

Harp Pedagogy Fall 2026 (MUAG 4360/5360, section 004)

M U S I 2 9 0 T/R 9:35-10:55am

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Welcome to Harp Pedagogy! Following are some brief guidelines for this course. If you have any questions or concerns, please feel free to contact me. Certainly, the course calendar will change during the course of the semester, so your flexibility is appreciated.

What to bring to class:

- Arrive early and move a harp to MU290 (almost) every class.
- A 1 ½ or 2 inch, 3-ring binder with tabs, note-taking materials, the following texts, an open mind and fresh ideas for teaching.
- Loose-leaf pages or a notebook for taking written notes during class (I know this is old-school). For your portfolio at the end of the semester, you'll refashion these notes into a typed resource as you start your harp studio. The process of transcribing your written notes into a printed portfolio is one of the best ways to learn and absorb concepts in the course and to organize your own takeaways from the course.
- *Important note: Generative AI may not be used for note taking in class, completing assignments or the final portfolio submission. The unauthorized use of generative AI will result in a failing grade of zero (0) on the assignment(s).*

Required books:

- Beeching: *Beyond Talent (any edition)*
- Swanson: *A Guide for Harpists*
- McDonald/ Wood: *Graded Recital Pieces (v. 1-3)*
- McDonald: *Harp Olympics, vol. 1 or Preliminary Round* (one or the other) Salzedo/ Lawrence: *Method*

Strongly recommended books:

- Renié: *Method* (this one is quite expensive—you may use a copy from the library too)
- Rensch: *Harp and Harpists*
- Watkins, Scott: *From the Stage to the Studio: How Fine Musicians Become Great Teachers*
- Klickstein: *The Musician's Way*
- Cutler: *The Savvy Musician*

Optional/ suggested books (available for checkout in Gus's room- and for use in that room only)

- McDonald: *Thoughts for the Student, Thoughts for the Teacher*
- Colgrass: *Lessons with Kumi*
- Green: *The Inner Game of Music*
- McDonald/ Wood: *Graded Recital Pieces (v. 4-5)*

- Grossi: *Method*
- Bochs: *40 Etudes*
- Pozzoli: *Etudes of Moderate Difficulty*
Kondonassis: *On Playing the Harp* Milligan: *Fun from the First, vol. 1 and 2* Dilling: *30 Little Classics*
- Andres: *Automates, La Gimblett*
- De Montesquiou/ Haefner: *The Legend of Henriette Renié*
- Haefner: *One Stone to the Building*
- Inglefield: *Marcel Grandjany: Concert Harpist, Composer, and Teacher*
- Owens: *Carlos Salzedo: From Aeolian to Thunder*

Objectives:

We will cover five primary areas, related to harp repertoire and pedagogy:

- Pedagogical repertoire for beginning, intermediate, and advanced levels of harp playing
- The structure of a harp lesson and order of presentation of specific techniques
- The art of transcription and arranging
- Comparison of published harp methods and harp techniques
- Basic harp maintenance

Grading:

Your grade will be a combination of several elements within the class.

- 20%: Class participation and attendance
- 20%: Homework assignments
- 20%: Lesson teaching, reflection, and observation
- 15%: Midterm paper
- 15%: Teaching portfolio
- 10%: Final Project/ Presentation

Grades of Incomplete (I) are only given during the last couple weeks of the semester to students in the most select of circumstances (such as sudden illness or family emergency) to students who are passing in the course at that time. Please see me if you have questions.

If you have an established disability as defined by the Americans with Disability Act, and would like to request accommodation, please see me before the second week of class begins.

Important: Academic dishonesty (cheating or plagiarism) will result in a grade of "F" (0%) on the affected assignment. Any assignment or exam that you turn in must truly be your own original work. Extra help: Please feel free to contact me and set up an appointment during office hours if you have a question or concern. Please don't hesitate to contact me—I am here to help you succeed!

