp. 88-89.

**from Favorite Melodies the World Over, Level I, arranged by Jane Smisor Bastien.

ASSIGNMENT for week of February 12-19, 1981;

QUESTIONS over material;

TIME TABLE of practice: Week of February 12-19, 1981

Record total number of minutes practiced each day:

Thurs. _____	Sat. _____	Mon. _____	Wed. _____
Fri. _____	Sun. _____	Tues. _____	

Piece of the Week: I've Grown Accustomed to Her Face from the musical My Fair Lady -- music by Frederick Loewe and lyrics by Alan Lerner.

The musical comedy or drama in this country is a direct descendent from the European operetta in which spoken dialogue is interspersed with songs which enlarge upon the dialogue. (Most opera has no spoken dialogue; everything is sung and accompanied by part or all of the orchestra.) Our musicals include all facets of art: backdrops and lighting, scenery, vocal and instrumental music, dance, drama, and even social relevancy in shows such as West Side Story (a modern Romeo and Juliet), Man of La Mancha (a modern Don Quixote), and Hair. Some feel that, along with jazz and blues the musical in America is our country's original contribution to a new art form. Certainly great innovations in theater arts have come from musicals; Agnes de Mille's choreography in Oklahoma, for instance, still sets styles in modern dance.

ASSIGNMENT for week of February 19-26, 1981:

QUESTIONS over material:

TIME TABLE of practice: Week of February 19-26, 1981

Record total number of minutes practiced each day:

Thurs. _____

Mon. _____

Fri. _____

Tues. _____

Sat. _____

Wed. _____

Sun. _____

Piece of the Week: Dance #6 from Six Dances in Bulgarian Rhythm (Mikrokosmos, Vol. VI) by Béla Bartók (b. Hungary 1881 and d. New York 1945).

Much of Bartók's music is based on Hungarian and eastern European folk melodies and rhythms. Beginning in the 1920's Bartók did extensive research gathering examples of folk songs and writing about his discoveries of the various similarities and differences in music which he found in parts of Hungary, Bulgaria, and nearby areas. He was one of the first ethnomusicologists; that is, he studied the music of the various peoples in his native country just as today people are learning more and more about the music of black people and native Americans in the United States. This dance is in a Bulgarian folk rhythm of three pulses, followed by three, followed by two which gives an uneven and very exciting rhythmic flow. The time signature is: $\frac{3+3+2}{8}$. While this is not an actual folk (Bulgarian) dance, it has the flavor of the many pieces which Bartók heard in his travels. His music is original but is so steeped in the traditions of eastern Europe that it has a distinct style which is a combination of folk elements and Bartók's own imagination.

ASSIGNMENT for week of February 26-March 5, 1981:

QUESTIONS over material:

TIME TABLE of practice: Week of February 26-March 5, 1981

Record total number of minutes practiced each day:

Thurs. _____	Mon. _____
Fri. _____	Tues. _____
Sat. _____	Wed. _____
Sun. _____	

Piece of the Week: Prelude in A^b major from the Well-Tempered Clavier, Book I by Johann Sebastian Bach (b. Eisenach, 1685 and d. Leipzig, 1750).

J. S. Bach wrote twenty-four preludes and fugues, one in every major and minor key, in Book I of the Well-Tempered Clavier. (Clavier is a generic term for any keyboard instrument. Bach's keyboards were the organ, clavichord, and harpsichord.) This set of preludes and fugues in every key has served as the model for many other works by other composers, Chopin with Twenty-four Preludes, Op. 28 and Shostakovitch with Twenty-four Preludes and Fugues, Op. 87. In Bach's set each prelude is paired with a fugue in the same key and serves as an introduction to that fugue. (A fugue is a piece in which three or more melody lines work together to make a complex work.) The preludes are written in different styles, some in a very showy style of keyboard writing while others are more sedate pieces resembling the fugues which they precede. Unlike the preludes of Gershwin and Chopin, Bach's prelude has one mood without a new idea in a B section. There is a middle section but it closely resembles the opening and closing sections and the listener is not aware of a definite change of mood. Bach's prelude is in the Baroque style of composition called polyphony which has very few chords and has one melody in the right hand and one melody in the left;

polyphony can be described as horizontal writing as opposed to the vertical chordal writing of Chopin's c minor Prelude.

