

Transfer Student

Fresh Look

OMTA State Conference

Oregon

July 15 , 2017

www.MargaritaDenenburg.com

Password: Piano

Transfer Student

Practical Piano Pedagogy Workshop

June, August, October 2016

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Transfer Student

Oberlin Conservatory

February, 2017

Dr. Margarita Denenburg, NCTM

Sources on *Transfer student*

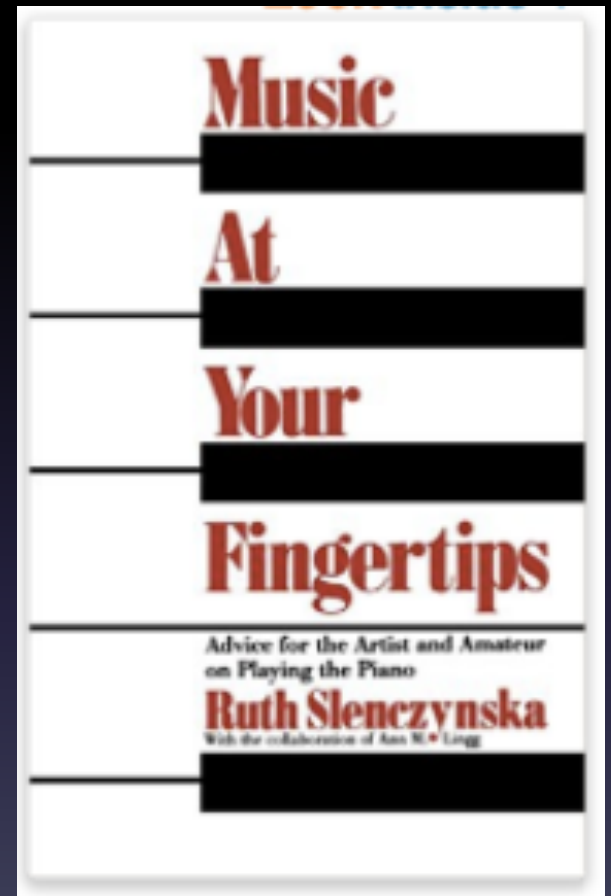


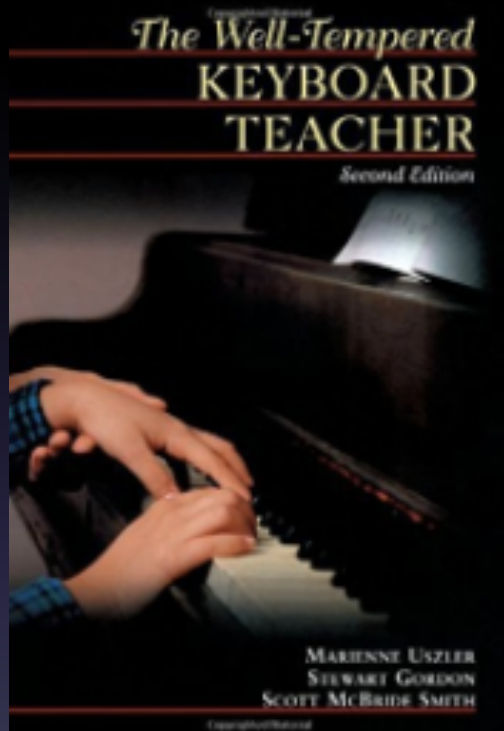
Questions and Answers

Frances Clark

Music At Your Fingertips

Ruth Slenczynska





The Well-Tempered Keyboard Teacher

Marianne Uszler, Stewart
Gordon Scott, McBride
Smith

Practical Piano Pedagogy

Martha Baker-Jordan



“Special Assessment Procedure”

(Practical Piano Pedagogy by Martha Baker-Jordan, p.125)

TRANSFER STUDENT PIANO STUDY INTERVIEW/AUDITION

Student name: _____ Age: _____ Grade in school: _____

Conversation starters/questions (to student). Comments: _____

Look through student's current music and identify most recent works played.

