

PIANO LESSONS REGISTRATION FORM

DATE ___/___/___ LESSON DAY & TIME: _____

STUDENT NAME _____ DATE OF BIRTH ___/___/___

Grade in School _____ PARENT OR GUARDIAN NAME _____

ADDRESS _____ EMAIL _____

HOME PHONE (_____-_____-_____) _____

BEST WAY TO CONTACT (Circle):

CELL PHONE (_____-_____-_____) _____

Call Text Email Facebook

HAS THE STUDENT HAD PIANO LESSONS PREVIOUSLY? (CIRCLE ONE)

-Yes, using the following method books series/level: _____.

- Yes, he/she completed a full series of method books and was studying repertoire.

- No, but he/she has studied another instrument: _____.

- No, he/she has not studied any instrument.

I have read and agree to follow the policies & guidelines included in the registration packet.

Parent/Guardian Signature (or student if over 18) _____

Date ___/___/___

PIANO LESSONS POLICIES & GUIDELINES

PARENTS

I believe that parents have a crucial role in helping their children to succeed in piano. Therefore, I want my students' parents to always feel welcome to be involved in helping the students develop their musical ability. For this reason, I request that a parent or guardian attend each of the first FOUR lessons when a student begins taking piano lessons. After that time, please feel free to attend your student's lesson anytime you like. More information on the parents' influence is included below under the heading "Practice" which is an area where most students will need frequent parental encouragement.

PRACTICE

Piano is an activity that helps students to develop self-discipline, because in order to succeed, the student must devote much more time to the instrument than one half-hour lesson each week. The student will be expected to practice a minimum of 30 minutes per day in order to succeed in piano lessons. Practice charts will be made available to help your child keep track of his or her practice throughout the week. You, as the parent/guardian, can help your child reach this goal by providing a positive atmosphere for practice. Encourage your child by asking to hear him or her play and by responding enthusiastically. Ask your child about what he or she learned about a particular piece, and encourage accurate practice.

After each lesson, the student will have a page to complete in the music theory workbook. These theory pages not only help your child understand more fully why the written music works the way it does, but they also prepare him or her for Festival in the spring. I will check the student's work in the theory book at the beginning of each lesson. Please ensure that your student completes the theory assignment each week.

In order to practice effectively, the student must have an appropriate piano available to practice on in the home. Because the curriculum we use encourages students to explore the full keyboard even from early lessons, each student must have either a **tuned** acoustic piano (spinet/console, upright, or grand) with all keys and pedals in working condition, or a full 88-key digital piano or keyboard with weighted keys. This will allow the student to develop good habits and accurate technique from the earliest lessons. For more

information if you are in the market for a piano, see the “Purchasing a Piano” page included in this packet.

CURRICULUM

You will be asked to purchase curriculum, which will be available online or at Lee’s Music in Price, for your student. Beginning students ages 11 and under will be using the primer level of the *Faber Piano Adventures* series, while beginning students ages 12 and older will use the level 1 *Faber Accelerated Piano Adventures* books. Students who have taken lessons before may pick up where they left off if they were already using either Faber series, and if they were using a different program, they may use their previous books or be assigned to a level of Faber books at the teacher’s discretion.

From the *Faber Piano Adventures* or *Faber Accelerated Piano Adventures* series, the student will need the following books:

- Lesson
- Popular Repertoire *or* Performance (Student’s Choice)

Because students will be participating in the Carbon and Emery County Piano Teacher’s Association’s annual festival (more information on this below), they will need theory and technique curriculum that correlates with that used in the festival. Therefore, rather than using the Faber books for these important aspects of musical training, we will use the following, also available from Lee’s Music in Price:

- Theory Gymnastics
- Technique Charts

The teacher will assign the student to a level of Theory Gymnastics and the technique charts appropriate to his or her age and previous experience with music theory.

PERFORMANCES

Performance opportunities are very important to the student of piano for several reasons. First, they motivate the student to practice and develop the skills taught in the lessons. In addition, they help the student to develop confidence and stage presence that will prepare the student not only to use his or her ability as a pianist in the future, but also for other real-life experiences that involve the need for confidence in front of a crowd. Your child will be asked to participate in two kinds of performance activities with his or her fellow piano students. In addition, I would encourage students to accept other performance opportunities they may be offered outside of piano lessons, such as performing in church or at school.

Recitals

Near the end of each semester, I will arrange a recital for my students to perform for each other and for their families. These will be non-competitive performance experiences that will serve to motivate the

students by encouraging them to let their friends and families hear how well they have learned to play. More information on the time, location, and other details about the recitals will be provided the weeks leading up to each recital.

Festival

The Carbon and Emery County Piano Teacher's Association provides an annual performance opportunity for students of member teachers. The piano festival, which takes place at USU Eastern in March, is a competitive activity in which students will be judged on performance, music theory, technique, and ear training. A small entrance fee helps to cover the costs of the many prizes given to students who participate in this event.

