

Public Abstract

First Name:Fang Ting

Middle Name:

Last Name:Huang

Adviser's First Name:Wendy L.

Adviser's Last Name:Sims

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term:SS 2007

Department:Curriculum & Instruction

Degree:PhD

Title:Preschool Piano Methods and Developmentally Appropriate Practice

The purpose of this study was to analyze preschool piano method books and identify ways in which they were or were not consistent with guidelines of Developmentally Appropriate Practices [DAP] in Early Childhood Programs (Bredekamp & Copple, 1997) and related developmental characteristics of children. The literature reviewed encompassed a historical overview, goals and designs of preschool piano method books, age-related developmental, musical, and learning characteristics of young children, and issues regarding curriculum, lesson planning, and instructional strategies.

This qualitative study collected data from five preschool piano methods in publication at the time of the study. The five texts were found to represent two approaches: "traditional" or "whole-body" methods. Themes that emerged as a result of constant comparative analysis were: (a) philosophies as reflected in the methods, (b) curriculum design logic, (c) musical development of the methods, and (d) non-musical aspects of the methods.

Findings of this study identified more DAP-relevant features within the whole body approaches as compared with the traditional methodologies. A set of principles grounded within the union of DAP guidelines and related research findings was developed and termed as the "Phil-Lo-Music-Aspect" principles. These principles are suitable for guiding the creation or analysis of future preschool piano teaching methods.