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Is Parental Support Necessary for Children's Piano Learning and What Implications Can Piano Teachers Take Away from this Finding?

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Annotated Bibliography

Block, Debbie Galante. "Promoting Parental Support for Strong Music Programs." *Teaching Music* 15, no. 5 (Spring 2008): 20. <https://du.idm.oclc.org/login?url=https://www-proquest-com.du.idm.oclc.org/docview/227147177?accountid=14608>.

Block states various educational benefits of learning an instrument by using Marion Mcluturff's experience as an example. Block thinks that it is important for parents to understand and engage in the music program to establish a strong music program. Citing the experiences of Marion Mcluturff, a professional orchestra director at Luther Jackson Middle School in Falls Church, Virginia, this source is highly practical and reliable. It supports the idea that parental engagement is necessary for establishing a strong music program.

Boesl, Beth. "Not Your Parents' Piano Lessons Anymore." *Music Clubs Magazine (1963)* 88, no. 3 (Spring 2009): 9-10. <https://du.idm.oclc.org/login?url=https://www-proquest-com.du.idm.oclc.org/docview/198299307?accountid=14608>.

Boesl stresses the importance of piano practicing. He states that piano students should practice not because their parents force them to, but because they want to. This article can be a great source for this topic because it provides valuable pedagogical insights. It addresses ways to handle students who do not show interest in piano, such as by using supplemental music, including improvisation and composition in the curriculum, and showing them the benefits of piano playing. It can also be helpful for future or current researchers who seek to study effective ways of teaching the piano.

Comeau, Gilles, and Veronika Huta. "Addressing Common Parental Concerns about Factors That Could Influence Piano Students' Autonomous Motivation, Diligence, and Performance." *Intersections* 35, no. 1 (2015): 27-52. <https://du.idm.oclc.org/login?url=https://www-proquest-com.du.idm.oclc.org/docview/1865226902?accountid=14608>.

This study examines the co-relationship between parental support and a child's motivation, interest, diligence, and performance at the piano. The author states that parental influence serves an important role in the child's motivation and musical success. This source can be used effectively to support the argument that parental support is necessary for the children's success in piano playing. It can also be used as a counter-argument of Boesl's statement, which says that teachers should help students become motivated to practice on their own, not because their parents force them to practice.

Comeau, Gilles, Veronika Huta, and YiFei Liu. "Work Ethic, Motivation, and Parental Influences in Chinese and North American Children Learning to Play the Piano."

International Journal of Music Education 33, no. 2 (Spring 2015): 181-94.
<https://doi.org/10.1177/0255761413516062>.

This article examines how Chinese and North American Caucasian children differ in terms of their work ethic, motivation, and parental influences in their piano learning. The authors took an experimental study comparing 50 Chinese and 100 North American Caucasian children by using the Survey of Musical Interests (SMI) developed by the Piano Pedagogy Research Laboratory at the University of Ottawa. The self-report questionnaire includes two components – one completed by the child and the other completed by one of the child’s parents. The results show that Chinese children are more interested in practicing compared to Caucasians. Moreover, they practice nearly twice as much and are more motivated to play the piano. The authors suggest that the findings may lead to the success of Chinese musicians. It is a valuable source for my paper in that it addresses the importance of parental involvement in children’s piano learning and what outcomes it brings to the children’s success in piano in the future.

Pike, Pamela D. “Overview of Group Music Program for Children” in *Dynamic Group-piano Teaching: Transforming Group Theory into Teaching Practice*. New York; London: Routledge, 2017.

Pike addresses effective group piano teaching in this book. In chapter 8 “Overview of Group Music Programs for Children”, she introduces different approaches of group piano teaching, including the Yamaha Music Education Program, North American Influences, and the Suzuki Method, etc. They all share a common requirement in which parental involvement is necessary. By introducing different group piano programs that require parental support from Europe, Asia, and North America, Pike’s book supports the claim that parental involvement is essential.

Huber, Anna. "The Role of the Parent during a Whole-class Beginner Instrumental Programme: An Investigation into the Attitudes of Pupils and Their Parents towards Parental Support in Relation to Different Models of Practising." *British Journal of Music Education* 36, no. 3 (Winter 2019): 281-90. <https://du.idm.oclc.org/login?url=https://www-proquest-com.du.idm.oclc.org/docview/2318625070?accountid=14608>.

The author examines the parental role as a supporter of practice for beginner violin students in a class violin program and whether it is more beneficial for practice to be undertaken at home, at school, or in no formal manner. The conclusion is drawn that parents thought practicing at school would have been more effective because they were unsure how to help with their children’s practice except by encouraging. Even though this study was conducted in a beginner’s violin class, it can be applied to this topic, for piano and violin are both in the same field: music. This article supports the same argument as Boesl’s because both conclusions suggest that the teacher’s role and students’ motivation are more important than parental support in learning music.