ATTENDANCE

Your child will have one half hour time slot each week that is specifically designated in my schedule for his or her piano lesson. I reserve the right to schedule other students' lessons or my own family activities for the time slots immediately before or following your child's lesson. You are responsible for making sure your child is at piano lessons and on time each week; however, I do realize that sometime extenuating circumstances can make attendance impossible. For that reason, I make the following attendance policies for my students:

- If the **student** is unable to make it to a lesson, and the student or parent contacts me **at least 24 hours in advance**, I will re-schedule the lesson, or if the lesson cannot be rescheduled, I will refund the lesson in the form of a \$5 discount from the following month's payment.
- If the **student** is unable to make it to a lesson, and I am not contacted, or contacted within **less than 24 hours** (except in case of emergency), then the student will be considered to have taken the allotted time slot, and the lesson will **not** be rescheduled or refunded.
- If the **teacher** is unable to make it to the lesson, I will contact you **at least 24 hours** before the scheduled lesson time, except in case of emergency. The lesson will be rescheduled if possible, and if not, I will refund the lesson in the form of a \$5 discount from the following month's payment.
- If for some reason the **teacher** is unable to make it to the lesson and unable to contact you sooner than 24 hours before the allotted lesson time, or if the teacher is more than 5 minutes late to a lesson, and it is **not an emergency** situation (medical emergency, fire, etc. - at the teacher's discretion), then I will **both** reschedule the lesson (if possible) and refund the lesson in the form of a \$5 discount from the following month's payment.
- If the **teacher** is late for the lesson, but **less than 5 minutes** late, the student/parent has the right to choose whether to continue the lesson for the remainder of the time, or to reschedule. The teacher may also offer to extend the lesson an equivalent number of minutes into the following time slot instead as a third option **if that time slot is available**.

- If the **student** is late for the lesson, **up to 10 minutes**, he or she may stay for the remainder of the time slot and have a shorter lesson. If he or she is **more than ten minutes** late, however, it will be considered a **no-show**. No discount will be made for time lost if a student is late, and the lesson will not be extended into the following time slot.

PAYMENT

I charge for piano lessons in the form of a monthly rate, which I will accept either in the form of cash or check. This amount is the same whether there are four or five lessons in a given month. Payment is due at the beginning of each month, and I reserve the right to refuse to teach until the month's lessons have been paid for. A lesson that is forfeited because the month's lessons have not been paid for will not be refunded; therefore, the monthly fee will remain the same.

PIANO PURCHASE GUIDE

Every student of the piano needs a piano at home to practice on in order to succeed in piano lessons. If your family doesn't already have one, however, purchasing a piano can mean an overwhelming number of choices. This guide is intended to be a resource to help you more clearly understand some of those choices.

1. Less expensive vs. Better Quality: Obviously, this will depend largely on what you can afford. Musical instruments aren't cheap no matter what quality you buy, but there is a wide range of prices that you could spend on a piano. You may doubt the value of purchasing a more expensive, better-quality piano for a beginning student if you are unsure whether he or she will stick with the lessons. While this is a very reasonable concern, do consider the fact that a better quality piano will give the student a better practice experience, which may lead to the student becoming more enthusiastic about practicing and continuing to play the piano.

2. Acoustic vs. Digital: There are two main varieties of pianos available on the market today, and each has different . The first is the traditional acoustic piano, which includes varieties such as the upright, the console, or the grand. Larger acoustic pianos generally have better sound quality, but they are also more expensive and will take up more space in your home. The sound is made when hammers hit strings inside of the piano, which will mean that the instrument will have the most genuine piano sound and feel, and also that it will need to be tuned regularly. Digital pianos tend to be smaller and less ornamental, and their size does not effect the sound so long as the piano still has a full 88 keys and a real damper pedal (not a foot switch). Digital pianos will never require tuning, but they may also no be able to be repaired if they break. They are designed with widely varying quality levels, some of which emphasize the genuine piano experience by making the pre-recorded piano notes sound as close as possible to an acoustic grand and having a real hammer action which makes the keys feel just like an acoustic piano, while

others emphasize the “extras” - pre-recorded songs, different instrument sounds, etc. Remember that your child is a student of the piano, not of the sound effects. While these features may be fun, some manufacturers will make up for a loss in quality of the piano with a quantity of extras, and the extras may also be a distraction to the student. If you choose to go with digital, I recommend choosing a piano that emphasizes the piano sound and feel, rather than extra sound effects. Both acoustic and digital are reasonable choices for any piano student, depending on the price range, sound quality, and appearance the student is looking for.

New vs. Used: Both new and used pianos are also available for students on a tight budget. Since digital pianos are still comparatively recent, there are many more used acoustic pianos available. They are often very worn and damaged, however, especially if they were rarely played and tuned, and often have an inferior sound quality and feel. The best option for a person in the market for a used piano is a genuine piano dealer. These businesses will check each used piano for damage and for the ability to hold a tuning before they sell it, while an individual seller may not be as thorough.

For those students who can afford and are willing to purchase a new acoustic, especially a grand or baby grand, have at it! It will be a wonderful investment that, if well cared for, will provide enjoyment for many years. For those on a tighter budget, though, my best personal recommendation would be a digital piano made by the brand Kawai. Even the lowest-end models of Kawai pianos have excellent grand piano sound quality and actions, with just a few extra sounds, and they can be purchased new for prices similar to what you might pay for a playable-but-quite-worn-out used acoustic piano. I do not receive payment from Kawai or any other company for this endorsement, but I am speaking from my own experience, as my instrument your child will be playing on in his or her lesson is a Kawai digital piano.