# 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 II

**BRCC Course Rubric:** MUSC 1091

**Previous Course Rubric**: MUSC 109

**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:** Develop intermediate piano skills, review and augment knowledge of major and minor scale and chord structures, intermediate rhythms, build repertoire of intermediate level pieces; improvise and transpose beginning level repertoire. Basic piano skills required, ability to read beginning level music suggested. This is semester two of a two semester course.

**Prerequisites:** MUSC 1081 (or MUSC 108) with a grade of "C" or better, or by audition with the instructor

**Co-requisites:** None

**Suggested Enrollment Cap:** 17

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

1. Sight-read beginning level repertoire on the piano with correct fingering, pitch and rhythms.

2. Demonstrate intermediate piano technique and knowledge of dynamics, tempo, expression, phrasing and intermediate rhythmic notation.

3. Demonstrate knowledge and ability to perform: all major & minor triads, 6 major scales with knowledge of major key signatures.

4. Perform intermediate level repertoire with proper dynamics, tempo and expression.

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

1. Piano skills tests throughout the semester to include: Major Scales and technical exercises; Major and minor chords and 5-finger exercises; sight-reading, hands alone and together, beginning level exercises; selected intermediate level piano repertoire; and written exercises in music fundamentals (rhythm, note-reading, key signatures, chord recognition, etc.)

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

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

4. 4. Opportunities for individual, ensemble and class performances as ability determines

**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. Intermediate Technique of Piano Performance

A. Hand position, fingernails

B. Posture

C. Fingering

II. Notation – Grand Staff

A. Review music notation

B. Ledger lines and spaces

C. Treble and bass clef – sight-read short phrases

III. Major and minor triads

A. Structure

B. 5 finger patterns

C. Multiple key approach

D. Major and minor arpeggios (12 keys)

E. Transposing melodies, chords

IV. Scales

A. Major and minor scale structure

B. Fingering – 1-2 octaves

C. Diatonic triads

V. Rhythm

A. Intermediate rhythms- notated

B. Sight-reading of intermediate rhythm patterns

C. Intermediate rests notated

VI. Repertoire – Intermediate level

A. Identify pitch, rhythm, key signature, tempo, dynamics

B. Study form

C. Practice hands alone

D. Practice hands together

E. Sight-read beginning to intermediate level repertoire

VII. Key Signatures

A. Review sharps, flats

B. Learn the order of the sharps, flats

C. Identify major key signatures

VIII. Vocabulary of terms

A. Dynamics

B. Repeat signs

C. Tempo markings

D. Phrasing

IX. Improvising/Creating

A. Beginning rhythmic improvisation

B. Beginning melodic improvisation

C. Blues progression, blues scale