Comments: _____

Look through most recent evaluations and discuss as appropriate.

Comments: _____

Repertoire played for audition

Student's choice: _____

Teacher's comments: _____

Teacher's choice: _____

Teacher's comments: _____

Other aspects to be covered appropriate to level of student

Technique and technique studies: _____

Musical terms: _____

Sight reading: _____

General comments: _____

READINESS EVALUATION FOR BEGINNER

In Examples 1 through 3, have the student compare the second note to the first note in each part.

In example 4, play the intervals melodically and have the student compare the second melodic interval to the first.

In example 5, have the student repeat the rhythm pattern of each part.

Repeat each part a maximum of three times.

Evaluate answers by completing the two lines under each part.

✓ = Student gave correct answer. ___ = Number of tries (1, 2 or 3).

Ex. 1 : Higher or Lower

Part 1 [2] [3] [4] [5]

Ex. 2 : Louder or Softer

Play examples hands together

ff pp pp ff pp ff ff pp pp ff

[1] ___ [2] ___ [3] ___ [4] ___ [5] ___

Ex. 3 : Longer or Shorter

Play examples hands separately

[1] ___ [2] ___ [3] ___ [4] ___ [5] ___

Ex. 4 : Same or Different

[1] ___ [2] ___ [3] ___ [4] ___ [5] ___

Ex. 5 : Rhythm

Have student tap or use a rhythm instrument

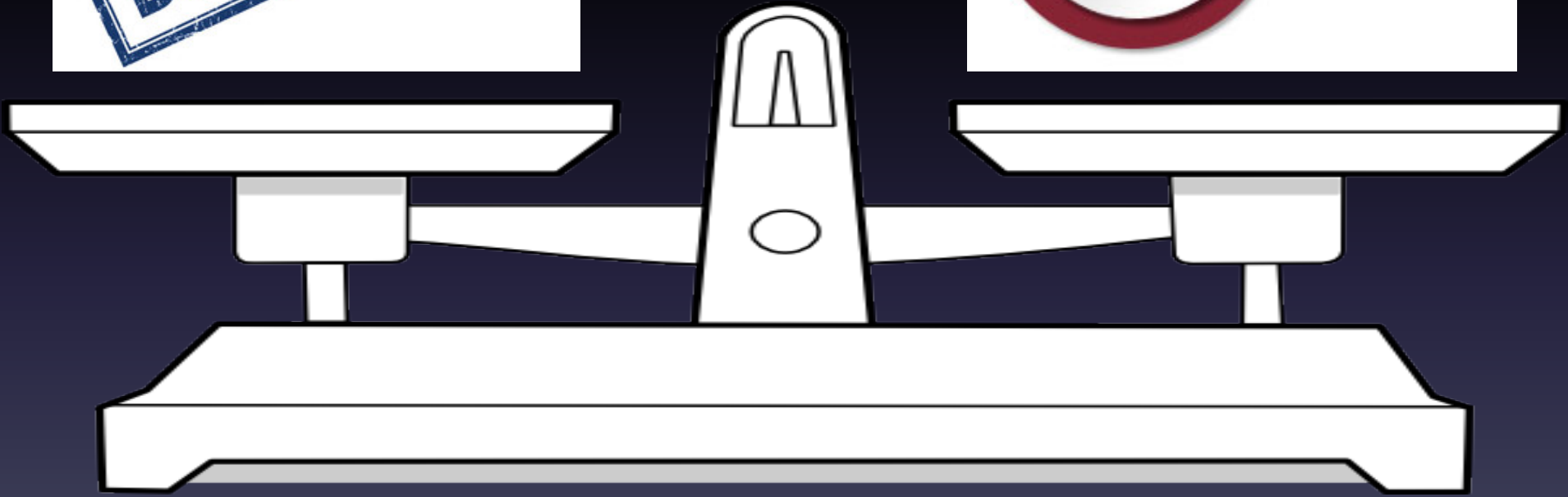
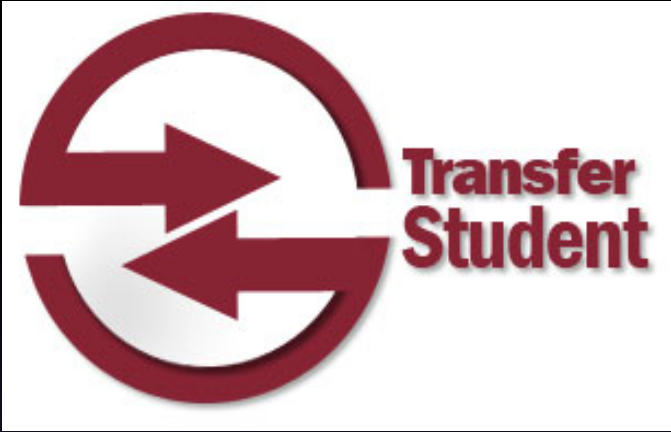
[1] ___ [2] ___ [3] ___

