

Welcome to Piano Instruction!

Learning an instrument is a rewarding experience for many – it takes an investment of time to attain skills. Hopefully, the journey can be extremely rewarding and bring much joy throughout life. There is irrefutable evidence that learning music stimulates brain function in many ways – many highly intelligent individuals throughout history were musicians. There is a close relationship between music and mathematics.

Methods and Repertoire

- For beginning students who cannot read music:
 - For young beginners (6-9), I recommend:
 - Alfred's Complete Kid's Piano Course
 - For older students, I recommend:
 - [Alfred's Basic Adult Piano Course -- Level One](#)
- For beginning students of any age who can already read music:
 - For those students who have interest in a wider variety of styles:
 - Alfred's Basic Adult Piano course – Level TBD
 - For those students who are primarily interested in classical music:
 - [Practical Method for Beginners, Op. 599 by Carl Czerny](#)
- For intermediate/advanced students of any age:
 - The focus will be on repertoire (TBD) and technical exercises (TBD)
 - For jazz students, I recommend Mark Levine's [The Jazz Piano Book](#)

Approach:

- For piano, timing is by far the most critical technical aspect.
 - when music literacy is taught, notes and their durations are introduced first, without the context of musical staves. After the proper timing is understood/internalized, notation of pitch is then introduced, followed by single staves and finally, the 'Grand Staff' (treble clef plus bass clef).
 - For technical exercises and evaluation of progress on same, I place a high degree of emphasis on timing and 'smoothness'
 - I teach scales with canonical Hanon fingering. Advanced students may choose to depart from traditional fingerings, but traditional fingerings have been worked out over many decades and take efficiency of motion strongly into consideration. Timing and 'smoothness' (uniformity of attack) are critical.

- Once control over uniformity of attack is established, then accents may be deliberately applied.
- Once the student has developed basic skills, we work on 'phrasing', which is properly considered to be a subcategory of timing and is quite essential for musicality.
- I teach theory along with literacy and repertoire. It is an important aspect of music, particularly if the student is interested in jazz.
- I listen to students' expression of interests, and drive selection of repertoire from a balancing of each individual student's development and interests.
- Listening exercises: I make recommendations for listening – this is useful for beginners, but especially for intermediate/advanced students.

Contact Info:

Instructor: Tom Reynolds

Phone: (503)459-2530

Email: headhoncho@tomreynoldsmusic.com