

National Group Piano and Piano Pedagogy Forum

**The Synergy of
Teaching/Learning/Sharing**



MTNA
MUSIC TEACHERS NATIONAL ASSOCIATION



National Group Piano and Piano Pedagogy Forum

GP3 GOALS

- Share in concrete ways what we are doing in our day-to-day teaching
- Discuss how the direction of our field is affecting our approach to professional development, program initiatives and teacher training
- Plan how we must contribute to the course of group piano and piano pedagogy now and in the coming years

WELCOME

Welcome to the seventh biennial National Group Piano and Piano Pedagogy Forum. We're delighted to have you join us, and we hope you will be stimulated by the presentations you observe and the interactions you experience.

This year marks our fourth collaboration with MTNA. We've both appreciated the ability to help further our respective goals with maximum efficacy. The focus of this conference remains firmly fixed on the practical needs of college and university teachers of group piano and piano pedagogy. Together we seek to serve, encourage and equip one another to thrive and excel in our shared vocation.

INTRODUCTION

The Synergy of Teaching/Learning/Sharing

Synergy is created when things work in concert to create outcomes, the value and importance of which exceeds what could be produced individually. We've recently come off an MTNA Year of Collaboration and GP3, from its inception, has been a time of learning from each other, thinking collaboratively, and in the process, building and gaining from the synergy that blooms when we bring ourselves together to focus on learning, teaching and sharing.

Group Day Friday will involve participants in discussions about NASM requirements, sharing of lessons and proficiency requirements. Experts will be present to discuss out-of-the-box ideas, including the use of rubrics for grading, iPads in the classroom, using "the cloud" and self-publishing. You will learn great ideas on how to improve your group teaching experiences from our colleagues.

Pedagogy Saturday explores the world of Cognitive Coaching, a framework for creating synergy through structured conversation between colleagues, mentors and mentees, and even within oneself in planning, reflecting and resolving problems. We'll take an opportunity to discover how some international and domestic pedagogy credentialing programs can serve our classes and degree programs. We'll even charge each other's batteries in a first-come first-serve opportunity to perform pedagogical literature that you think is worth sharing because it's fresh, new and interesting.

Our goal is to bring together the elements of teaching, learning and sharing to jump start your school year. We want you to feel synergized and energized!

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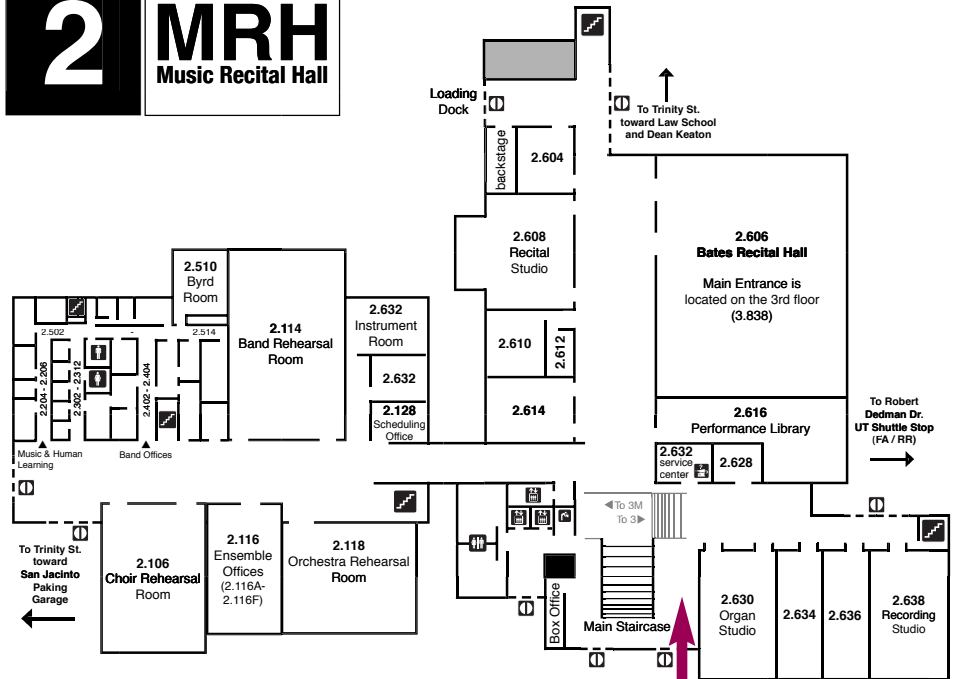
Sophia Gilmsen

