

Saturday February 9 2013

Metro State University Piano Celebration

9:00 AM: "The Inclusive Studio" Uri Ayn Rovner

Introduction as listed in brochure and website

Find this syllabus online at: <http://www.calliopemusicstudios.org/calliope/?cmd=syllabus>

9:03 Think about these questions:

"I'm looking for a piano teacher for my daughter who is blind."

"My son can only use his left hand, can you teach him piano?"

"Do you know a piano teacher who will teach an autistic child?"

As teachers we know that every student is unique. Each new student may be seen as a learning opportunity. Would any of these requests be answered by reading your teaching resume or bio? Should they be mentioned? Everyone must know their limits in the teaching field, yet is there room in yours for expansion or change?

9:06 The model teaching plan should best harmonize teacher and student for progressive musical successes. And, the definition of musical successes will easily change from one student to the next. To gauge progressive musical successes, and an understanding of your own teaching abilities, consider the following list:

- 1) Your willingness to learn (even with risk), and your flexibility.
- 2) Age appropriate awareness for communication skills.
- 3) Organization and timing.
- 4) Ability to perceive different possible results from actions.
- 5) Knowledge of the instrument properties. Experience with music levels and literature.
- 6) Know limitations of yourself, and student.

9:10 Teaching a blind student.

Has anyone here taught someone who is blind? My experience teaching sight impaired or blind students over the past 10 years has led to these discoveries, some producing changes in my teaching habits altogether.

The instructor is responsible for all movement within the studio from "Hello" to "Good Bye".

The student cannot see my face or expressions, rather always perceives the tone of my voice.

How notes and music symbols are written do not matter at all.

All lessons must be recorded for practice at home.

The ways one memorizes music needs to be explored and given.

A complete vocabulary of music terms must be apportioned over time. This includes chord names and shapes, the feel of interval sizes, articulations, and expressions.

Appropriate program of literature will be different.

Call for 2 Questions now.

9:25 Teaching Left Hand Only students:

Who here is familiar with LH piano literature? There is a wealth to be discovered. However, much is written as a novelty rather than a course of instruction from primer to advanced, or for all styles such as jazz or popular.

Therefore a teacher of LH only students must:

Never see LH alone as a setback, but rather an interesting challenge for a teacher.

Research printed literature for LH alone and choose appropriately.

Teacher must experience playing LH literature for a clear understanding of its properties.

Students will read standard music, but never see it as RH or LH, but simply as notes to play.

Teacher must be resourceful in creating new pieces as needed, or to modify standard ones.

Call for 2 Questions now.

9:35 Teaching students with developmental limitations

Defining the student with a mentally challenging limitation may not be helpful. Each syndrome from Asbergers to Downs syndrome to ADHD to Autism is expressed within a wide spectrum of forms. The manifestations of these may include a variety of result: For instance a student:

May not communicate with you, yet will perform your requests.

May present themselves with extreme formality.

Will be much more interested in you personally than the piano lesson.

Cannot sit at the piano for more than one minute, might rather compulsively explore the room.

Appear 15, yet have the working capacity of a 4 year old.

May not be able to read music well, or at all. Consider dyslexia, for example.

May not be able to speak clearly, or express themselves properly.

May not understand humor, or will take every statement literally.

May have an incredible memory. Watch what you say.

Display perfectionism

Call for 2 Questions now.

9:45 General Questions

Some websites about these topics:

http://gabrielchristus.smugmug.com/Other/Multimedia/11266541_dpouy#li=790381309&k=q2X35G7

http://www.blindmusicstudent.org/Articles/piano_teaching.htm

<http://www.mypianoworld.com/MyPianoWorldPianoForTheBlind/pianofortheblind.htm>

http://www.blindmusicstudent.org/Articles/piano_teaching.htm

http://www.keithsnellpianist.com/left_hand_piano_music.html

http://imslp.org/wiki/List_of_Piano_works_for_the_left_hand

<http://ypianolessons.blogspot.com/>

<http://www.music-for-music-teachers.com/autism.html>

<http://pianobynumber.wordpress.com/autism-kids-and-piano/>

<http://pianobynumber.wordpress.com/adhd-kids-and-piano/>

<http://www.yourlittleprofessor.com/benefits.html>