[4] ___ [5] ___



LOOK AT THINGS
DIFFERENT

BEGINNER





TIME TO
PANIC

Where did my starting point go?

gratitude
DUI
SPAIN!
HOP
poss
I need
future
I can't do this alone
system
abuse
family.
HELP*common
ground

meeting you where you are.

Square-One Assessment

Unique to Each Studio

What is the level of the student?

Are you ready to accept the student?

Is your studio a good fit for the student?



Square-One Assessment

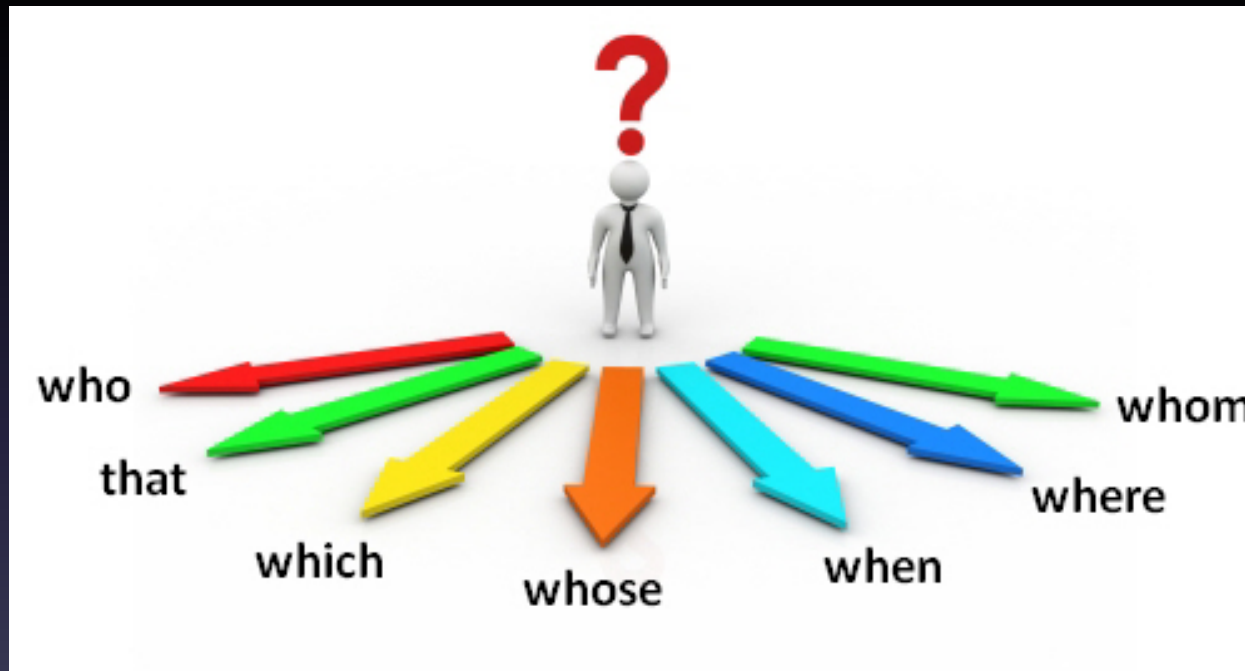
Are your goals aligned with the goals of the student?