Piano Pedagogy



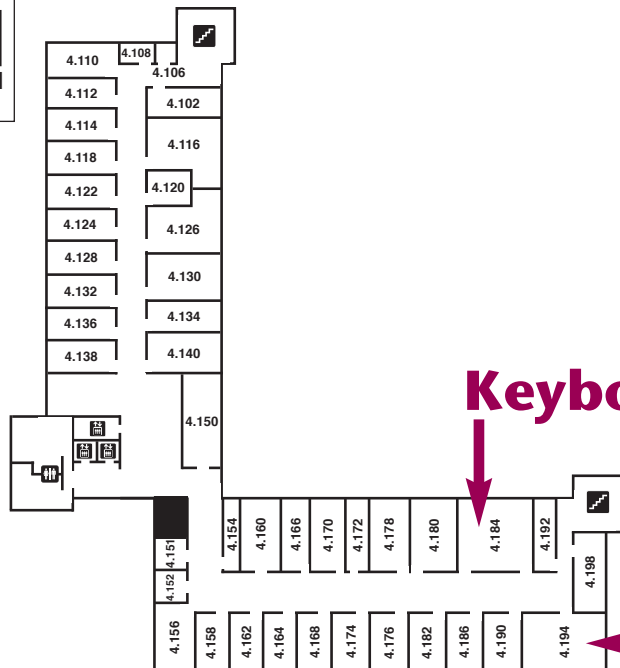
Music Recital Hall Map

2 MRH Music Recital Hall



GP3 Registration

4 MRH Music Recital Hall



Keyboard Lab

Keyboard Lab

TEACHING PIANO ADVENTURES



Primer Teacher Guide

Nancy and Randall Faber
with **Marienne Uszler**

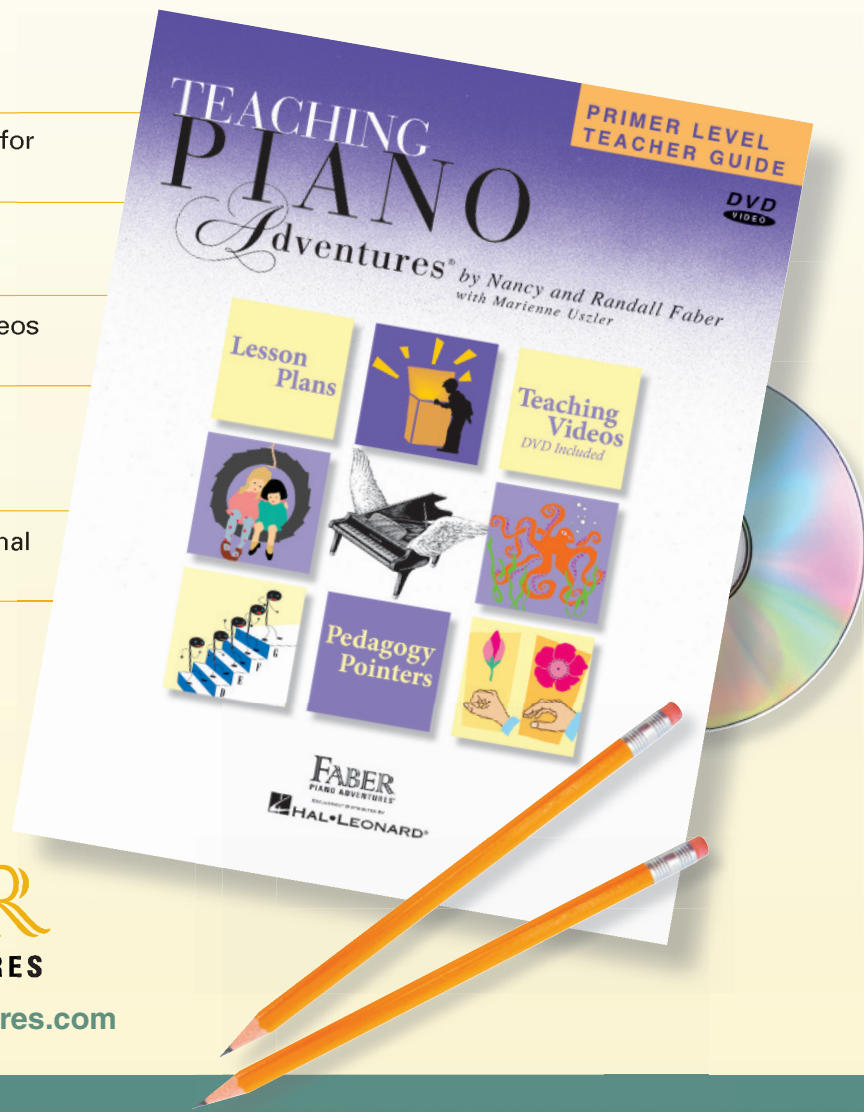
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Appendix with additional teacher duets