Klingenstein, Beth Gigante. “Interviews and Communications with Parents” In *the Independent Piano Teacher's Studio Handbook: Everything You Need to Know for a Successful Teaching Studio*. Milwaukee, WI: Hal Leonard, 2009.

It is crucial for piano teachers to be able to know how to deal with the parents as well as the students. In this chapter, the author discusses how to communicate with parents in a piano business. This source can be used to support my topic as it addresses the relationship between the teacher and parents in children's piano learning. Beyond this chapter, the book as a whole is also a great resource for beginner piano teachers who are opening their own piano studios, by providing guidelines to follow.

Liu, Liu, Bont Michael Harris, Yanjun Guan, Jiaqing Sun, Qiushi Yu, Ruchunyi Fu, and Zhen Wang. "Parents' Music Training Motivation and Children's Music Learning Achievement: An Investigation in the Chinese Context." *Psychology of Music* 43, no. 5 (Autumn 2015): 661-74. <https://doi-org.du.idm.oclc.org/10.1177/0305735614532703>.

In this article, the authors investigate Chinese parents' motivation related to their children's music training, and its relationship with the outcomes of their children's learning. The parents' motivation is categorized into intrinsic and extrinsic motivation. Both of the motivations contribute to children's achievement. This study is relevant to my topic in that it addresses the parental role in children's music learning and how it affects the outcome of their learning.

Muñoz, Emilia Campayo, and Alberto Cabedo Mas. "The Role of Parents, Teachers and Peers on Students' Motivation in Elementary Piano Teaching in Conservatoires: A Multicase Study." *Revista Internacional De Educación Musical* 6, no. 1 (Summer 2018): 43-52. doi:<http://dx.doi.org.du.idm.oclc.org/10.1177/230748411800600104>.

The authors examine how the role of parents, teachers and peers affect the motivation towards the studies of elementary piano in conservatories in three specific students. Interviews, video recordings, and the teacher's diary are used to collect data. The authors draw the conclusion that self-esteem and self-confidence are promoted by effective relationship between their parents, teachers and peers. It is clear that the authors emphasize the role of parents as well as teachers and peers in children's piano learning. Thus, it is relevant to my topic.

Oshima, Chika, Kazushi Nishimoto, and Norihiro Hagita. "A Piano Duo Support System for Parents to Lead Children to Practice Musical Performances." *ACM Transactions on Multimedia Computing, Communications, and Applications (TOMM)* 3, no. 2 (Spring 2007): 9-Es. <https://doi-org.du.idm.oclc.org/10.1145/1230812.1230815>.

The authors in this article propose the idea of a "Family Ensemble", a piano duo support system designed for musically unskilled beginner piano students. The system is easy to use as the parents are able to create a given sequence of pitches along with the child's performance, easily engaging as a piano duo. In addition, more creative musical ideas come up through the Family Ensemble than not using the system. It is a great resource for my paper because it addresses the benefits of parental engagement in children's music learning by proposing the new "Family Ensemble" system.

Shen, Dan. "A Survey of Parent, Student, and Teacher Attitudes about Perceived Parental Involvement in Chinese and American Private Piano Lessons." MM diss., University of Toledo, 2016. ProQuest Dissertations & Theses Global.

This research paper compares Chinese and American parents, students, and teachers' attitudes regarding parental involvement in private piano lessons. It also seeks to find teachers' recommendations regarding parental involvement through a study. Parents from both countries show agreement on parental involvement in their children's piano learning. However, the ways in which the parents are involved are different; Chinese parents offer more practice supervision to their children, while American parents provide more financial support. It is relevant to my topic because this study supports the idea that parental involvement is crucial for the benefits of the students. The study backs up the points drawn from "Addressing Common Parental Concerns about Factors That Could Influence Piano Students' Autonomous Motivation, Diligence, and Performance.", "Work Ethic, Motivation, and Parental Influences in Chinese and North American Children Learning to Play the Piano.", "Parents' Music Training Motivation and Children's Music Learning Achievement: An Investigation in the Chinese Context.", and "A Piano Duo Support System for Parents to Lead Children to Practice Musical Performances."

Upitis, Rena, Philip C Abrami, Julia Brook, and Matthew King. "Parental Involvement in Children's Independent Music Lessons." *Music Education Research* 19, no. 1 (Winter 2017): 74-98. <https://doi-org.du.idm.oclc.org/10.1080/14613808.2016.1202220>.

This study was conducted at Canada's Royal Conservatory to investigate types of parental involvement related to private music lessons. The personality of the parent, parental goals, students' musical progress, the teacher-student relationship, the practice environment, and parental behaviors during practice sessions were examined to understand how various levels of parental investment affect their children's performance in music lessons. The results show that the parents' commitment to music instruction, and deep involvement in the children's music lessons can lead to student enjoyment of music and improvement in performance. Unlike Boesl and Hueber, the authors stress the importance of parental involvement in learning music as a crucial factor to the children's success in music lessons in this article. I can apply this study into my paper as an example of the positive effects of parental support in children's piano learning.