Is the student ready to join your studio, committing to the designed plan?

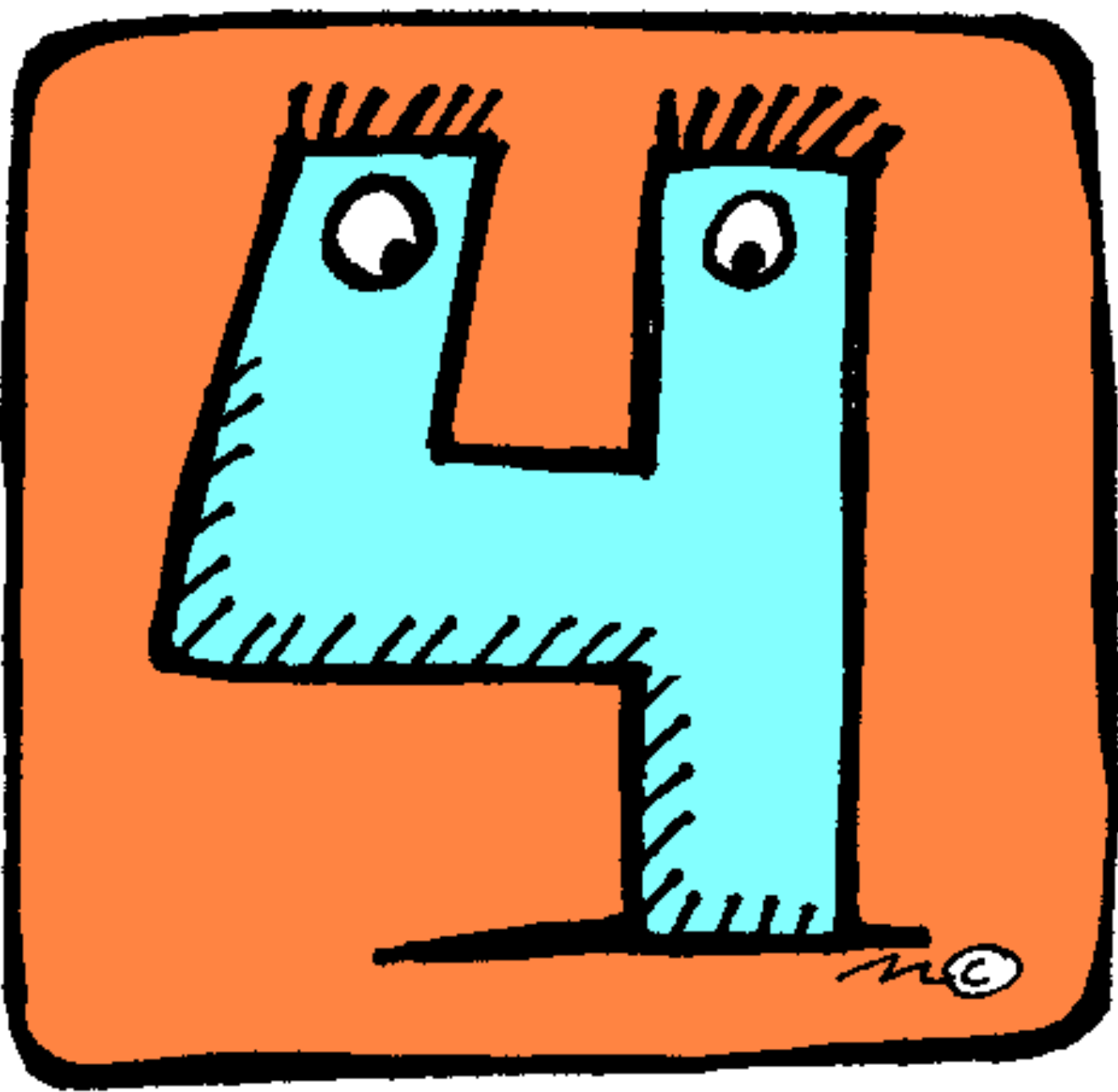
What are the short and long term goals for the student?