Absences:

Attendance is mandatory and imperative for your grade in this class, and you are expected to be on time, alert, and participating in course discussions. Class will begin promptly. A maximum of two non-University

excused absences are allowed for the semester, but please note that even if you are absent, it is your responsibility to make up the work that you missed during that class period. If you will miss a class, or if you find that you are ill, please contact me *before* class. This way, you will be able to make up the work before attending the following class period, which prevents you from becoming too far behind in the course. If you are absent, assignments are still due on the due date.

UNT Grading Scale:

A= 90%–100%

B= 80%– 89%

C= 70%– 79%

D= 60%– 69%

F= 0%– 59%

Assignments:

Your success in this class will depend on your organization and preparation. Late assignments will not receive credit, as this is a reflection of how the “real world” works as a teacher. Please plan ahead so your assignments are submitted on time (due dates are all in Canvas).

A statement about the use of generative Artificial Intelligence (AI) in this course

Please read UNT’s statement on the use of AI: <https://guides.library.unt.edu/artificial-intelligence/AIstudents>. We all acknowledge that AI is part of our current reality. However, the use of generative AI as a shortcut will directly undercut your work in this class, which must be understood and processed. *The use of generative AI in any graded assignment submission is strictly forbidden in this course.*

The academic community is built on shared values and ethical standards that scholars and researchers are expected to uphold in their academic pursuits. This means academic integrity plays a vital role at universities by promoting honesty, ethics, and intellectual rigor.

At the University of North Texas, we prioritize fostering a culture of academic integrity rooted in **trust** and **honesty**. This means as a student you are engaging in ethical practices, such as:

- acknowledging where the information you use comes from (clearly citing or referencing the source)
- not presenting other people's work as your own
- accurately reporting research findings and following research policies
- acting ethically or doing the “right thing”

This also means we have established and enforce UNT Policy 06.003, Student Academic Integrity which overviews the various definitions for different types of academic dishonesty, responsibilities of each party involved, penalties and sanctions for misconduct, procedures for single and multiple violations academic, and the appeals process. If you have questions about academic integrity, please contact the Office of Academic Integrity.

Academic Integrity

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the

Dean of Students (Office of Academic Integrity), who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

See: [Academic Integrity](#)

LINK: <https://policy.unt.edu/policy/06-003>

Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc.

See: [Student Code of Conduct](#)

Link: <https://deanofstudents.unt.edu/conduct>

Access to Information- Eagle Connect

Your access point for business and academic services at UNT occurs at [my.unt.edu](#). All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect.

See: [Eagle Connect](#)

LINK: eagleconnect.unt.edu/

ODA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter. You can now request your Letters of Accommodation ONLINE and ODA will mail your Letters of Accommodation to your instructors. You may wish to begin a private discussion with your professors regarding your specific needs in a course. Note that students must obtain a new letter of accommodation for every semester. For additional information see the Office of Disability Access.

See: [ODA](#)

LINK: disability.unt.edu. (Phone: (940) 565-4323)

Health and Safety Information

Students can access information about health and safety at: <https://music.unt.edu/student-health-and-wellness>

Registration Information for Students

See: [Spring Academic Calendar Information](#)

Link: <https://registrar.unt.edu/registration/spring-academic-calendar.html>

Semester Calendar, Spring 2026

See: [Spring Semester Calendar](#)

Link: <https://registrar.unt.edu/sites/default/files/spring-2026-academic-calendar.pdf>

Final Exam Schedule, Spring 2026

See above

Financial Aid and Satisfactory Academic ProgressUndergraduates

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total hours registered. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

Students holding music scholarships must maintain a minimum 2.5 overall cumulative GPA and 3.0 cumulative GPA in music courses.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so.

See: [Financial Aid](#)

LINK: <http://financialaid.unt.edu/sap>

Graduates

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 3.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Music scholarships require a 3.5 cumulative GPA. Students cannot exceed maximum timeframes established based on the published length of the graduate program. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended you schedule a meeting with an academic advisor in your college, an advisor in UNT-International or visit the Student Financial Aid and Scholarships office to discuss dropping a course.

