

## SUMMARY

The teaching of students at the intermediate and early advanced levels can be a challenge. Student success is assured for many years of piano lessons when teachers learn about the skills and concepts associated with these levels, the students who will study at these levels, and how to prepare for teaching them.

- ♦ Students are generally considered at the intermediate level after they have completed a basic elementary series and have mastered the basic concepts and skills of piano playing.
- ♦ Progressing through the early intermediate, intermediate, and late intermediate levels typically takes a significant amount of time.
- ♦ Students can progress from the late elementary level to the early intermediate level by using elementary piano methods that continue to the intermediate levels, or by using a separate intermediate-level series.
- ♦ Correlating the pieces from an early intermediate-level repertoire anthology to an early intermediate-level method book is an effective way to transition students to the intermediate level.
- ♦ Learning about the concepts and skills for early intermediate, intermediate, late intermediate, and early advanced levels helps teachers select appropriate repertoire and develop curriculum for individual students.
- ♦ Effective teaching of teenagers is reliant on an understanding of their unique characteristics and behaviors.
- ♦ Learning empathetic behaviors, applying effective communication skills, and developing flexible teaching strategies promote positive results from teenage students.
- ♦ Effective teaching strategies that build self-esteem, develop healthy autonomy, advance intellectual stimulation, provide opportunities for peer group support, and promote time management increase the probability students will continue lessons and make musical progress.
- ♦ Flexible teaching includes creative lesson strategies, varied repertoire choices, and realistic and effective practice assignments.
- ♦ Effective parental involvement enhances successful learning.
- ♦ Student self-assessment provides positive reinforcement and helps teachers plan individualized curricula.
- ♦ High standards for progressing through early advanced-level concepts and skills can be applied to all students who have reached this level.
- ♦ The specific requirements and rate of progress for each early advanced-level student depend on the student's goals and the amount of time he or she can practice.
- ♦ To effectively guide college-bound students, teachers can learn about the minimum musical requirements for entering undergraduates.

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**PROJECTS FOR NEW TEACHERS**

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- 1) Choose a method and select the level that introduces early intermediate-level concepts and skills. (See p. 2.) List the required concepts and skills for the first 10 pieces in the book. Select the first book of a repertoire series at the early intermediate level that seems as though it could be correlated to the early intermediate method book. Choose the easier pieces from the repertoire book and determine a teaching order for the pieces from both books. (See example 1.1.)
- 2) Select an anthology of intermediate-level repertoire not arranged according to level of difficulty. Based on the criteria of early intermediate-, intermediate-, and late intermediate-level concepts and skills listed on pages 2–5, list the pieces according to their level of difficulty.
- 3) Select a piece that students may ask to play but would be too difficult for them. Study the piece to determine where it could be too challenging and simplify those sections. Develop a practice plan for each part of the piece, setting reasonable goals for completion. (See pp. 15–16.)

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**PROJECTS FOR EXPERIENCED TEACHERS**

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- 1) Identify two of your teenage students who are difficult to teach. Determine what makes each student a challenge: self-image, independence, intellectual stimulation, peer influence, etc. From the lists of teaching strategies on pages 9–12, select four strategies for each student and apply them to your teaching over six weeks. After the six weeks, assess the effectiveness of those teaching modifications.
- 2) For one of your students who requires assistance in becoming a more independent learner, select an “on-your-own” piece for him or her to learn in six weeks without any help. Refer to the guidelines for selection and assignment of the piece on page 16. At the end of the time period, evaluate the effectiveness of the project.
- 3) For one of your students who you think may choose to major in piano in college, complete the following tasks:
  - a. Instruct the student and the student’s parents to select two colleges the student may want to attend. Instruct them to go online and acquire the audition requirements for each college, including deadlines.
  - b. From that information and the sample audition requirements provided on pages 19–21, develop an audition program for each school. Arrange that program in the order the student will learn the pieces.
  - c. With the student, develop deadlines for learning and memorizing the repertoire. Additionally, schedule performance opportunities for each piece.