

A Structured Approach to Learning Management in Piano Classes: A Case Study of Chopin's Polonaise Op. 53

¹Zhu Yuanyi and ²Sinam Klaywong

Bangkok Thonburi University, Thailand.

Email: ¹zhuyuanyi621@foxmail.com, ²sinamklaywong@gmail.com

Received May 18, 2025; **Revised** June 10, 2025; **Accepted** June 30, 2025

Abstract

This article aimed to study Learning Management in Piano Classes for Polonaise Music. The research sample consisted of three piano instructors from the Sichuan Conservatory and three second-year students from the Piano Department. Research tools included semi-structured academic interviews along with classroom observations. The study employed qualitative methods, with data collection focusing on both interviews and classroom observations. The findings revealed that *The Polonaise in A-flat Major, Op. 53 (Heroic)*, composed by Chopin in 1842, is renowned for its grandeur, patriotism, and resilience. This piece follows a ternary form (A-B-A) with a 3/4 rhythm, expansive arpeggios, and sweeping octaves, symbolizing Poland's struggle for liberation. It serves as a powerful symbol of Polish nationalism. The learning management of *The Polonaise in A-flat Major, Op. 53*, which is structured in ternary form and set in a 3/4 time signature, is effectively integrated into piano classroom instruction to enhance piano performance skills and cultural interpretation. The learning process emphasizes well-structured principles and lesson plans, incorporating lecture-based teaching, demonstrative methods, cooperative learning, and interactive sessions. The assessment focuses on four key components: Practical Performance (50%), Learning Management Achievement (30%), Positive Character Traits (10%), and Class Attendance (10%). This approach effectively develops students' technical skills, cultural appreciation, positive character traits, critical thinking, and musical interpretation, fostering well-rounded and comprehensive musical education.

Keywords: Polonaise; Learning Management; Piano Class

Introduction

Researcher studied piano classroom management at the Sichuan Conservatory of Music and found that students majoring in classical piano performance demonstrated a strong interest in Polish dance music. These pieces are widely performed during music festivals organized by the university, as well as at community music events hosted by local organizations. Polish dance music is particularly popular in presenting classical music styles. Consequently, instructors have integrated these compositions as key content in piano classes. Researcher conducted interviews with instructors and second-year piano major students, revealing that classroom challenges were not primarily technical but stemmed from difficulties in understanding the character of the music, interpreting its meaning, and performing Polish dance pieces naturally. Polish dance music is characterized by its lively rhythm and beautiful melodies that reflect classical music traditions, embodying the unique cultural identity of

Poland. Therefore, in the context of university-level piano classes, effective learning management is crucial. It is necessary to design lesson content that comprehensively covers various aspects of the music, including an understanding of European musical culture. This is especially important as Chinese piano major students work to interpret and perform these culturally rich pieces authentically.

The selection of this sample group focused on second-year piano majors because, by this stage, students have typically completed the transitional phase from secondary to higher education and have begun to integrate into the university's academic and social environment. The second year of university studies is characterized by engagement with subject matter, providing a suitable period to introduce foundational concepts of creativity and interpretation. Therefore, researcher identified second-year university students as the target group for exploring the integration of visual imagery, imagination, and music in the learning process.

