Strategies in the formation of piano technique in elementary-level piano students: An exploration of teaching elementary-level technical concepts according to authors and teachers from 1925 to the present.

Date
2006

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Metadata
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Abstract
In spite of the hundreds of books and articles written on the subject of piano technique throughout the 20th century, no consensus has been reached concerning the materials and procedures that should be used to teach basic concepts of piano technique.

It is hoped that results of this study will provide all piano teachers with a clearer understanding of how to teach elementary level technique and that this may result in greater excellence in piano teaching and an increase in technical proficiency in young pianists in the United States.

The purpose of this qualitative research study was two-fold: first, to analyze what influential writers of the past and present wrote regarding the teaching of elementary level technical concepts; second, to discover what strategies, methods, and materials excellent teachers of 5- to 11-year-old elementary level piano students use to develop a solid technical foundation that will prepare their young students to be capable of playing advanced works from the piano literature once they reach the high school and college levels.

To accomplish this purpose, the technical systems of three source groups were analyzed to present three different perspectives on teaching elementary level piano technique to children. First, the writings of fifteen influential authors from 1925 to the present, designated Technique Authors, were studied. Second, writings by the authors of piano method series of the 20th century and current books and articles related to teaching piano technique to children were analyzed. This source group was designated Pedagogical Authors. Third, four Exemplary Teachers were interviewed and observed by the principal investigator to discover how teachers work with students in the private lesson to achieve excellent technical results. The technical systems of these three source groups were then compared to yield 107 Technical Principles that formed the basis for a grounded theory relating to teaching elementary level piano technique to children.
In Slovakia, several piano schools are used in elementary level, but most of them are written by foreign authors. The elementary piano education is one of the key moments in the education of a young musician, and therefore we have to pay a significant attention to it. Discover the world's research. 17+ million members. 135+ million publications. 700k+ research projects. Join for free. Public Full-text 1. teaching in order to learn how they taught technique. After my dissertation was completed, I continued observing and interviewing more teachers to collect additional data for a future book on the topic of teaching technique to elementary level students. The following “Research Teachers” were included in my research study: Marvin Blickenstaff, Collegetown, Pennsylvania Mary Craig Powell, Columbus, Ohio Carolyn Shaak, Denver, Colorado Nancy Breth, Arlington, Virginia Nina Polonsky, Columbus, Ohio Olga Radosavljevich, Cleveland, Ohio Ella Karasik, Cleveland, Ohio Thu Carey, Houston, Texas Joh I am a piano teacher. I've only started to read the book and have already applied some practice techniques with my students. I have in the past spent enormous amounts of money on highly recommended teachers and not one of them, although I have no doubt that they understood these techniques themselves, could teach me how to practice. 10. I think your book is worth my reading although many of the “rules” (such as hands separate practice, chord attack . . . )