

MTNA National Conference  
San Antonio, Texas - Sunday April 3rd, 2014

## **The World at Your Fingertips**

### **Exploring Multicultural Styles through Beginning Composition and Improvisation at the Piano**

*The Collegiate Chapter of MTNA  
at the University of South Carolina*

Azusa Bies ~ M.M. Piano Pedagogy, Candidate  
Katherine Chandler ~ D.M.A Piano Pedagogy, Candidate  
Philip Castro ~ M.M. Piano Pedagogy, Candidate

Song E. Kim ~ D.M.A. Piano Pedagogy, Candidate  
Lindsey Vickers ~ D.M.A. Piano Pedagogy, Candidate

#### **Pre-Staff Composition Utilizing Multicultural Styles**

##### **Benefits**

- Students can explore more complex sounds and textures at an earlier age
- Students can focus less on the complex note reading and more on the quality of sound they are creating
- Students can participate in the composition process very early in their piano study
- Pre-staff composition aids the young student's transition from concrete thinking to basic abstract thinking

##### **Facts: Eastern Europe**

- Music varies widely per country
- Folk songs are rhythmically and melodically rich
- Utilizes a variety of modes

##### **Facts: Japan**

- Irregular meter
- Combination of unique pentatonic scales
- Many songs in a melancholy mood

##### **Facts: South Korea**

- Combination of folk, vocal, ritual and religious styles
- Lyric sensibility
- Use of a set rhythm called Jangdan

#### **Improvisation Utilizing Multicultural Rhythms**

##### **Benefits**

- Helps students learn to keep a steady pulse
- Prepares students to play more complex rhythms in the future
- Allows students to experience more complex topics within a context in which they will be successful
- Helps to foster the student's creativity, as well as a desire to try new things without fear of failure

##### **Four Basic Steps**

- Rhythmic call and response with verbalization
- Call and response within a five-finger pattern
- Student improvisation using the samba rhythm over a basic teacher pulse
- Student improvisation using the samba rhythm over a stylistic teacher accompaniment

**Facts: South America**

- Indigenous traditions
- European influence
- African influence
- Syncopated dance rhythms

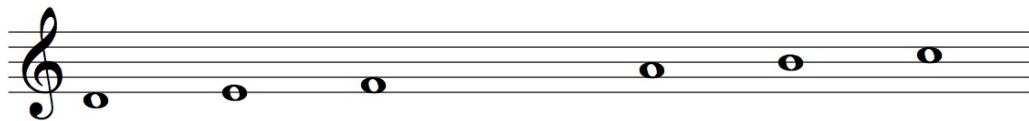
**Facts: Africa**

- Music expresses life through sounds
- Accompanies important events
- Has a specific place and purpose
- Emphasis on rhythm rather than melody

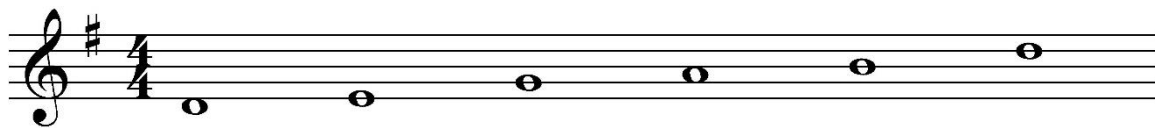
**Eastern Europe - Ukrainian Dorian Modal Scale**



**Japan – Miyako-bushi/ Minyo Scale for Beginning Students**



**South Korea –Anhemitonic Pentatonic Scale**



**South America - Latin “Samba” Rhythm**



**Africa - “Standard Bell Pattern” Rhythm**