Researcher reviewed the literature on learning management for higher education institutions and found that learning management at the university level plays a role and has responsibilities related to people, knowledge, and society. Therefore, the goals of higher education are determined based on the principles of educational institutions, which are: producing graduates with a focus on teaching and learning management, conducting research to generate knowledge for academic excellence, and providing academic services to apply knowledge for development, innovation, and societal enrichment. (Ounraun & Onthanee, 2023) Learning management refers to the implementation or arrangement of teaching and learning environments based on the principles or theories of the instructor, aiming to enable learners to achieve the specified learning objectives. (Phoyen, 2021) Learning management serves as a tool that encourages learners to love learning, stay focused, and achieve meaningful learning outcomes. The success of students in reaching their learning goals depends significantly on effective learning management by instructors. If teachers can select and apply appropriate and effective learning management strategies, it will positively impact students' learning outcomes, as follows: Gain knowledge and understanding of the subject matter. Develop skills or expertise in the subject matter. Foster a positive attitude toward the subject being learned. Apply acquired knowledge to daily life. Utilize the knowledge gained for further studies in the future. (Saenghachai & Chansrisuk, 2023) Learning refers to the process by which an individual acquires new experiences, leading to changes in behavior, knowledge, skills, values, or even existing levels of satisfaction. It also includes the enhancement of the ability to synthesize information. Learning does not occur through coercion but arises naturally within the context of learning environments. It does not happen instantly but rather depends on the amount and quality of experiences an individual has accumulated. Learning is a process of transferring existing experiences to new ones, rather than merely accumulating knowledge and facts (Toncich, 2014, p. 40-45) Learning is a process or method used by learners to construct deep understanding for themselves through goal-oriented learning activities. It is driven by a passion to succeed in acquiring that knowledge. Therefore, learning management becomes a crucial factor in facilitating meaningful learning, requiring educators to pay careful attention to three key components of the learning management process: Learning Objectives, clearly defining the goals that learners are expected to achieve. Learning Process, implementing structured and purposeful activities to enhance understanding. Assessment for Learning Development: Evaluating progress to continuously improve learning outcomes. (Wongyai & Patphol, 2020)

The Polonaise is a traditional Polish dance and musical form known for its stately rhythm and processional style. Originating as a peasant dance in the 16th century, it evolved into a ceremonial court dance symbolizing Polish pride. Typically written in 3/4 time, the Polonaise is distinguished by its strong emphasis on the first beat, giving it a graceful and grand

procession-like quality. (Fink, 2025) Based on the study of learning management principles, processes, and the benefits of systematic learning management, the researcher applied classroom learning management processes to the Polonaise. This involved exploring and designing classroom management that comprehensively covers various skills and enhances the learning potential of second-year piano major students at Sichuan Conservatory of Music.

1. Learning management

Learning management is a crucial process in designing classrooms that meet learning standards, essential competencies, and desirable characteristics of learners. It serves as a goal to develop learners with the qualities that align with educational objectives. Instructors strive to select effective learning processes and manage learning experiences that enable students to acquire knowledge through well-defined core content, while also instilling desirable traits and nurturing habits. This process further develops skills into key competencies that enhance students' abilities. (Babo & Azevedo, 2011)

Principles of Learning Management aims to equip learners with knowledge and skills according to learning standards, competencies, and desirable characteristics, with the fundamental belief that learners are of utmost importance. It is based on the conviction that everyone has the ability to learn and develop themselves. The process emphasizes the benefits to the learner, ensuring that learning management promotes the development of skills and natural learning to their fullest potential. Educators must take into account individual differences, developmental stages, as well as the integration of knowledge and moral principles. (Scrivener, 2012)

Learning Process.

Learner-centered learning management requires a variety of learning processes as tools to guide learners towards the goals of the curriculum. Essential learning processes for students include:

Integrated Learning Process. Combining various disciplines to create meaningful learning experiences.

Knowledge Construction Process. Encouraging students to build their own understanding through exploration and analysis.

Thinking Process. Developing critical, analytical, and creative thinking skills.

Social Process Promoting collaboration, communication, and interaction within learning communities.

Problem-Solving and Situational Learning Process: Equipping learners with the skills to face real-world challenges and solve problems effectively.

Experiential Learning Process: Learning through direct experience and reflection on that experience.

Management Process. Organizing tasks, managing learning activities systematically.

Research Process. Developing inquiry skills and the ability to conduct research for deeper understanding.

Character Development Process: Nurturing positive habits and moral values.

These processes serve as guidelines for effective learning management. instructor should be trained and developed in these areas as they contribute significantly to achieving learning management goals. Therefore, educators must study and understand various learning processes to select and implement them effectively in teaching practices. (Nagler, 2016) Researcher applied the principles and processes of learning management to the piece *The Polonaise*, designing a lesson plan that encompasses various skills and competencies. Additionally, a clear and consistent evaluation method was established to align with the learning content.

