

INSIGHTS & PIANO STUDY

CREATE 1A

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CREATE 1A

PREPARATION
MUSICIANSHIP
ARTISTRY

guide ▪ learn ▪ create

A Comprehensive Piano Course
Based on Aural Acculturation,
Adaptive Assimilation, and
Skill Reinforcement



TOMGEROUMUSIC ▪ COM®

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ISBN-13: 979-8-3507-5714-9

practical approach

Relaxation

INSIGHTS & Piano Study is designed to support student learning and artistic growth through a curriculum supported by basic tenets of music learning theory, improvisation, and gross and fine motor skill development.

Level 1A includes three books— GUIDE, LEARN, and CREATE. The books are intended to be used concurrently, and each book supports the content of the other two.

GUIDE 1A contains instructional information for teachers and parents, and students as appropriate. This information further illuminates concepts in *LEARN 1A* and *CREATE 1A*, including development of gross and fine motor skills, and what, why, and especially how students should execute their learning at the piano.

Learning Styles

Each student should be approached with consideration of how they understand and absorb information and translate that to physical movement.

Improvisation will provide a benchmark assessment for where the student is at in their stage of development. *Insights & Piano Study* provides a canvas for the student to create while providing necessary tools for well-paced musical instruction and student success.

Developing Motor Skills

The exercises in *Insights* are designed to also help students develop their gross and fine motor skills. Students should be directed to watch how the teacher moves and should be given instruction on how it feels to move their body in this way. Some students may need slower movements to accomplish the requested skill and/or help from the teacher in learning how to move their bodies. It is important to gain the student's consent for touching, to explain why and how they will be touched, and for how long they will be touched. Parents should also be involved in this process to avoid misconstrual of movement or intent. This is an opportunity for the teacher to start requiring the student to make larger and then smaller gestures to prepare for the movements that they will make in more advanced study.

Repetition and Reinforcement

Each page spread beginning with pp. 22-23 coordinates with a separate sheet music solo using the stipulated concept. These solos may be taught by rote and graphic notation is provided for the student, as well as a fully realized duet for the teacher. Rote teaching instructions for each piece are included for teachers who may need them, or for use by parents at home or older students who may possess more self-sufficiency.

Improvisation (CREATE)

INSIGHTS & Piano Study offers immediate opportunity for the student to play on the keyboard, prior to learning pitch, rhythm, or other labels. By allowing the unstructured environment, the student develops a comfortable and relaxed outlook toward playing the keyboard.

Most importantly, teachers and student should enjoy learning together by supporting each other and enjoy making music through improvisation and creative activities. While it is important to learn physical playing skills, music reading and music counting, and expressive music making, it is more important to build interpersonal connections and to celebrate and validate the student as a musician AND as a person.

Rote (RECITAL)

To include the beginning student within a group performance opportunity, a separate solo is offered that the student can learn by rote, using correlated concepts. These solos are not improvisations. Students will be challenged with one or more simple patterns as an introduction to more structured performances in the future. Each solo includes specific Instructions and guides.

Since each recital solo will most likely be the student's and parent's first performance experience, a **Recital Behavior Checklist** is provided on p. 3.

Off-Keyboard (CUTOUTS, FOCUS SHEETS)

Kinesthetic and visual learners absorb information through touching and seeing while experiencing a physical object. By using the **optional magnetic cutouts**, the concept is reinforced when identifying and moving the pieces on a flat surface. Such activities also offer an opportunity to shift attention or take a break when the student appears to lose concentration. **Optional focus sheets** allow the teacher to guide attention to only the concept graphics and not teacher/parent text pages.

Recital Behavior Checklist

When getting ready for a recital, students have many questions, anxiety and fears. It may be necessary to teach them all of the behaviors necessary to approach and navigate the recital experience, and to be successful in their performance. Be sure to choose recital repertoire early enough to be sure of successful performance. Students (and parents as necessary) should be taught:

Before the Performance

- ☐ Arrive early for the recital.
- ☐ Visit the bathroom if needed.
- ☐ Bring your music. (The Teacher should *have extra copies just in case a student forgets.*)
- ☐ Tell them the order of their pieces early in the preparation process.
- ☐ Tell them the order in which they will play.
- ☐ Tell them how to dress.
- ☐ Tell and show them where they will sit if the venue is available prior to the concert.
- ☐ Explain how they need to sit quietly until it is their turn to play.

During the Performance

- ☐ Explain how you will come and get them to accompany them to the stage.
- ☐ You will help them fix the bench.
- ☐ You will make sure the music is ready.
- ☐ You will help them find their hand position .
- ☐ You will ask them if they are ready.
- ☐ You will count-off for the duet.
- ☐ Both of you will play. (*If mistakes happen, it is ok and you can try again.*)
- ☐ Both of you will end and lift your hands off of the piano at the same time.
- ☐ The student will take one bow. (*You will teach them how to bow correctly.*)
- ☐ You will accompany them back to their seat.

After the Performance

- ☐ They will sit quietly until the end of the recital.
- ☐ They will applaud appropriately for their friends.
- ☐ Congratulate their success.
- ☐ At the end of the recital, they can go find their parents.
- ☐ Congratulate both the student and parents.