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MASTER SCHEDULE

THURSDAY, AUGUST 2, 2012

7:00–9:00 P.M. **Welcome Reception at the Doubletree Hotel**
Sponsored by MTNA

FRIDAY, AUGUST 3, 2012 – GROUP TEACHING AT THE COLLEGE/UNIVERSITY LEVEL

8:00–8:45 A.M. **Registration and Reception**
Lobby

8:45–9:00 A.M. **Introductory Remarks**
■ Courtney Crappell, NCTM
2.608 Recital Studio

9:00–9:45 A.M. ***The Mariposa Elementary School Group Piano Teaching Project—A Journey Of Success***
2.608 Recital Studio
Thirty-six keyboards in an elementary school music lab? Yes! For five years this program has been successful, teaching all second- through sixth-grade students to play the piano. This is a practical presentation of effective methods and strategies.
■ Phyllis Chiles
Reporter: Catharine Lysinger

9:45–10:00 A.M. **Break**
Lobby

10:00–11:55 A.M. ***Exploring Modern Trends***

Participants will rotate through the following four presentations. Please consult and follow the Friday rotation group and room assignment schedule (pink sheet).

Rubrics: The Universal Grade Leveling Device

2.614 Classroom

Rubrics are a powerful tool and an invaluable asset for performance evaluation and standardizing learning objectives in group piano teaching. This session will show how to develop rubrics using specific criteria and scoring levels, transforming abstract concepts into concrete evaluations.

■ Zachary Lopes

Reporter: Aaron Mathews

Apps That Engage

4.194 Piano Lab

Learn how a MIDI keyboard, a personal computer or iPad, and a projector, along with modern software tools can help you teach in a way that addresses a multiplicity of learning styles, engaging your students visually, aurally and intellectually.

■ George Litterst

Reporter: Margaret Perry



Self-Publishing: The New Frontier

2.604 Classroom

This session will show you how to make money through electronic and custom publishing. Learn how to set up an account, upload your materials and sell them. CreateSpace, iBooks Author and Amazon's Print on Demand will be the basis of this presentation.

■ Michelle Conda

Reporter: Thomas White

What Can Cloud Computing And Storage Do For You?

2.634 Classroom

Quasi-ubiquitous Internet access combined with the current popularity of mobile devices increases the practicality of cloud computing strategies for music teachers. This session explores several teaching applications for this billowing trend.

■ Courtney Crappell, NCTM

Reporter: Michael Seregow

10:00–10:25 A.M. Rotation #1

10:30–10:55 A.M. Rotation #2

11:00–11:25 A.M. Rotation #3

11:30–11:55 A.M. Rotation #4

12:00 NOON–1:00 P.M. Lunch

2.118 Orchestra Rehearsal Room

(Boxed lunch must be purchased in advance.)

1:00–2:25 P.M. Discussion Groups

Participants will rotate through the Discussion Groups. Please consult and follow the Friday afternoon Discussion Group assignment schedule (yellow sheet).

Reporter: Terry Lynn Hudson

Groups 1, 2, 3

2.118 Orchestra Rehearsal Room

Discussion Group Leaders: Hannah Mayo, NCTM; Andrea McAlister, NCTM; Michael Rushing

Groups 4, 5, 6,

2.106 Choir Rehearsal Room

Discussion Group Leaders: Cully Bell; Carlyn Morenus; Jennifer Tripi, NCTM

Groups 7, 8, 9

2.604 Classroom, 2.614 Classroom, 2.634 Classroom

Discussion Group Leaders: Philip Autry, NCTM; Brad Beckman; Chan Kiat Lim



2:25–2:45 P.M.

