



SOUNDBOARD

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Letter from the President

Happy Fall! Hope you have had a great start of the new school year amid the current circumstances, and that you and your loved ones are safe and well. Thank you for all your hard work, passion, and professional service to continue fostering the musical learning and performances of students across Alabama through your dedicated music teaching. We are honored and humbled to have the opportunity to be on the new AMTA State Board to serve the wonderful AMTA membership.

Although 2020 has certainly been a year filled with challenges that affected everyone, we are grateful to have the strong Alabama music teaching through each of you. We all had the opportunity to witness the outstanding adaptability and perseverance of your music teaching through your students' performance video submissions, members' greeting videos and presentations at the 2020 AMTA Virtual Conference. Thank you, for all you do.



Big thanks to Josh Pifer and the executive board for their marvelous work and leading AMTA through the ever-changing pandemic landscape with huge success this past year. Please join me in welcoming the new 2020 AMTA State Executive Board. A special welcome to new board members, Wendy McGee, Lillian Roberts, Omar Roy, Cindy St. Clair, and Jason Terry. You can find the short bios of each board member at the end of this newsletter. I am deeply grateful for each board member for their dedication to serve.

We mourn the losses of two past AMTA members, Nancy Wingard and Harold Thompson. Nancy Wingard was a longtime AMTA member. She was AMTA President 1994-1996 and was named AMTA Teacher of the Year in 2005. Harold Thompson, was active in AMTA in 1960-1967, formerly taught at JSU. Our deepest condolences go out to his family and students.

The Fall AMTA Board Meeting was held on October 18th, 2020 via Zoom video conferencing. The following items were voted on and approved:

1) The 2021 AMTA State Conference, May 19-22, will be held **virtually** due to ongoing restrictions and unavailable venues. More updates will be provided in the coming months from 1st VP/Conference Chair, Laura Beth Mitchell-Bisset.

2) Entry fees for district and state auditions will increase to \$30. This is to cover increasing costs since our last price increase about a decade ago.

2) The Student Activity Handbook was due for revision this year, but due to the pandemic, the board is extending it for one year since now does not seem to be the time to making any changes.

3) The board has **recommended** that **all district** auditions be held virtually using the same protocols as last year, and the board has **required** that **all state** auditions be held online for 2021. If a district is able to secure a location and feels they can operate their auditions following all recommended health/safety protocols, we are leaving the option open for them to be live. However, current policies on college campuses do not allow outside organizations on campus, and it does not seem like those policies are going to change in the foreseeable future. Therefore, it seemed prudent to make this decision now so that teachers, students, parents, chairs, and judges may all be prepared well in advance of deadlines with what to expect.

4) A reminder that state auditions are on track to move to a virtual registration system. However, district auditions will use the old system. We may roll out the virtual system to districts in future years, but we want to test the system first at the state level before moving forward on a wider scale.

(Reprinted from the message by AMTA & State Auditions Chair, Kevin Chance, to Local Association Presidents and District Chairs.)

AMTA Statewide Music Weekend will be held on Feb 20-21, 2021. Please reach out to your local associations to get involved! We look forward to continuing this great program at AMTA.

The 2021 MTNA National Conference, scheduled for March 13-17, 2021, in Atlanta, Georgia, will be a Virtual Conference. 2020 MTNA Virtual Conference continues to be available for viewing for free, you can access it through this link to view many fantastic sessions, presentations, performances, exhibits, and showcases:

https://www.mtna.org/MTNA/Engage/Conference/2020_National_Conference/Virtual/Home.aspx

MTNA Attorney has provided a full document for members to navigate difficult digital copyright issues, **FAQs for Online Music Competitions and Recitals**. The full document may be accessed through this link: https://www.mtna.org/downloads/competitions/handbook/OnlineCompetitionFAQ_20.pdf

MTNA Attorney has written a waiver, **Authorization and Release From Liability Regarding In-Person Music Instruction**, to satisfy all of the legal requirements for a document that releases music teachers from legal liability if one of their students becomes infected with COVID-19 after participation in music instruction in their studios. The waiver can be accessed through this link: https://www.mtna.org/downloads/MembersOnly/studio_release.pdf

Lastly, if you would like to refresh your understanding of the COVID-19 studio guidelines, it can be found in the MTNA document, **Legal FAQs for Reopening Music Studios**. The document can be accessed here: https://www.mtna.org/MTNA/Explore_MTNA/Reopen_FAQs.aspx

Each of you are a much valued member of MTNA and AMTA. Please know that all of us is here to serve the you, please do not hesitate to contact any of us if you have any questions. Our contact info can be found at the end of the newsletter as well. If you have any questions for MTNA, you can call the MTNA headquarters at (888) 512-5278 or email them at mtnanet@mtna.org.

