

This lecture highlights literature from cognitive psychology and cognitive neuroscience of music performance. The talk will begin with a clarification of basic issues in musical memory and a brief overview of how these capacities develop in infants, children and teenagers. It will then unpack and address the following questions formulated by members of the Rochester Piano Teachers' Guild and the Rochester Chapter of NYSMTA: what are good practice habits? How can teachers promote efficient and effective practice? What makes a good sight reader? Why is it that some students seem to be great at memorization by ear but poor sight readers or, conversely, great sight-readers but poor at memorization? Science is only beginning to answer these questions--and though many findings match teachers' and performers' intuitions, there are a few surprises.