**Break
Lobby**

2:45–4:40 P.M.

Innovative And Creative Approaches To Group Piano Teaching

Participants will rotate through the following four presentations. Please consult and follow the Friday rotation group and room assignment schedule (pink sheet)

Maximize Your Teaching Time With Cooperative Learning

4.184 Piano Lab

This overview of cooperative learning will focus on how to incorporate cooperative learning techniques into collegiate group piano instruction. It is based on the presenter's development of a teaching guide containing 36 lesson plans covering seven functional skills.

■ Judie Meulink

Reporter: Carol Gingerich

Meta-Skills In The Group Piano Class

2.614 Classroom

This session will explore ways to present concepts, implement course designs and assess progress of meta-skills in the first two semesters of class piano. Fostering growth in core skills can help students become accomplished musicians and autonomous learners.

■ Kathryn Koscho-Sherman, NCTM

Reporter: Sarah Moore

Why Johnny Can't Read: Improving Music Literacy In Group Piano Classes

4.194 Piano Lab

This session will explore ways to develop literacy skills in every classroom activity to create students who recognize common musical concepts in a score. It will include hands-on audience participation at keyboards.

■ Diane Helfers Petrella

Reporter: Michelle Wachter

Fusion: Amalgamation Of Technology And Music In Class Piano

2.634 Classroom

This session will explore the efficient use of gadgets and social media sites to enhance the teaching experience. Further, the presenter will discuss using different types of music in conjunction with classical repertoire to aid learning.

■ Ka Man "Melody" Ng

Reporter: Eunjung Choi



2:45–3:10 P.M.	Rotation #1
3:15–3:40 P.M.	Rotation #2
3:45–4:10 P.M.	Rotation #3
4:15–4:40 P.M.	Rotation #4
5:00–6:00 P.M.	Reception University of Texas Club President's Room West <i>Sponsored by Yamaha Corporation of America</i>

SATURDAY, AUGUST 4, 2012 – PEDAGOGY AT THE COLLEGE/UNIVERSITY LEVEL

8:00–9:00 A.M.	Registration and Reception Lobby
9:00–9:05 A.M.	Opening Announcements 2.608 Recital Studio ■ Andrew Hisey, NCTM
9:05–10:30 A.M.	<i>Coaching Thinking: Strategies For Developing Reflective Teachers And Students</i> 2.608 Recital Studio The Cognitive Coaching model provides strategies that enable a teacher to coach a student's thinking, impacting practice and performance. This interactive morning will provide an overview of coaching tools that support and develop independent, reflective musicians in a caring and respectful manner. This presentation will alternate flexibly between presentation of concepts and opportunities for participants to apply what they have learned in small-group breakouts focused on: "Practicing the Perfect Paraphrase" and "Asking the Right Questions." ■ Linda Berger, Catherine Schmidt Reporter: Mary Tollefson, NCTM
10:30–11:00 A.M.	Break Lobby
11:00–11:50 A.M.	<i>Coaching Thinking: Strategies For Developing Reflective Teachers And Students</i> Presentation continues
12:00 NOON–1:15 P.M.	Lunch 2.118 Orchestra Rehearsal Room (Boxed lunch must be purchased in advance.)
12:45–1:05 P.M.	Lunch Performances 2.608 Recital Studio



1:15–2:00 P.M.

Panel: Two Certification Paradigms

2.608 Recital Studio

What is the relationship between college and university pedagogy programs and teacher certification programs offered by other entities? What positive potential is there at the intersection of these two types of programs? Two presenters share their innovative pedagogy curricula that are looking to other credentialing programs for structure and additional professional recognition for their students. Learn about MTNA Certification components at the Oberlin Conservatory and UNISA influences on pedagogy programming at the University of Northern Colorado. A quick-guide to programs offered by ABRSM, Trinity College London and the Carnegie Hall Royal Conservatory Achievement Program curricula will also be distributed.