2. The Polonaise music.

The Polonaise is a traditional Polish dance and musical form characterized by its stately, elegant rhythm and proud, processional style. Historically, the Polonaise originated as a peasant dance in Poland during the 16th century, known as the "Polonez" or "Polska." Over time, it evolved into a courtly dance performed at ceremonial events, symbolizing Polish national pride and cultural heritage. (Paczkowski, 2017) Polonaise music is characterized by several distinctive musical elements that contribute to its unique style and cultural significance. One of the defining features of the Polonaise is its *time signature*¹, which is typically written in $3/4$ *time*². This gives it a rhythmic structure reminiscent of a waltz; however, it differs in its distinctly accented first beat. This strong emphasis on the first count lends the Polonaise its characteristic processional feel, marking each measure with a sense of grace and grandeur. In terms of *tempo*³, Polonaises are generally performed at a *moderately*⁴ slow and processional pace. This tempo is often described as majestic or noble, capturing the ceremonial elegance that is emblematic of Polish cultural tradition. The deliberate pacing allows for expressive interpretation and adds to the stately atmosphere of the dance.

The rhythmic pattern of the Polonaise is another defining aspect, featuring a strong first beat followed by two lighter beats, creating a rhythmic one-two-three pulse. This pattern is not only distinctive but also contributes to the dance-like quality of the music, making it both structured and fluid in its movement.

Structurally, the Polonaise traditionally follows a *ternary form (A-B-A)*⁵. This musical structure consists of three main sections, where the first section (A) presents the primary theme, the second section (B) introduces contrasting thematic material, and the final section (A) returns to the original theme, bringing the piece to a cohesive and harmonious close. This form allows for both repetition and contrast, which are key to its expressive power. Finally, the expression of the Polonaise is marked by its grandeur and emotive depth. Polonaises are often performed with a sense of *patriotism and dignity*, reflecting their historical significance as symbols of Polish national pride. This expressive quality enables musicians to convey both personal emotion and cultural reverence, making each performance a powerful representation of musical artistry and heritage. the Polonaise is not merely a musical composition but a cultural expression that encapsulates elegance, pride, and a deep connection to tradition. Its structured form, rhythmic distinctiveness, and expressive grandeur continue to make it a cherished part of classical music repertoires around the world. (Jackson, 2024) Researcher

¹time signature indicates how many beats are in each bar. A time signature allows a musician to count a steady beat while playing a piece. The time signature is written at the beginning of the staff. Each is used to represent a different pitch in written music

² A time signature of $3/4$ means count 3 quarter notes to each bar. This is an often-used time signature giving you a waltz feel. [1, 2, 3], [1, 2, 3], [1, 2, 3] Again, the rhythms in each bar can be anything as long as they add to 3 quarter notes.

³Tempo means the speed at which a piece of music should be played.

⁴ Moderately refers to is an Italian musical term that translates to "moderate" in English. It is a tempo marking used to indicate that the music should be performed at a moderate pace, neither too fast nor too slow. It is usually played at a tempo of 108 to 120 beats per minute

⁵Ternary form is a three-part musical structure, commonly represented as A-B-A. It consists of three sections: A (First Section): The initial theme or musical idea is introduced. This section is often lyrical and establishes the main melodic and harmonic elements. B (Contrasting Section): This middle section contrasts with the first, either through a change in key, melody, rhythm, or mood. It serves to create contrast and development within the piece. A (Return Section): The final section is a repeat or a modified return of the initial A section, providing a sense of resolution and symmetry to the overall form.

selected the piece *Polonaise in A-Flat Major, Op. 53 "Heroic"* by Chopin as the learning content in piano class.

3. Polonaise in A-Flat Major, Op. 53 Heroic.

The result of musicology analysis finding that The *Polonaise in Ab Major, Op. 53*, commonly referred to as the "Heroic," is one of Fryderyk Chopin's most iconic and celebrated compositions. Composed in 1842, this majestic work exemplifies Chopin's mastery of the polonaise form, infusing it with a sense of grandeur, patriotism, and unyielding spirit. Despite the title "Heroic" not being assigned by Chopin himself, it aptly reflects the piece's powerful rhythmic drive and bold musical character, evoking images of strength, resilience, and national pride.