See: [Financial Aid](#)

LINK: <http://financialaid.unt.edu/sap>

Retention of Student Records:

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed

via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

See: [FERPA](#)

Link: <http://ferpa.unt.edu/>

Counseling and Testing

UNT's Center for Counseling and Testing has an available counselor for students in need. Please visit the Center's website for further information:

See: [Counseling and Testing](#)

Link: <http://studentaffairs.unt.edu/counseling-and-testing-services>.

For more information on mental health resources, please visit:

See: [Mental Health Resources](#)

Link: <https://disparities.unt.edu/mental-health-resources>

Add/Drop Policy

Please be reminded that dropping classes or failing to complete and pass registered hours may make you ineligible for financial aid. In addition, if you drop below half-time enrollment you may be required to begin paying back your student loans. See Academic Calendar (listed above) for additional add/drop Information.

Drop Information: <https://registrar.unt.edu/registration/spring-academic-calendar.html>

Student Resources

The University of North Texas has many resources available to students. For a complete list, go to:

See: [Student Resources](#)

Link: <https://success.unt.edu/aa-sa-resources>

Care Team

The Care Team is a collaborative interdisciplinary committee of university officials that meets regularly to provide a response to student, staff, and faculty whose behavior could be harmful to themselves or others.

See: [Care Team](#)

Link: <https://studentaffairs.unt.edu/care-team>

Defibrillators in the Music Buildings:

- Music Building: Across from the west side of the Music Commons, directly across from the elevator
- Music Building: Third floor hallway, across from the staircase that comes up from the Copy Room. Next to Room 322
- Music Building: Across from the Copy Room next to Room 293
- Music Building: Voertman Lobby by the big double set of doors that lead out to the courtyard
- Music Building: Main Office (247) under the student worker's desk
- Music Annex: Next to room MA117, near the triple set of doors on the east side of the building

- Music Practice Building North: First floor on the Avenue C side
- Music Practice Building South: First floor on the Avenue C side
- Bain Hall: First floor by the restrooms
- Murchison Performing Arts Center: Located off the main lobby, beyond the grand staircase, across from the single occupancy restroom (next to the public water fountain)

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Class calendar - subject to revision- *all assignments due by NOON on FRIDAYS in CANVAS*

Week	Dates	Topics	Rep/Lit	Canvas Assignments (due Fridays at noon) and Reading (to read before Tuesday classes)	Teaching Assignments
1	8/18-20	Setting up your Teaching Studio -- The First Lesson: setting up posture, the 2 nd finger, ascending glisses	Introduction to Harp resources and methods Introduction to Etudes and Warm-up exercises	1) choose something (non-music) that you'd like to learn during the semester to journal the "learning" process. <i>Reading: Beyond Talent Ch 1-2, From Stage to Studio Ch 11</i>	1) Find a harp student for the semester for weekly 30-minute lessons. Send their name so they can be added to the access list for Gus's room. 2) Connect with your pedagogy "buddy" for peer assessments
2	8/25-27	The Second Lesson: the thumb, placing, two-handed turn-around glisses	Beginning Repertoire for Lever Harp Beginning Repertoire for Pedal Harp Beginning etudes and technique pieces	1) Write out 2 nd finger and thumb lesson plans (two different lessons) 2) Short comparison of harp methods (choose three that you are not familiar with to compare/contrast with 5-8 bullets each) <i>Reading: Beyond Talent Ch 5-6, From Stage to Studio Ch 12</i>	1) Teach and record 1st lesson; upload video with self-assessment in Canvas