If you are interested in serving on your AMTA State Board or have feedback for the Board, please don't hesitate to contact me directly. I look forward to having the opportunity to speak with you.

Thank you for your commitment towards AMTA, our students, and our members. Stay safe and stay well.

Sincerely,
Melody Ng, NCTM – AMTA President



sound^{of} Samford

Division of Music

Samford University's Division of Music welcomes new keyboard faculty.



Dr. Jason Terry
Assistant Professor/Director
of Keyboard Studies



Dr. Cindy St. Clair,
NCTM
Visiting Assistant
Professor of Piano

Teaching excellence has been a hallmark of the Samford program, and both Terry and St. Clair bring exceptional experience to further the legacy of training musicians and educators for the 21st century.

Samford's Division of Music offers programs in piano performance, piano performance with an emphasis in pedagogy, composition, music education, music and worship, vocal and instrumental performance, and, newly added this year, commercial music. Samford also offers graduate programs in piano performance and pedagogy, vocal and instrumental performance, church music, and music education.

For more information visit samford.edu/arts/music/ or email our arts recruiter, Katie Overturf, at arts@samford.edu.

2021 Conference News

The 2021 AMTA Conference will be held May 19-22, so I hope you will all mark those days on your calendar for a chance to connect with fellow AMTA members and receive an exciting jolt to your pedagogy planning for the upcoming year!

Our guest artist, Anthony Padilla, and clinician, Gail Berenson both graciously agreed to join us this year after the pandemic halted plans for them to share their talents and knowledge with us in 2020.

Anthony Padilla, is professor of piano and chamber music at Lawrence University Conservatory of Music and is a laureate of the Cleveland, Gina Bachauer, William Kapell, and Walter Naumburg International Piano Competitions.

Gail Berenson is Professor Emerita of Piano at Ohio University, Athens, as well as a Past President of the Music Teachers National Association. Berenson has held several national posts with the National Conference on Piano Pedagogy and the World Pedagogy Conference, and for many years has chaired the Committee for Pianists' Wellness for the National Conference on Keyboard Pedagogy.

As with past conferences, tracks for Strings and Voice will provide an opportunity for members in those areas to connect, share, and learn.

Other conference highlights will be informative member presentations and as always, inspiring performances from the wealth of wonderful students in Alabama.

Hopefully, you were able to take advantage of the Conference Survey to offer feedback on your conference experiences. In an effort to protect the safety of all involved, our 2021 conference will be a virtual experience, but one that promises to bring us together in new ways through live events and interactive experiences. Please watch your email for conference announcements as well as opportunities to come together with other members throughout the year!

Stay tuned throughout the year for other opportunities and surprises!

Wishing you all a safe and musical season,

Laura Beth Mitchell-Bisset, NCTM - First Vice President/President-Elect



The Members of Northeast Alabama Music Teachers Association wish teachers and students a successful year!

Connie Abrahams	Melinda Brooks	Wendy Freeland
Marché Altom	Lindsey Chavers	Trevor Gregory
Lonise Ballenger	Rebekah Currier	Rachel Park
Sarah Grace Battles	Susie Dempsey	Keiley Rowland
Kay Benefield	Steven DiBlasi	Damon Shrosphire





Certification News

We have a newly certified member – Matthew Wilson (pictured)! Following a master's degree at Samford University and a DMA at University of Alabama, he taught piano and theory at Samford University and Samford Academy of the Arts. He recently moved to Minneapolis where he has joined the faculty at St. Joseph's School of Music in St. Paul. He writes that he is looking forward to the MTNA Conference in 2022 which will be in his new hometown – Minneapolis. Congratulations, Matthew!

Other AMTA members with certification “work in progress” are Nicholas Robertson (Birmingham), Heather Weber (Montgomery), Sandy Stephenson (Birmingham) and Omar Roy (Tuscaloosa). We look forward to presenting you as newly certified AMTA members!

