This paper presents the findings obtained through the articulation of technological resources, instructional materials and teaching procedures in Keyboard Accompaniment for adults, most of them without previous musical knowledge, as carried out in the undergraduate program in Music of the Federal University of Rio Grande do Sul (PROLICENMUS) between 2008 and 2012 in Brazil. PROLICENMUS was part of the national undergraduate project Programa Pró-Licenciaturas (Resolution CD / FNDE 034/2005), which was created by the Brazilian federal government with the goal of training and enabling the professional regularization of teachers already working – despite not meeting adequate qualification criteria (LDB 9394/96) – in the Primary School system of remote places. In musical education, especially of musical instruments, face-to-face methods still predominate, where individual lessons are permeated by emotional factors and marked by identity bond between master and disciples. In the scope of PROLICENMUS, however, this work was undertaken in form of distance learning. It was only supported by physical classrooms and tutors spread throughout the country, some of them not even musicians. PROLICENMUS had to break paradigms in order to ensure a collective learning process mediated by the internet and without direct contact between artist and apprentices; however, it showed consistency, quality and efficiency, accomplishing to be graded 5 in INEP’s evaluation, the highest rank awarded by the Brazilian Ministry of Education to undergraduate programs. A total of 189 new teachers were graduated throughout the national territory. This initiative often required adaptability to the still initial and fragile digital inclusion of users from different locations and cultural backgrounds, as registered in such a giant and plural country. It also demanded great capacity for networking relying on the complex multidisciplinary integration enabled by customized information and communication technologies. This paper emphasizes a specific facet of Keyboard teaching as a multidisciplinary integration in the e–learning modality, that combines Music, Pedagogical Design and Computing in Education.