The "Heroic" Polonaise is structured in a traditional ternary form (A-B-A), characterized by its vigorous main theme, a contrasting lyrical middle section, and a dramatic recapitulation. Its rhythmic foundation, set in 3/4 time, is marked by a strong emphasis on the first beat, a defining feature of the polonaise genre. This commanding rhythm, paired with expansive arpeggios and sweeping octaves, conveys a sense of marching triumph, symbolic of Poland's struggle and hope for liberation during Chopin's era. (Lim, 2022) Beyond its technical brilliance, the *Polonaise in Ab Major, Op. 53* stands as a testament to Chopin's deep emotional connection to his homeland, serving not only as a virtuosic display of pianistic prowess but also as a cultural emblem of Polish nationalism and heroic spirit. Researcher used Chopin's *Polonaise in A-Flat Major, Op. 53* as the learning content for piano classroom instruction.

Researcher employed the musical structure and elements as foundational tools for the development of innovative piano exercises. By defining the distinctive characteristics of the melody, the researcher established interpretive guidelines aimed at fostering creative musical expression, as outlined below.

Table 1 Learning Unit Management Structure Utilizing Chopin's Polonaise in A-flat Major, Op. 53.

In score	Position	Musical Skill	Keyword	Teaching	Assignment	Week
bar 1-7	Introduction	Articulation	the water's gentle flow	Lecture-Based Teaching,	Analysis	1
bar 14-16	Introduction	Phrasing	the lingering song of a violin	Demonstrative Teaching,	Analysis	1
bar 15-16	Introduction	dynamic	unspoken whispers,	Demonstrative Teaching,	Review literature And practice	2
bars 17-22	Section A	dialogue between hands.	refined and graceful	Demonstrative Teaching,	Analysis	3
bar 24-29	Section A	dynamic contrasts	The dance of shifting hues	Demonstrative Teaching,	Review literature And practice	4
bar 30-32	Section A	contrasts	the canvas in a symphony of color.	Demonstrative Teaching, Interactive Teaching.	Review literature And practice	5
bar 33-35	Section A	a series of low-octave	echoing with rhythm and crafted in form.	Demonstrative Teaching, Interactive Teaching.	Review literature And practice	6
bar 46-50	Transition from the End of Section A to the Beginning of Section B	Articulation	the water's gentle flow	Lecture-Based Teaching,	Analysis	7
bar 55-56,	Section B	Pedaling	the lingering song or short	Demonstrative Teaching, Interactive Teaching.	Review literature And practice	8
bar 57-65	Section C and Onset of Section A'	Tone Control	mastery	Demonstrative Teaching,	Analysis	9
bar 78-88	End of Section A' and Beginning of Section C	Repetition and variation	change	Lecture-Based Teaching,	Analysis	10

bar 90	Middle Section – Section C	Phrasing	the lingering song of a violin	Lecture-Based Teaching,	Review literature And practice	10
bar 95-100	Middle Section – Section C	Phrasing	the lingering song of a violin	Demonstrative Teaching,	Review literature And practice	11
bar 101-107	Middle Section – Section C'	Texture	passage	Demonstrative Teaching, Interactive Teaching.	Review literature And practice	12
bar 108-113	Middle Section – Section C'	Motivic	refined and graceful	Demonstrative Teaching, Interactive Teaching.	Review literature And practice	13
bar 152-157	Transition from the Middle Section to the Return of Section A'	Clarity in Virtuosity	Articulation	Demonstrative Teaching, Interactive Teaching.	Analysis	14
bar 163-165	Section A'	Accent	Language accent	Demonstrative Teaching,	Review literature And practice	14
bar 168-181,	End of Section A' and Beginning of the Coda	Architectural Closure	Tension	Demonstrative Teaching, Interactive Teaching.	Review literature And practice	15
Performance test						

Table 1 presents the researcher's application of Polonaise in A-flat Major, Op. 53 to develop piano exercises and symbolic explanations. These tools are designed to enable learners to engage actively in interpretation and musical expression in the classroom. The researcher created a total of 18 piano exercises, carefully selected from the piece, and structured them for a 16-week instructional program. These exercises are organized according to the ternary form of the musical composition.

Through structured in-class learning over the 16-week period, students are expected to develop a continuous and well-structured understanding of learning skills. An assessment is scheduled for the 16th week to evaluate the students' progress in three keys: 1. Knowledge, 2. Skills/Processes, 3. Morality, Ethics, and Values.