Barbara Shinn, NCTM - AMTA Certification Chair

Shoals Area Music Teachers Forum



Members
 Noel Beck
 Yi-Min Cai
 Elizabeth Counts
 Lynne Crabtree
 Christine Enlow
 Linda Lightsey
 Carol Lynn
 Elena Sandrell
 Anita Scott
 Kristie Smith
 Gail Spires

Events

Ritz Recital Music Olympics AMTA District Auditions
 Make It Minor W.C. Handy Festival Kidz Jamm

Soundboard Deadlines:

**Fall:
October 6**

**Spring:
February 6**

**Summer:
July 6**

Baldwin County News

Baldwin County Music Teachers began the school year with trepidation as probably many teachers did. The majority of us are proceeding with face-to-face lessons hoping that will continue throughout the year. We all agreed that teaching on-line was surely not as satisfactory as in person. But, at least, we were able to maintain our studios last spring and summer with virtual lessons which hopefully kept our students involved.

Our September 14 meeting was held the day before Hurricane Sally descended upon Baldwin County. Along with social distancing and mask wearing, we were interrupted by our phones broadcasting alerts every few minutes announcing the impending arrival of Sally and how we should prepare. But we did succeed with plans for our recitals on how to best sanitize the piano between each performer and space our audience. We came to the conclusion that instead of one large recital with 35-40 students we would break it into three recitals of about 12-15 students making them shorter and allowing for distancing with our audience.

During this meeting we also did a Zoom presentation with Piano Marvel which explained their virtual lesson program and materials. This was very enlightening.

Hurricane Sally put another interruption into our teaching routine. Schools in Baldwin County were out over two weeks. Many roads were impassible, electricity was out for days, and homes were damaged. In most cases lessons and practice were the last thing on students' minds. But we have resumed with more fervor to provide some semblance of normalcy in our students lives. Music is a means of calming our souls in the storm.

BCMTA has many activities planned for this year. Time and COVID-19 will determine whether or not they will be fulfilled. Many accommodations have been planned for each of these events. Here is the calendar of events for 2020-2021 academic year.

October 17, 2020	BCMTA Fall Recital
November 16, 2020	"Hymn" Keyboard Festival
January 23, 2021	Steinway Piano Competition
TBD	Boys Recital
TBD	Adult Musicales
March 6, 2021	Mobile MTA "Sonata Contest"
March 13-17, 2021	MTNA Conference (Atlanta, Georgia)
March 20, 2021	AMTA District Auditions
April (TBD 19-30), 2021	National Guild of Piano Teachers Auditions
May (TBD), 2021	Senior Recital
May 7 & 8, 2021	AMTA State Auditions
TBD	AMTA State Conference

Musicalooza, which is our one-day music camp in January, has been cancelled for this year due to Covid19. We hope to proceed with this fun event next year when close personal interaction in making and relating to music is encouraged.

Our goal, as always, is to provide encouragement, support, and the love of music in these troubling times.

Jeanne O'Connell, NCTM - Baldwin County Music Teachers Association

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Teaching with Technology: Tools and Strategies for Remote Instruction

While other fields have been able to use remote instruction effectively for years, COVID-19 has forced music teachers to adapt quickly and effectively. In many cases, the livelihood of independent studio teachers has depended on their ability to make this transition. Understandably, this has led to confusion and even feelings of helplessness in many studios – both for the teachers and the students. In this article, I provide a breakdown of the necessary technological tools for effective remote instruction and how to implement them successfully in your studio. I also address some common instructional dilemmas and ways to work around them.

The Bare Necessities

All you need to get started with remote instruction is the following:

- A laptop, smartphone, or tablet with a webcam
- Videoconferencing software
- A stable internet connection

Though many teachers and working professionals have been quick to purchase expensive webcams, any device with a web-camera will provide sufficient video quality for instructional purposes. More important than the quality of your video is the hardware in your device – if your device is more than 5 years old you may run into any number of issues including software compatibility and a general inability for your computer to handle the workload due to older hardware.

What videoconferencing software you decide to use is largely a function of what technology platforms are available to you and your students. As of this writing, “Zoom” remains the most popular for its compatibility and ease of use, though there are several alternatives, some of which are free.

Here are some other popular platforms (in no particular order):

- Microsoft Teams
- Google Hangouts
- Facetime
- Skype
- Jitsi

Regardless of which platform you use, you will need a stable internet connection with sufficiently high speeds to ensure that call quality stays consistent throughout a lesson and to prevent any drops in service. To maximize your connection’s stability and speed, some platforms recommend that you are directly connected to your wireless router via ethernet cable. In some situations, maintaining a wired connection may be impractical, but if you have a sufficiently fast wireless connection the difference may be negligible.