■ Andrea McAlister, NCTM; Stephen Pierce

Reporter: Cheryl Pachak-Brooks, NCTM

2:10–2:40 P.M.

Pedagogy Thoughts (Breakout Groups)

Please consult and follow the Saturday afternoon discussion group and room assignment schedule (green sheet).

Group 1

2.118 Orchestra Rehearsal Room

Discussion Group Leader: Thomas White

Reporter: Janice Chen-Ju Chiang

Group 2

2.106 Choir Rehearsal Room

Discussion Group Leader: Jennifer Mansour, NCTM

Reporter: Bryan Powell

Group 3

2.604 Classroom

Discussion Group Leader: Ka Man “Melody” Ng

Reporter: Candace Hawkins

Group 4

2.614 Classroom

Discussion Group Leader: Margaret Perry

Reporter: Lim Angela Tchoi

2:40–3:00 P.M.

Break

Lobby

3:00–3:30 P.M.

Final Thought: Integrating Cognitive Coaching Into Group Piano And Piano Pedagogy Curriculums

2.608 Recital Studio

■ Linda Berger

■ Catherine Schmidt

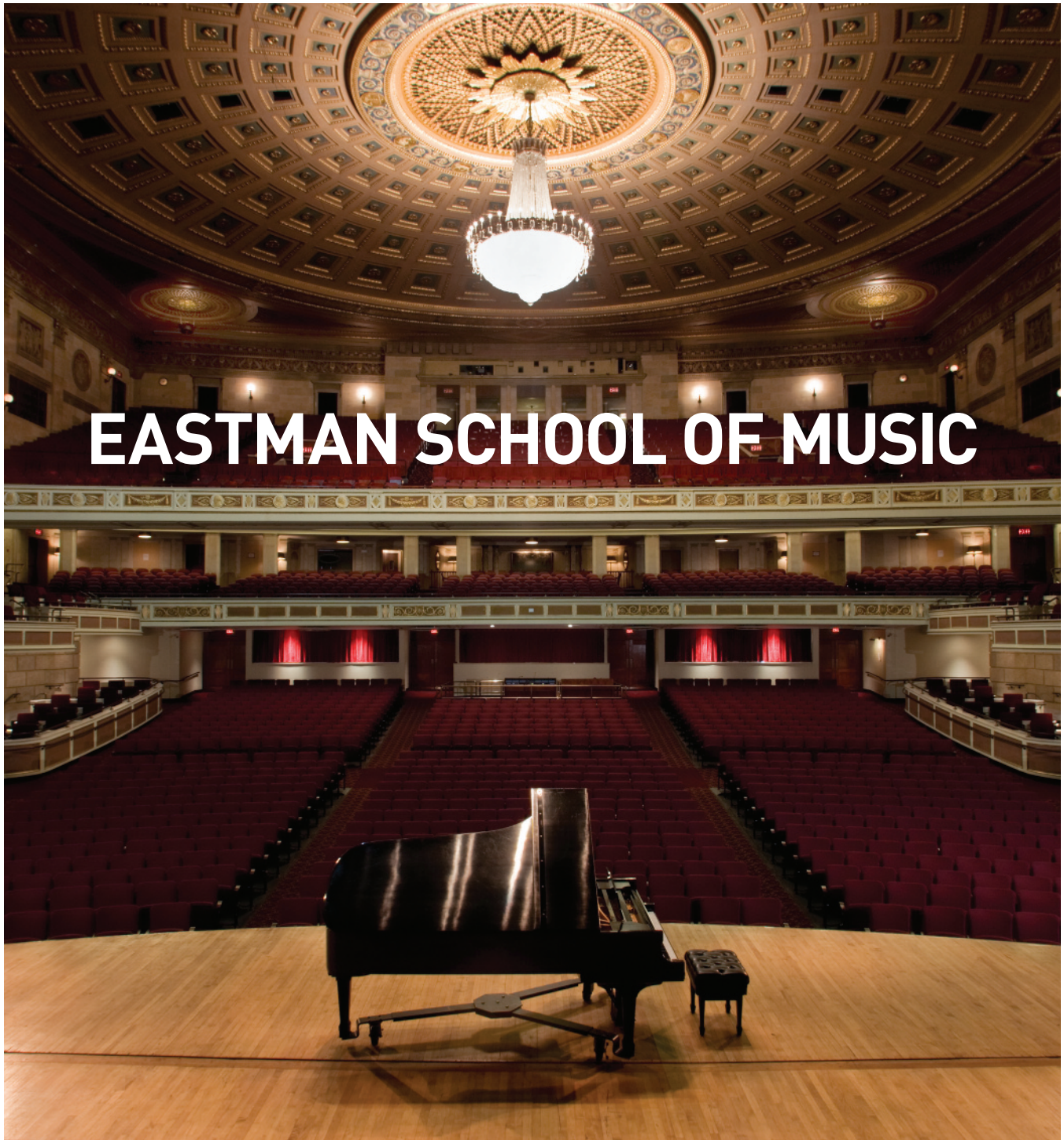
Reporter: Mary Tollefson

3:30–3:45 P.M.

Send-off by the GP3 Executive Committee

2.608 Recital Studio

■ Michelle Conda; Tom Pearsall, NCTM



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Group Teaching Presenters

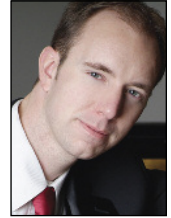
PHYLLIS CHILES

Phyllis Chiles has been an elementary school teacher for 25 years and has directed adult and youth church choirs for 30 years. She earned a BA degree from Chapman University and an ME degree from Azusa Pacific University.



COURTNEY CRAPPELL

Courtney Crappell, NCTM, is assistant professor of piano pedagogy at the University of Texas San Antonio, where he coordinates the class piano program and teaches piano and piano pedagogy. He holds a DMA degree from the University of Oklahoma.