4. Brief Biography of Frédéric Chopin

Frédéric Chopin (1810–1849) was a Polish-French composer and pianist of the Romantic era, celebrated for his solo piano compositions and piano concertos. His remarkable imagination and refined craftsmanship secured his reputation as one of the greatest tone poets in music history.

Chopin's father, Nicholas, a French émigré, worked as a tutor for aristocratic families before becoming a French teacher at the Warsaw Lyceum, where Chopin studied from 1823 to 1826. Raised in a family with artistic interests, Chopin showed a deep emotional response to music from an early age. By six, he was recreating melodies he heard and composing his own. At seven, he began formal piano lessons with Wojciech Zywny, quickly surpassing his teacher with his original style and creative approach to the piano.

Chopin's prodigious talent led to early public performances, including his debut at eight years old and a performance before Russian Tsar Alexander I at eleven. His reputation as a musical prodigy grew as he composed works such as the *Polonaise in G Minor* at age seven, which was published shortly after. His compositions, including polonaises, mazurkas, and rondos, established his musical voice early on. At sixteen, he was enrolled at the newly established Warsaw Conservatory of Music under the mentorship of Polish composer Joseph Elsner, with whom he studied musical theory. (Cintron, 2022)

5. Learning Management in Piano Classes for Polonaise Music.

Learning management in the piano classroom begins with foundational principles. Researcher applied learning principles to music instruction. Learning management for piano classroom instruction is a crucial process in designing a learning environment that meets the standards in three main areas:

1. Knowledge: Understanding musical concepts and theoretical foundations.
2. Skills/Processes: Developing practical performance skills and mastering musical techniques.
3. Morality, Ethics, and Values: Cultivating desirable attitudes, competencies, and character traits in learners.

The primary objective of learning management in the piano classroom is to cultivate students' competencies in accordance with established educational goals. A significant focus is placed on students' understanding of Polish dance music, alongside the development of the ability to perform musical works that embody diverse cultural expressions. This aligns with the broader aim of enriching students' musical perspectives and enhancing their interpretative skills. To achieve this, instructors employ strategic learning methodologies that emphasize analytical thinking, practical application, and active engagement during class activities. Carefully structured musical content, presented with clear objectives and deliberate organization, serves as the foundation for these learning experiences. This methodical approach ensures that students acquire not only technical proficiency but also a profound appreciation of musical traditions from various cultural backgrounds. The learning process emphasizes the development of positive attributes and constructive learning habits. Through systematic and reflective practice, students' piano skills are honed into artistic talent.

5.1 Learning Process

Student-centered Learning Management in Piano Instruction.

Student-centered learning management necessitates a diverse range of learning processes. The researcher employed the following instructional strategies. Lecture Method with Piano Exercises. Key concepts of the lesson are presented through piano exercises, enabling students to understand the principles demonstrated in melody and rhythm, including melodic functions and the coordination of the right and left hands.

Discussion Method. This approach encourages students to engage in conversations and exchange perspectives on the musical content. The objective is to identify common areas of interest and deepen understanding through collaborative exploration of the pieces.

Demonstration Method. This teaching method allows students to learn through observing the instructor's performance, accompanied by step-by-step explanations. It enables learners to grasp the practical application of techniques as they witness them firsthand.

Cooperative Learning Method. This collaborative learning strategy involves both students and instructors working together to understand the melodies that students wish to perform. It fosters a shared responsibility in creating emotional expression during the performance, allowing Polish dance music to be reinterpreted from the learner's perspective. Employing a diverse range of learning processes in classroom management serves as a guiding tool to lead students toward the learning objectives in piano instruction, ultimately enriching their musical understanding and performance skills.

Integrated Learning Process in Piano Instruction into Cultural Interpretation Through Musical Phrases.

The Integrated Learning Process involves the combination of various disciplines to create meaningful learning experiences. Cultural interpretation, however, remains a challenging aspect of musical education, even when students have thoroughly grasped performance techniques. To address this issue, the researcher proposes a classroom strategy that involves creating "words" from short melodic phrases to define meanings and study cultural contexts. For example, the exercise titled "*Broken Chords in A-flat Major Inspired by Chopin's Polonaise in A-flat Major, Op. 53*," focuses on Bars 1–7 and Bars 14–16. The researcher introduces an interpretive process by integrating artistic visualization with musical exercises. The theme from the *Polonaise* is transformed into a series of *Broken Chords in A-*

flat Major, where the notes are arranged as follows: the right hand plays with fingers 5, 4, 2, 1 descending to the left hand with fingers 1, 2, 3, 5. In this approach, students are guided to interpret the musical phrase with the poetic expression: “*The serene whisper of the water's gentle flow.*” This phrase serves as a conceptual anchor, inspiring learners to visualize and emotionally connect with the melody.