**We embrace what the student
knows
and
what the student should know**

Square-One Assessment



Relative to Your Studio



Musical Literacy

Technique

Musicianship

Practice Habits



Musical Literacy



Musical Literacy

3 Exceeds expectations

2 Proficient

1 Not Proficient



Consideration Points for Musical

Literacy:

- Notes
- Rhythm
- Fingering
- Articulation (non-legato, legato, staccato)
- Terminology
- Theory/Harmony
- Aural Training
- Form
- Voicing

Suggestions for a Plan

- Weekly attention
- I-Pad, flashcards and games
- Theory class
- Extra help

Technique



Technique

- 4 Healthy in your style
- 3 Healthy not in your style
- 2 Unhealthy in your style
- 1 Unhealthy not in your style

Consideration Points for Technique

- Sitting position
- Posture
- Hand Position
- Alignment
- Sound
- Articulation
- Velocity
- Scales
- Etudes

Suggestions for a Plan

- Assign pieces few levels easier
- Divide concepts
- Explain why
- Video record
- Watching others - helps!

Musicianship



Musicianship

- 4 Above average
- 3 Basic level
- 2 Underdeveloped
- 1 Developed in a different style

Consideration Points for Musicianship

- Phrasing
- Attention to harmony
- Terminology
- Style and historical understanding
- Articulation
- Sound
- Attention to the score
- Timing
- Balance

Suggestions for a Plan

- Listening is the key
 - Studio Class
 - Social Group
- “Using Social Media in Private Lessons: Why the Future of Learning Piano Needs to Include Social Media” by Margarita Denenburg
- *Piano Explorer, Clavier Companion, International Piano Magazine*
 - Field Trips
 - Deborah Sinn:
 - *Playing Beyond the Notes*



Practice Habits

Practice Habits

3 Practice routine aligned with your studio policies

2 Practice routine exists but differs from your studio policies

1 Practice routine is lacking

Practice Habits

- How many times a week the student practices?
- How long are the practice sessions?
- How does the student divide his practice sessions?
- What is the student's practice environment?
- How does the student approach a new piece?
- How does the student practice a difficult spot or a passage?
- Does the student use the metronome? When and how?
- Does the student use recording device for their practice sessions?
- How involved are the parents in the practice routine?