3	9/1-3	The Third (finger) lesson: the 3 rd finger, triads, arpeggios Future lessons: the 4 th finger, the pass-under scale, descending arps, 4-note chords	Intermediate Repertoire for Lever Harp Intermediate Repertoire for Pedal harp	1) Write out 3 rd finger plan and write out 4 th finger lesson plan (two different lessons) 2) Propose your mid-semester research topic and submit a short proposal in Canvas for approval <i>Reading: Beyond Talent Ch 10 From Stage to Studio Ch 13</i>	1) Teach and record 2nd lesson- upload video with self-assessment in Canvas; 2) Complete 1 st lesson assessment of your pedagogy buddy on their teaching
4	9/10 (no class 9/8)	How to compile a student recital program	Advanced Repertoire for Lever Harp Advanced Repertoire for Pedal Harp	Recital programs for beginner, intermediate, and advanced programs -- <i>Reading: Beyond Talent Ch 7-8. From Stage to Studio Ch 14</i>	1) Teach and record 3rd lesson; upload video with self-assessment in Canvas; 2) Complete 2 nd lesson assessment of your pedagogy buddy on their teaching
5	9/15-17	Careers in music; Bios, Resumes, Contracts Guest: Dolores August	Adv repertoire, continued Harp ensemble music	Create your bio, resume, and teaching philosophy -- Set up a LinkedIn profile (optional) and join our UNT alum group -- <i>Reading: Beyond Talent Ch 3-4, From Stage to Studio Ch 10</i>	1) Teach and record 4th lesson (might not actually introduce 4 th finger yet); 2) Complete 3 rd lesson assessment of your pedagogy buddy on their teaching

6	9/22-24	Optimizing performance potential (the brain game!)	<i>Lessons with Kumi</i> by Michael Colgrass and <i>Inner game of Music</i> by Barry Green	Report on your personal “learning” project, and compare this with your beginner student’s journey -- <i>From Stage to Studio</i> Ch 6-9	1) Teach and record 5 th lesson; 2) complete 4 th lesson assessment of your pedagogy buddy on their teaching
7	9/29-10/1	Theory at the harp: Balderston and Moore	Repertoire for adult beginners	Midterm research ROUGH DRAFT due	Teach and record 6 th lesson
8	10/6-8 <i>Midterms</i>	Current harpists and who’s who -- Harp maintenance	“standard” repertoire vs. “competition” repertoire	Continue work on Midterm research writing	Teach and record 7 th lesson
9	10/13-15	<i>In class presentations of research projects</i>	Teach and record 8 th lesson	Midterm research FINAL DRAFT due (graded)	Teach and record 8 th lesson
10	10/20-22	Revisiting Etudes and Warmups- why we do them! -- Writing an etude or technical study	Early repertoire and history: pre-19 th century	Write and submit your own piece to teach a specific technique—your pedagogy “buddy” will perform this next week -- <i>Reading: Beyond Talent</i> Ch 11-12 <i>From Stage to Studio</i> Ch 3	Teach and record 9 th lesson
11	10/27-29	Techniques for avoiding injury	Modern repertoire and history: 19 th century and later	Performances of technique pieces written by your “buddy” -- Start timeline	Teach and record 10 th lesson

				assignment (below) -- <i>Reading: Beyond Talent Ch 9</i> <i>From Stage to Studio Ch 1-2</i>	
12	11/3-5	The modern harp: equipment considerations for your home studio setup	20 th and 21 st century music; working with composers and getting commissions and recordings	Submit timeline of harp developments, repertoire, composers, performers, literature beginning with the emergence of the harp and ending with modern-day -- <i>Reading: Beyond Talent Chapter 13</i> <i>From Stage to Studio Ch 4-5</i>	Teach and record 11 th lesson
13	11/10-12	How to organize an in-class presentation	Resources for teaching in schools and teaching group lessons	Prepare for in-school presentations	Teach and record 12 th lesson; talk with your student about how the lessons went throughout the semester
14	11/17-19	School presentations (UGs), catch-up for any topics that need more time			Submit a summary of teaching your student throughout the semester—including their feedback about your teaching
15	12/1-3	Presentation of Graduate/Honors Papers			
FINAL	12/9	Teaching portfolio (projects and typed notes) due by noon			