# 8/12/2020

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 2 September 2020

Term and Year of Implementation: Fall 2020

**Course Title:** Class Piano I

**BRCC Course Rubric:** MUSC 1081

**Previous Course Rubric**: MUSC 108

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 0-2-1

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 0-30-30

**Louisiana Common Course Number:**

**CIP Code:** 50.0907

**Course Description:** To learn beginning piano skills, technique and basic knowledge about chord structure, note-reading and basic rhythms. No prior piano skill needed. This is semester one of a two semester course.

**Prerequisites:**  None

**Co-requisites:** None

**Suggested Enrollment Cap:** 17

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Identify all note names on the piano and on the grand staff.

2. Demonstrate proper posture, hand position and basic piano. technique

3. Demonstrate knowledge and ability to perform: major triads, major scales, beginning sight-reading, and beginning level piano repertoire.

4. Experience basic elements of music: melody, harmony, rhythm, texture, dynamics, tempo and form.

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Piano skills tests throughout the semester to include: scales and technical exercises; major chords and 5-finger exercises; sight-reading, hands alone, beginning level exercises; selected beginning level piano repertoire; and written exercises in music fundamentals (rhythm, note-reading, etc.)

2. Instructor designed rubric to evaluate musical components of individual student performance of beginning level piano repertoire

3. Class participation, attendance and skills based on cumulative learning

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Technique of Piano Performance

A. Hand position, fingernails

B. Posture

C. Wrists, elbows, relaxed

II. Grand Staff

A. Music notation – note names

B. Identify placement on piano

C. Treble and bass clef

III. Major triads

A. Structure

B. 5 finger patterns

C. Multiple key approach

D. Major arpeggios (12 keys)

E. Transposing

IV. Major Scale – one octave

A. Structure

B. Fingering

C. Thumb technique

V. Rhythm

A. Basic rhythms- notated

B. Sight-reading

C. Basic rests notated

VI. Repertoire – Beginning level

A. Identify pitch, rhythm

B. Study form

C. Practice hands alone

D. Practice hands together

VII. Key Signatures

A. Sharps, flats

B. Order of sharps, flats

C. Basic key signatures

VIII. Vocabulary of terms

A. Dynamics

B. Repeat signs

C. Tempo markings

D. Phrasing