This interpretive strategy is further enhanced by applying the Cooperative Learning Method, where students collaboratively explore the characteristics of the melody from their own perspectives. This collective exploration promotes active participation and deeper emotional engagement, encouraging students to design and shape the mood of the music. The Integrated Learning Process, when combined with evocative *phrases*, serves as a motivational force, empowering students to delve deeper into cultural interpretation and artistic expression through their piano performance.

Knowledge Construction Process.

Encouraging students to build their own understanding through exploration and analysis. In this process, students learn through lectures focused on techniques and the performance of *Polonaise in A-Flat Major, Op. 53 "Heroic."* Learners are expected to analyze the musical elements to gain a thorough theoretical understanding, including the meaning and function of each musical phrase. Guided by the instructor, students construct their own understanding through musical analysis, fostering deeper comprehension and interpretative skills.

Thinking Process.

Aimed at developing students' critical, analytical, and creative thinking skills. In this process, the researcher assigns tasks to students, requiring them to take musical pieces that have been analyzed for their musical elements and interpret them in the form of words or phrases that convey similar aesthetic qualities. Students then share their interpretations with the instructor, leading to a collaborative discussion that deepens understanding. This analysis culminates in a practical application where students perform piano exercises based on the assigned phrases, such as “*The serene whisper of the water's gentle flow.*” This phrase is then expressed musically through *Broken Chord* exercises and revisited in the *Theme* of Chopin's *Polonaise in A-flat Major, Op. 53*. This method encourages learners to engage in analytical thinking before practical execution, which in turn enhances their imagination and creativity. Through this reflective process, students are guided to develop their own interpretative style and artistic expression.

Review Literature Process.

Developing inquiry skills and the ability to conduct research for understanding. In the review literature process, researcher emphasizes exploring cultural background of Poland, including aspects such as climate, videos of the Oder River, traditional attire, and dance movements that share common melodic characteristics with *Chopin's Polonaise in A-flat Major, Op. 53*. Understanding the historical and cultural context of these melodies, which are expressed through different cultural practices, provides deeper insights into the meaning of the melody in *Chopin's Polonaise in A-flat Major, Op. 53* according to Polish cultural traditions.

Character Development Process.

Nurturing positive habits and moral values. The study of classical music in China involves a unique cultural perspective, as learners are grounded in Chinese musical traditions. Crossing the cultural boundaries to study Polish music represents an etic approach—understanding an outside musical culture with respect and appreciation for its unique values. In this context, learning Chopin's *Polonaise in A-flat Major, Op. 53* requires students to honor and respect Polish musical culture while simultaneously expressing their own artistic creativity as Chinese pianists.

This cultural appreciation promotes positive values by encouraging learners to transcend cultural barriers while interpreting Chopin's music. It emphasizes the importance of respecting Polish musical traditions, yet also acknowledges the individual pianist's creative input during interpretation. The melodic meaning, therefore, is shaped by the performer's understanding and cultural perspective.

Understanding classical music without diminishing the value of Chinese musical heritage, while also honoring and respecting the essence of Western classical traditions, forms the core of the Character Development Process. This approach nurtures positive cultural values, fostering mutual respect and artistic integrity.

These processes serve as guidelines for effective learning management in piano classrooms. Instructors apply these principles and processes, playing a crucial role in achieving learning management goals. Therefore, teachers must understand the diverse learning processes to select and implement them effectively in their teaching. Researcher applied learning management principles and processes to The Polonaise, designing a teaching method that encompasses both musical skills and creative abilities. Additionally, a clear and consistent assessment method was established to align with the learning content, ensuring that evaluation accurately reflects students' understanding and performance.