While these are the bare minimum tools necessary to provide reliable remote video-instruction, there are a few upgrades that will significantly improve the learning experience for your students.

Cost-worthy Upgrades

Of the many variables at play with remote teaching, one issue continues to be the most problematic: audio quality. The number one contributing factor to poor audio is the quality of the built-in microphones in most devices. Whether you are on a laptop, smartphone, or tablet, these microphones are designed to capture the voice at a relatively close distance for use in phone calls and video conferences. They are not designed to capture the amount of detail or the wide range of dynamics encountered in music lessons, leading to metallic or distorted sounding audio. The easiest way to improve your outgoing sound is to purchase an external microphone. Luckily, there are several user-friendly options available for both you and your students.

For most laptop users, the easiest solution is to purchase a USB microphone. This type of microphone requires no technical knowledge beyond how to plug it into your laptop's USB port, and how to select it in your sound settings. Typically, models range from \$50 to \$200 and are compatible with most computers regardless of whether you use a Mac or a PC. Here are a few examples from least to most expensive.

Blue Snowball iCE (\$49.99)
 Blue Snowball (\$69.99)
 Shure MV5 (\$99)
 Blue Yeti (\$129.99)
 Audio Technica AT2020USB (\$199)

If you are using a smartphone or tablet, your options are more limited but here are a couple of popular options available.

Rode VideoMic Me (\$59)
 Shure MV88 (\$149)

Any of the above microphones will provide dramatically improved outgoing sound but be sure to check the manufacturer specifications to ensure that it is compatible with your device. Additionally, Zoom's newly introduced "High Fidelity Music Mode" boasts increased audio quality allowing you to make the most of your microphone, though this feature is limited to those using a computer rather than a phone or tablet. With an improved microphone and this setting enabled, you may notice more issues with echo or reverb during your calls – to prevent this, ensure that both you and your students are using headphones to eliminate the dreaded feedback loop.

Regardless of which software and audio equipment you choose for your studio, know that a major limiting factor will be the speed of your internet. Due to the data-heavy nature of videoconferencing, teachers will need the fastest internet service they can afford. In general, low internet speeds will result in low call quality as video and audio quality will be scaled down to fit you and your students' bandwidth. However, with so many people shifting to telecommuting, many internet service providers have provided more affordable pricing for their fastest internet packages allowing more people than ever to gain access to high speed internet.

For most situations, upgrading your microphone and internet speeds will yield the most significant boosts in quality. Further improvements in call quality are incremental even though equipment becomes exponentially expensive. Higher quality microphones don't generally feature



Simple setup with a music stand allowing quick and easy changes to video angle.

USB connections, meaning you'll need an audio interface – a combination that can very easily surpass \$1000. To bypass the audio quality component altogether, some teachers have opted to use digital pianos with MIDI outputs connected directly to their computers. However, these require specialized software to allow you to use them as a sound-input during a video call, adding another layer of complexity that you may not want to spend time navigating.

You may even find that you want multiple video angles, which can be achieved using several cameras and software like ManyCam, Open Broadcaster Software (OBS), or simply by switching video sources in your videoconferencing software. Again, these add another layer of complexity that with more potential for technology issues. Anecdotally, I have found myself having to transition rapidly between teaching my lecture courses and applied lessons. This made using multi-camera setups cumbersome and complicated, and I've since had perfectly fine results using a simple music stand to elevate and tilt my laptop's webcam to capture different angles.

Common Instructional Issues

Even with the best technology at our disposal, there are still instructional problems that require creative solutions. While some issues, like addressing technique, simply require us to improve our communication skills, others have several convenient solutions. A few of these issues include playing duets with your students, annotating their scores, and even planning different activities.

Duet Playing

Duet playing is extremely common throughout any method series and is a core part of an elementary student's learning experience, but unavoidable lag time makes playing duets in real-time impossible. However, this limitation need not mean that we neglect this valuable element of instruction. Consider recording the teacher accompaniments for your students at two tempos (one performance tempo and one practice tempo) so that they can practice playing with the accompaniment on their own.

If you are not confident in your ability to record the accompaniments, you can transcribe them into programs like MuseScore, a free music notation program, and create an audio file from the score. This is especially convenient, because you can set the tempo for the exported audio files, allowing you to make recordings at different tempos to accommodate different stages of proficiency. Another benefit is that you can change the instrumentation used in the recordings, giving your students variety in the way the accompaniment sounds!

Whether you record these accompaniments or create MIDI audio files, you can compile these recordings into a single playlist on an internet-based service like SoundCloud or YouTube so that your entire studio can access them.