Suggestions for a Plan

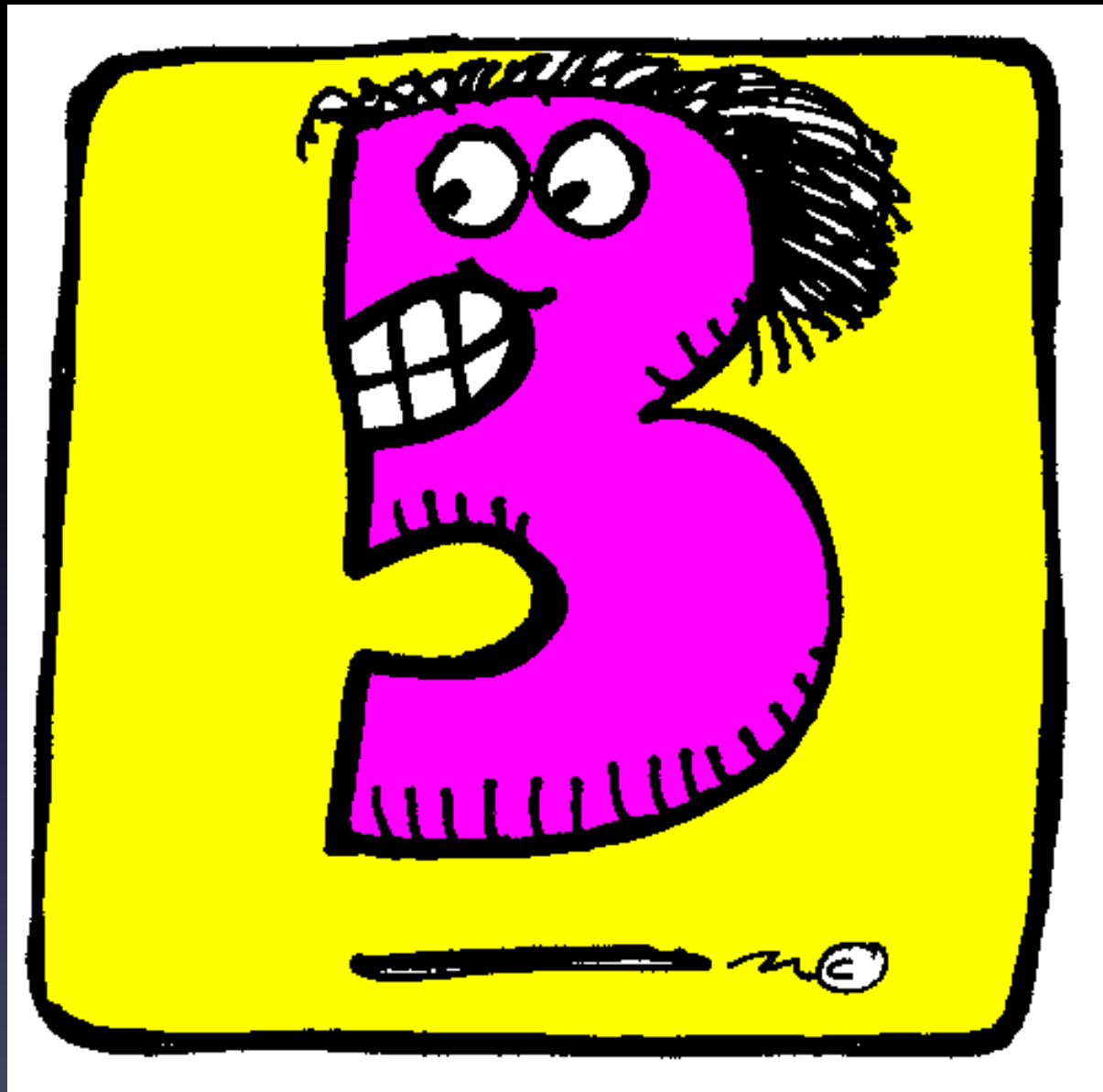
- Have realistic expectations and written policy
- Ask to create a journal
- Be specific with homework
- Video record the lesson and ask to follow
- Use motivational programs such as:
Practicia.com and Collabramusic.com

Yes!

I'm done...

With "Square-One Assessment"

**NOW
WHAT?**



Option 1: Accepting the Student

1. Discuss the "Square-One Assessment"
2. Create a plan
3. Set short and long term goals
4. Include a time line when the student will be reevaluated to show progress

Option 2: Offering a Trial Period

1. Discuss the “Square-One Assessment” results
2. Create a plan
3. Set short and long term goals
4. Include a time line when the student will be reevaluated and offered an opportunity to transfer from a “temporary” to a “permanent” status
5. Offer clear and concise set of steps to enable the student to move to a “permanent status”

Option 3: Not Accepting the Student

1. Discuss the “Square-One Assessment”
2. Explain why your studio is not a good fit for the student
3. Recommend an alternative
 1. Offer a time frame for possible reassessment

How to develop *Square –One* Assessment?