ZACHARY LOPES

Zachary Lopes is finishing his DMA degree at the University of Cincinnati, studying piano performance and piano pedagogy. With 13 years of teaching experience, he teaches secondary piano and piano pedagogy as part of his assistantship.



JUDIE MEULINK

Judie Meulink graduated from Ball State University with a doctor of arts degree in music education with a secondary emphasis in piano accompanying/chamber music. She is currently the music director at the Warsaw Evangelical Presbyterian Church in Warsaw, Indiana.



GEORGE LITTERST

George Litterst is a nationally known music educator, clinician, author, performer and music software developer. A classically trained pianist, he is also co-author of the intelligent music display and accompaniment software program, *Home Concert Xtreme*.



KATHRYN KOSCHO SHERMAN

Kathryn Koscho Sherman, NCTM, directs the undergraduate and graduate programs in piano pedagogy and teaches keyboard skills courses at the Crane School of Music SUNY Potsdam.



MICHELLE CONDA

Michelle Conda is professor of piano at the University of Cincinnati College-Conservatory of Music. Her text *Sensible Piano Skills for the College-Age Musician* custom published through McGraw-Hill Learning Solutions, will be available through iBooks and Amazon this fall.





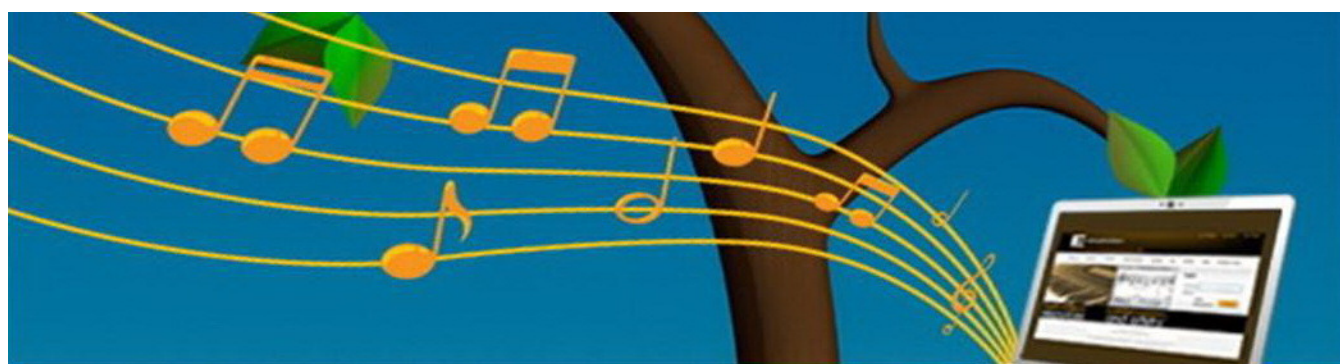
DIANE HELFERS PETRELLA

Diane Helfers Petrella is currently assistant professor of piano and piano pedagogy at the University of Missouri-Kansas City Conservatory of Music, where she coordinates the group piano program and teaches courses in piano pedagogy and applied lessons.