ASSIGNMENT for week of March 5, 1981:

QUESTIONS over material:

TIME TABLE of practice: Week of March 5, 1981

Record total number of minutes practiced each day:

Thurs. _____	Mon. _____
Fri. _____	Tues. _____
Sat. _____	Wed. _____
Sun. _____	

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APPENDIX C

STRETCHING EXERCISES

APPENDIX C

Students should spend five minutes of the break doing Exercise No. 1 and any combination of the remaining exercises as are most beneficial at the discretion of the teacher.

1. Bend forward at the waist. Let head, shoulders, and arms relax and hang loosely. Count to 5 and slowly straighten up. Repeat 2-3 times.
2. Lift arms straight above head, count to 3, and let fall to sides. Repeat 2 times.
3. Lift shoulders as though to touch ears. Hold and let fall. Repeat 2 times.
4. With feet apart and hands on waist, slowly turn trunk of body to right then left. Repeat 6 times.
5. With right arm make a circular motion from the shoulder slowly without straining. Do the same with the left arm. Repeat 4 times.
6. With feet apart and hands on waist, slowly and gently rotate head as though to touch each shoulder, chest, and back. Repeat in opposite direction. Do both directions 2 times.

APPENDIX D

MUSICAL TERMS REVIEW SHEET

MUSICAL TERMS

Alla Breve		"cut" time; two beats to a measure
Allegretto		moderately fast
Allegro		fast - literally cheer-
Andante		slow speed
a tempo		the original
con		
Cresc.		louder
d		beginning the word
Dim.		softer
Da.		sign and word "Fine"
Diminu.		play softer
Fermata		note longer normal
Fine		the end
Forte	f	loud
Fortissimo	ff	very loud
Legato		to play smoothly connected notes
Mezzo Forte	mf	moderately loud
Mezzo Piano	mp	moderately soft
Moderato		a moderate speed

MUSICAL TERMS

Alla Breve		"cut" time; two beats to a measure
Allegretto		moderately fast
Allegro		fast - literally cheerful
Andante		walking speed
a tempo		return to the original speed
common time	C	$\frac{4}{4}$ time
Crescendo	cresc. 	gradually play louder
da capo al fine	D.C. al fine	return to the beginning and play to the word "Fine"
Decrescendo	decresc. 	gradually play softer
Dal Segno al Fine	D.S. al Fine	return to the sign and play to the word "Fine"
Diminuendo	dim.	gradually play softer
Fermata		hold the note longer than normal
Fine		the end
Forte	f	loud
Fortissimo	ff	very loud
Legato		to play smoothly connected notes
Mezzo Forte	mf	moderately loud
Mezzo Piano	mp	moderately soft
Moderato		a moderate speed

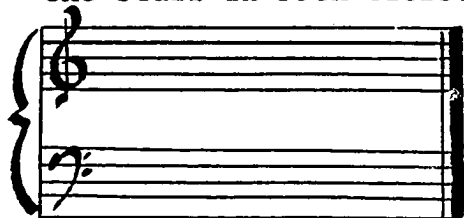
Pianissimo	pp	very soft
Piano	p	soft
Repeat Sign		go back to the beginning or to another repeat sign and play again
Ritardando	rit.	gradually play slower
Staccato		short, disconnected notes
Tempo		rate of speed
Tie		connects notes on the same line or space; hold the notes for their combined value

APPENDIX E

REVIEW QUESTIONS

REVIEW QUESTIONS

1. The Group I keys are _____, _____, and _____.
2. The three primary chords in any key are _____, _____, _____.
3. The tonic or I chord in the key of C is spelled _____, _____, _____.
4. The tonic or I chord in the key of G is spelled _____, _____, _____.
5. The tonic or I chord in the key of F is spelled _____, _____, _____.
6. The right hand often plays single notes which are the melody. The left hand then plays chords which are called _____.
7. The basis for good musical communication is playing accurate notes and accurate _____.
8. In a time signature the top number indicates _____ and the bottom number indicates _____.
9. A hand independence problem occurs when the right hand must play a legato melody and the left hand must play a _____ accompaniment.
10. When the melody is in the right hand and the harmony is in the left, the _____ hand should play louder.
11. The key signature for G major is _____. Write this on the staff in both clefs.



12. The key signature for F major is _____. Write this on the staff in both clefs.