Change
take time

What is important
for you(!) in each
category

Ask the
transfer
student
questions of
your own
students

Recognize
strengths and
weaknesses within
your studio

Implement
any changes
with your
students first



Gradually
put your
curriculum
in place

Outline
different
levels of
your
students

Few more points

- The younger the student is the easier the transition will be
- Be flexible and willing to take a different *road*
- Be consistent and patient
- Be kind and considerate – never humiliate the student
- Never criticize the previous piano teacher

Useful links

All can be found at www.MargaritaDenenburg.com

- Playing Beyond the Notes: A Pianist's Guide to Musical Interpretation by Deborah Sinn:
<https://www.amazon.com/Playing-Beyond-Notes-Pianists-Interpretation/dp/0199859507>
- Using Social Media in Private Lessons by Margarita Denenburg:
<http://keyboardpedagogy.org/images/PPF/Piano%20Pedagogy%20Forum,%20Volume%2017,%20No.%202%20--%20Sept.%202016.pdf>
- <https://collabramusic.com/>
- <http://www.practicia.com/>
- <http://pianoexplorer.net/>
- Using Social Media in Private Lessons by Margarita Denenburg:
<http://keyboardpedagogy.org/images/PPF/Piano%20Pedagogy%20Forum,%20Volume%2017,%20No.%202%20--%20Sept.%202016.pdf>

Image resources

- <http://deskg.com/s3/wpp/25/25136/do-i-look-good-desktop-background.jpg>
- <http://i.huffpost.com/gen/1702090/images/o-PAWNEE-facebook.jpg>
- <http://s3-us-west-2.amazonaws.com/luckypuppy-site/wp-content/uploads/2015/09/21173002/black-dog.jpg>
- <http://www.clker.com/cliparts/kY/O/D/o/e/balance-scale-hi.png>
- <http://www.prcc.edu/files/images/transfer-header.jpg>
- https://t4.ftcdn.net/jpg/00/73/51/99/240_F_73519934_C1G1G8SVqbAG1c3hsVZ8IAwCOCPDX56Z.jpg
- https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=oahUKEwiNs7TJ_qvUAhWGej4KHRcaDFwQjBwIBA&url=http%3A%2F%2Fwww.erikaviktor.com%2Fwp-content%2Fuploads%2F2016%2F08%2Fsimpsons_panic.gif&psig=AFQjCNFmIs9s1_ii6SBvxER3lZJVbQSJ8g&ust=1496933631880481
- http://pre11.deviantart.net/05e5/th/pre/i/2013/216/4/o/look_at_things_different_by_colorful_dragon-d6gn3fb.jpg
- https://www.google.com/search?q=funny+4&tbm=isch&imgil=yda7ravAagWzbM%253A%253B5Mq9VZoQnwddiM%253Bhttp%25253A%25252F%25252Fclipart-library.com%25252Ffunny-maths-cliparts.html&source=iu&pf=m&fir=yda7ravAagWzbM%253A%25252C5Mq9VZoQnwddiM%252C_&usg=__iRzuyQlvrGcfesMTakBUUEcYfXQ%3D&biw=1411&bih=727&ved=oahUKEwjUjZmq87PUAhVFFT4KHTM6AgEQyjcINQ&ei=jzk8WZOKxar4AbPoJlgN#imgsrc=yda7ravAagWzbM:

- <https://s-media-cache-ak0.pinimg.com/originals/54/88/2e/54882eae77119bf6e42f25734d9dd7d2.jpg>
- <https://javesca.com/wp-content/uploads/2014/06/Make-A-Difference1.jpg>
- <https://garthowilliams.files.wordpress.com/2011/07/now-what-slide.jpg>
- <https://dragonvelo.files.wordpress.com/2016/04/make-a-difference.jpg>
- http://p1cdn4static.sharpschool.com/UserFiles/Servers/Server_3847857/Image/Johnson/funny3-c.gif
- https://images-na.ssl-images-amazon.com/images/I/51sBjkOc92L._SL1024_.jpg
- <https://theinspiredclassroom.com/wp-content/uploads/2012/03/music-w-book.jpg>