Score Annotations

In traditional instruction, many teachers take time to write in their students' scores, and there are a couple of convenient options that allow us to continue this practice through screen-sharing and cloud-based software.

Annotating a score is a simple process when you have an image of the page you are working with. Images are easy to annotate using simple software like MS Paint or Powerpoint. When screen-sharing, a student can take screenshots of your annotations or copy your annotations onto their score as you are writing and explaining them. Using free cloud-based software like Google Slides (Google's cloud-based equivalent to Powerpoint), students can even maintain access to your annotations after the lesson. Some videoconferencing software, like Zoom, even allows you to take control of your student's computer so that you can annotate their digital images for them.

Alternative Activities

When planning off-keyboard activities, it can be helpful to think of lessons not as “piano lessons” but “music lessons that take place at the piano.” This decentralizes the focus on the piano and can give you more freedom to address other elements of musicianship that will benefit their piano playing. To break up the lesson, make online flashcards for basic concepts to use with your students for review, use some of the music theory exercises at www.musictheory.net, or even have listening sessions on YouTube!

Conclusions

Transitioning to remote instruction has been a tremendous learning experience for many teachers, but there are positives to this new format. For example, students showing mild symptoms of illness can choose to take their lesson from home rather than missing a lesson and preventing teachers from having to schedule make-up lessons. Teachers are honing their ability to communicate complex tasks through creative instructions and visual demonstrations, rather than physical adjustments made directly to the student. More teachers are now able to diversify their recruiting by making virtual instruction a permanent part of their studio offerings, allowing them to reach students that may want to study with them despite prohibitive commuting distances. While we may inherently prefer traditional instruction, remote teaching is here to stay in some capacity, and, despite some of its limitations, it can reach similar levels of effectiveness when combined with the right tools and creative thinking.

Omar Roy—Advertising Chair

Dr. Roy is a member of the piano faculty at the University of Alabama.

HMTA
Huntsville Alabama's Music Teachers Association

For more information on the Huntsville Music Teachers Association, and for a list of our upcoming events, please visit our website at:

hsvmta.org

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2020-21

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Congrats to our grads!

Mira Walker (UAB '20) has started her Master of Music in Piano Performance degree program, as well as an associate instructor position at Indiana University's Jacobs School of Music.

Jacob Skiles (UAB '20) has started his Master of Music in Piano Performance degree program at Florida State University, where he is also a teaching assistant.

UAB Piano in the News

www.uab.edu/cas/music

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2020 – 2021

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Biographies of AMTA Executive Board Members

Stephanie Archer, NCTM holds degrees in piano performance and pedagogy from the University of Mobile and Louisiana State University. She is currently a student at Florida State University where she is pursuing a PhD in Music Education with an emphasis in piano pedagogy. She also runs a private studio in Tallahassee.

Kevin Chance, NCTM serves as Assistant Professor of Piano at the University of Alabama, and he is the current Vice President of MTNA. He maintains a busy schedule as a performer, clinician, and adjudicator, and he holds degrees from Birmingham-Southern College, Louisiana State University, and the Eastman School of Music.

Daniel DeKonty, Jr. is currently President of the Baldwin County Music Teachers Association. He earned a Bachelor of Arts in Music with an emphasis in piano and voice from Kennesaw State University. Daniel also studied undergraduate music at Shorter College and Lee University as well as post-graduate work in music education at West Georgia University.

Wendy McGee, NCTM, holds a Bachelor's Degree in Saxophone Performance & a Master's Degree in Piano Pedagogy from Wichita State University. She was former adjunct faculty at Oakwood University where she developed the piano proficiency program now used by the music department. She currently teaches at her independent studio, Providence Music in Athens. Wendy has formerly served as president of the Huntsville Music Teachers Association and as AMTA Soundboard editor.

Laura Beth Mitchell-Bisset, NCTM serves as the Coordinator of Academy Music for the Samford Academy of the Arts. Mitchell-Bisset is nationally certified in piano and holds a BM in theory and composition with university honors and a MM in piano performance and pedagogy from Samford University, and a DMA in piano performance from the University of Alabama.

Ka Man "Melody" Ng, NCTM directs the Keyboard Studies, and serves as Associate Professor/Artist-Teacher of Piano at The University of Alabama in Huntsville. Melody is an award-winning performer and clinician that brings STEM and Music together through interdisciplinary research and outreach programs.