KA MAN "MELODY" NG

Ka Man "Melody" Ng teaches college and adult class piano at the University of Wisconsin-Madison. She is studying piano performance and pedagogy. She has had solo performances at the Kennedy Center and on Wisconsin Public Radio.



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Pedagogy Presenters

LINDA BERGER

Linda Berger received a PhD degree from the University of Minnesota. She is on the faculty at St. Olaf College. Recent research explores uses of Cognitive Coaching in applied music and classroom settings, and in promoting growth in developing teachers.



ANDREA MCALISTER

Andrea McAlister, NCTM, is assistant professor of piano pedagogy at the Oberlin Conservatory of Music. She has presented at the World Piano Pedagogy Conference and the International Conference on Sociology of Music Education.



CATHERINE SCHMIDT

Catherine Schmidt received a PhD degree from the University of Wisconsin-Madison and teaches music education courses and class piano at Winona State University. Recent research and practice focuses on the use of Cognitive Coaching in the classroom.



STEPHEN PIERCE

Stephen Pierce teaches applied piano and piano pedagogy at the University of Northern Colorado. Second prizewinner of the National Piano Competition in South Africa, he has performed as a soloist with orchestras in South Africa and Cincinnati.



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Jennifer Tripi, NCTM, Tripi Piano

Tom White, University of Oklahoma student

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Michael Seregow, University of Oregon student

Lim Angela Tchoi, Arizona State University student

Mary Tollefson, NCTM, University of Wisconsin La Crosse

Michelle Wachter, University of South Carolina student

Thomas White, University of Oklahoma student

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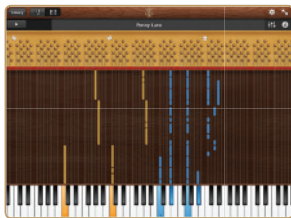
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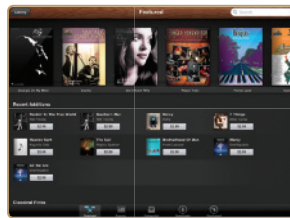


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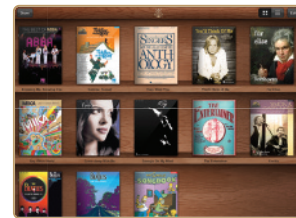
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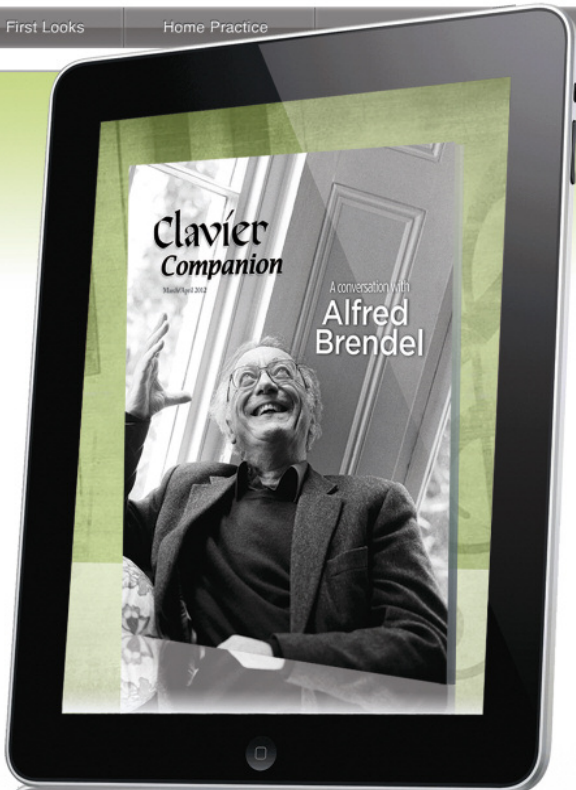
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