5.2 Evaluation of the Knowledge Construction Process

After the completion of the piano class, the instructor evaluates the students' progress based on the following criteria:

Knowledge Construction. Learners develop an overall understanding of the musical piece, its structure, and can define the distinctive characteristics of its melody as "words" through their comprehension of musical elements.

Cognitive Process. Students are able to enhance their analytical thinking skills and creativity through assigned tasks. They explore the cultural characteristics of the Polish people through research and draw comparisons to similar aesthetic qualities in cultures familiar to them. They actively listen and share their interpretations with instructors in a creative manner, suggesting innovative approaches from their own perspectives.

Research Process. Students explore the cultural background of the Polish people, understanding the distinct features of the melody and comparing it with traditional dance movements. They submit reports on the historical and musical cultural context of Polish music through melodic analysis.

Character Development Process. Students are capable of selecting relevant knowledge and expressing their views creatively. They listen, analyze, and express themselves with critical judgment. Learners demonstrate respect for classical music culture while also expressing their own artistic creativity as Chinese pianists. They understand the creative contribution to musical pieces and the artistic integrity interpreted by the performer.

The learning management structure is thoughtfully designed to evaluate students' progress and achievements in piano instruction through a well-defined assessment system. This structure is built upon four main components, each contributing to the overall evaluation of student performance.

The most significant component of the assessment is Practical Performance, which accounts for 50% of the total grade. This reflects the importance of hands-on practice and the ability to perform piano pieces with technical proficiency, expressive interpretation, and adherence to musical structure. Practical performance serves as a direct indicator of the student's skill development and mastery of the instrument.

The second component, contributing 30% of the total grade, is the Learning Management Achievement Assessment. This aspect is grounded in a structured six-step process, which is evaluated directly by the instructor. These six steps encompass various stages

of learning, including student-centered learning management, integrated learning processes, cultural interpretation through musical phrases, knowledge construction, critical thinking, and literature review. This component is designed to measure students' understanding of the learning content and their ability to engage with it thoughtfully and reflectively.

Additionally, Positive Character Traits are considered in the assessment, representing 10% of the total grade. This evaluation focuses on students' attitudes, behavior, and commitment to learning. It emphasizes the importance of discipline, perseverance, and a positive mindset in musical studies, which are essential qualities for long-term growth and artistic development.

Finally, Class Attendance is allocated 10% of the total grade. This criterion underscores the significance of consistent participation in class activities and rehearsals, which are crucial for progressive skill-building and collaborative learning.

The grading scale for this assessment structure is clearly defined to reflect varying levels of achievement. Students who score 60 points or above are considered to have met the basic requirements and are awarded a Pass. Those achieving 70 points or above are recognized as Good, indicating a solid understanding and performance capability. A score of 80 points or above represents Very Good, demonstrating a high level of proficiency and engagement. Finally, students who excel with 90 points or above are awarded Excellent, signifying exceptional skill, knowledge, and musical interpretation.

This structured and balanced assessment approach not only measures technical ability and theoretical understanding but also encourages the development of positive character traits and consistent class engagement, ultimately fostering well-rounded musical education.

6. Knowledge from Research

This article aims to examine the learning management in piano classes for *Polonaise* music. Researcher conducted interviews with instructors and students, as well as observed classes over the course of one academic semester. The findings reveal that Polish dance music is particularly popular in piano classes. Based on these observations, the researcher selected a representative work for structured learning management in piano instruction—*Polonaise in A-flat Major, Op. 53* by Chopin. Researcher analyzed and categorized learning skills in a structured table to demonstrate the systematic learning management process in piano classes over a 16-week period. This structure encompasses key stages that cover the entire learning content: 1. Student-centered Learning Management in Piano Instruction, 2. Integrated Learning Process in Piano Instruction into Cultural Interpretation Through Musical Phrases, 3. Knowledge Construction Process, 4. Thinking Process, 5. Review Literature Process, 6. Character Development Process

The learning management structure is designed to evaluate students' competencies in piano instruction through four main components: Practical Performance (50%), Learning Management Achievement Assessment (30%), Positive Character Traits (10%), and Class Attendance (10%).