Dr. Eun-Hee Park is Assistant Professor of Music and Head of the Keyboard Area at the University of Montevallo. She has given numerous concerts throughout the United States, South Korea, Japan, Italy, Brazil, and Costa Rica. As a recording artist, she has released albums on the Naxos, Emeritus, MSR Classics, Navona Records, and Capstone labels.

Dr. Brittney Patterson is Assistant Professor of Music at the University of Montevallo where she teaches Flute and Music History. She earned her Doctorate from the University of Alabama, her master's degree from the University of Northern Colorado, and her Bachelor's Degree from the University of Tennessee. Brittney has performed with the Tuscaloosa Symphony Orchestra, the Memphis Symphony Orchestra, is Vice-President and Principal Flutist of the Memphis Repertory Orchestra and is a co-founder of the Delta Blue Chamber Players.

Joshua Pifer is Keyboard Area Head and Assistant Professor of Piano at Valdosta State University. Prior to Valdosta State University, he served at Auburn University and Florida State University. Praised for his "sensitivity," "color," and "depth" in performance, Joshua has appeared in concert on three continents and 25 U.S. states. Joshua believes that music is a tool for inspiration.

Lillian Roberts, NCTM is the Fine Arts Division Chair and Piano Instructor at Shelton State Community College in Tuscaloosa, AL. She also maintains a pre-college teaching studio and is an active collaborative accompanist and church musician. Ms. Roberts received her Master of Music degree in piano pedagogy from the University of Illinois at Urbana-Champaign and she completed a Bachelor of Music degree (magna cum laude) in piano performance and pedagogy from Samford University.

Omar Roy serves on the faculty of the Moody School of Music at the University of Alabama where his teaching duties include Applied and Group Piano, Piano Ensemble, and both Undergraduate and Graduate Piano Pedagogy. Omar earned his DMA in Piano Performance and Pedagogy at the University of Oklahoma.

Scott Schwab serves on the faculty of University of South Alabama, maintains an active career as a performer and teacher. Prior to joining the faculty of University of South Alabama, Dr. Schwab held a position on the piano faculty of Casper College in Wyoming, and previously taught courses in class piano at the University of Denver and the University of Colorado.

Frances Schwemmer: I graduated from Opp High School, then graduated from the University of AL in Tuscaloosa with a Bachelor of Music Degree and studied under Amanda Penick. I moved to Huntsville after graduation and opened a private studio. The second year that I was in Huntsville I joined Max Camp's studio (Camp School of Music) where I taught privately with him until he joined the faculty of the Univ. of SC. I married, moved my studio to my home and have been teaching continuously in Huntsville. I have served as a VP of AMTA, District Chair for the Hsv. area for many years, have held several offices in the HMTA. I have entered students each year in the AMTA auditions and have had winners in solo, concerto, composition, and chamber music categories. It is a pleasure to have been on the board of AMTA for many years with such gifted musicians!

Dr. Ronald Shinn, NCTM, a Past President of AMTA, has earned several teaching awards, and his students have earned first place awards at all levels. He was a piano professor at Huntingdon College for 30 years and 12 years at Samford University. Mostly retired, he continues teaching in a home studio.

Barbara Shinn, NCTM, recently retired, has been a member of the music faculty at Huntingdon College and Samford University. She served as AMTA President (1998-2000), received Teacher of the Year award (2006) and is currently 2nd vice president for membership and certification chair.

Kristie Smith, NCTM is the historian/publicity officer. She is the current president of the Shoals Area MTF while also working as a collaborative pianist at UNA. She serves her church as pianist and director of youth. She and her husband, Stacy, reside in Florence with their daughter, Holly.

Cindy St. Clair enjoys an active career as a teacher, performer, adjudicator, and guest lecturer. She is Visiting Assistant Professor of Piano at Samford University, where she teaches applied piano lessons, graduate and undergraduate pedagogy courses, and coordinates the class piano curriculum.

Jason Terry is a pianist, educator, and author. His passion intersects at traveling and creating opportunities for musicians to grow in their craft. He is on faculty at Samford University where he serves as Director of Keyboard Studies and teaches piano-related courses.

Jodean Tingle has taught at Birmingham-Southern College since 1982, as a full-time Conservatory piano, theory, and pre-school music teacher. Jodean also teaches as an adjunct piano instructor in the college. She has been very active with the teachers' organizations and has held several offices including AMTA President. Currently she is the Birmingham Metro Music Forum President and Chair of the Alabama MTNA Competition.