Practical Performance measures students' technical proficiency and expressive interpretation. Learning Management Achievement Assessment, structured around a six-step process, evaluates their understanding of musical concepts and critical thinking. Positive Character Traits assess attitudes, discipline, and commitment, while Class Attendance emphasizes the importance of regular participation. The grading scale is defined as follows:

- 60 points or above: Pass
- 70 points or above: Good
- 80 points or above: Very Good
- 90 points or above: Excellent

This model ensures a comprehensive evaluation of both technical skills and character development in musical education.

Conclusion

The research findings revealed that the structured implementation of Polonaise in A-flat Major, Op. 53 by Frédéric Chopin as the primary learning content effectively enhanced students' musical skills and interpretive abilities. The researcher applied a 16-week structured learning management framework grounded in key educational principles, including student-centered learning, cultural interpretation, knowledge construction, critical thinking, literature review, and character development. This pedagogical structure facilitated systematic skill acquisition, symbolic interpretation, and artistic expression.

The Polonaise, with its ternary (A-B-A) form, 3/4 time signature, and distinct rhythmic drive, provided an ideal platform for teaching technical proficiency and expressive interpretation. The structured learning plan integrated lecture-based instruction, demonstrative teaching, cooperative learning, and interactive sessions, aligning practical exercises with the composition's musical structure.

The assessment model was designed with four main components: 1. Practical Performance (50%) – Focused on technical execution and musical expression. 2. Learning Management Achievement Assessment (30%) – Evaluated students' understanding of musical concepts and cultural interpretation. 3. Positive Character Traits (10%) – Assessed students' discipline, commitment, and constructive behaviors. 4. Class Attendance (10%) – Emphasized the importance of regular participation. The grading scale reflected varying levels of achievement, promoting a balanced evaluation of technical skills and character development.

Overall, the study confirmed that integrating Polonaise in A-flat Major, Op. 53 into piano instruction not only improved technical abilities but also enriched students' appreciation of cultural, critical thinking, and musical interpretation. This structured pedagogical approach proved effective in fostering well-rounded musical education, linking technical mastery with cultural understanding and personal growth.

References

- Babo, R. & Azevedo, A. (2011). *higher education institutions and learning management systems: Adoption and standardization*. Information Science Press.
- Cintron, P. A. (2022). *Frederick Chopin's life and works and its influence on applied piano teaching*[Doctoral dissertation, Liberty University].
- Fink, M. (2025). *The Polonaise Principle: Rhythm, Melody, and the Art of Musical Balance*. CPI book.
- Jackson, N. P. (2024). Early modern polonaises and the myth of polish rhythms. *Journal of Musicology*, 41(2), 179-220. <https://doi.org/10.1525/jm.2024.41.2.179>
- Lim, C. W. (2022). Heroic Narratives and Chopin's Polonaise in Ab Major, Op. 53. *19th-Century Music*, 46(2), 163–193.
- Nagler, K. S. (2016). Effective classroom-management & positive teaching. *English Language Teaching*, 9(1), 163-172. <https://doi.org/10.5539/elt.v9n1p163>
- Ounraun, W. & Onthanee, A. (2023). An instructional model development based on social constructivism and authentic learning approaches to enhance differentiated instruction ability for student teachers. *Journal of Education and Innovation*, 25(1), 222-237. Retrieved from https://so06.tci-thaijo.org/index.php/edujournal_nu/article/view/247948
- Paczkowski, S. (2017). *Polish style in the music of Johann Sebastian Bach*. Rowman & Littlefield publishers.

- Phoyen, K. (2021). Active learning satisfy Education in 21stcentury. *Journal of Education Silpakorn University*, 19(1), 11-28. Retrieved from <https://so02.tci-thaijo.org/index.php/suedujournal/article/view/245317>
- Saenghachai, N. & Chansrisuk, C. (2023). The effects of project-based learning activities enhanced by the BCG economic model on work process skills and learning achievement in the career education subject of grade 7 students. *UMT-Poly Journal*, 20(1), 67-82. Retrieved from <https://so06.tci-thaijo.org/index.php/umt-poly/article/view/264167>
- Toncich, D. J. (2014). *Study and learning in the university system: A guide for undergraduate students*. Jossey-Bass.
- Wongyai, W., Patphol, M. (2020). *The heart of learning*. Innovative Leaders Center in Curriculum and Learning.