

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**PIANO INSTRUCTION  
MUS 1710**

**Class Hours: 0.0**

**Credit Hours: 1.0**

**Laboratory  
Hours: 0.5**

**Date Revised: Fall 1998**

**Catalog Course Description:**

Private instruction in piano beginning at student's entering level of proficiency. May be repeated for credit.

**Entry Level Standards:**

The student should display a sincere desire to perform at the piano on a level consistent with his background and potential. While music reading skills are helpful, previous training is not required.

**Prerequisites/Corequisites:** None

**Textbook(s) and Other Reference Materials Basic to the Course:**

The instructor will assign appropriate music for each student, taking into consideration the student's current level of proficiency.

**I. Week/Unit/Topic Basis:**

Basic technical studies and the study of standard repertoire will constitute the primary course content. The specific selection, amount, and level will vary from one student to the next depending on entry level and motivation level of the individual. Each week's assignment will contain some review work on previously assigned pieces, some exploration of new material, and technical work to support both situations. These efforts will culminate in a polished performance of one memorized piece and at least one other piece (unmemorized) to be performed at the end of the semester.

**II. Course Objectives\*:**

- A. Demonstrate a knowledge of playing the piano at a level consistent with the student's background and potential. I, II, III, IV
- B. Evidence an understanding of music notation, the basic elements of music, and related terminology. III, IV
- C. Acquire an appreciation for quality piano performance and literature. I, II, III
- D. Experience the humanizing effect of music and examine its capacity for affecting personal development and self-expression. I, II, III
- E. Apply a disciplined method of approach in the pursuit of long-term goals. II, IV

\*Roman numerals after course objectives reference goals of the Fine and Applied Arts department.

### III. Instructional Processes\*:

Students will:

1. Master appropriate repertoire and perform selected pieces as a final project, applying the skills developed in lessons to an actual musical performance. *Problem Solving and Decision Making Outcome, Active Learning Strategy, Transitional Strategy*
2. Interact with the instructor in evaluating technical skills and in discussing emotional content and personal reactions to the music being studied. *Communication Outcome, Personal Development Outcome, Active Learning Strategy*
3. Develop written reports of recitals they attend, emphasizing the correlation between information covered in class and the observation of principles in actual practice. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
4. Keep a daily journal of practice time spent outside the studio and will, in conjunction with the teacher, continually monitor it as to quality and quantity of time spent in preparation for lessons. *Personal Development Outcome, Active Learning Strategy*

\*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

### IV. Expectations for Student Performance\*:

Upon successful completion of this course, the student should be able to:

1. Demonstrate technical fluency in the performance of selected repertoire. A, B, C, D, E
2. Recognize artistic excellence in music heard at recitals and in portions of his/her own assigned music. C, D
3. Apply knowledge, terminology, and technical skills learned in lessons to actual performance. A, B
4. Plan and monitor the effectiveness of personal practice schedules. D, E
5. Recognize the emotional effect(s) of musical experiences. C, D
6. Evaluate strengths and weaknesses in piano performance. B, C
7. Enjoy the personal accomplishment of achieving a quality performance of selected repertoire pieces. C, D, E
8. Analyze works from piano literature by comparing and contrasting forms, styles, and ideas. B, C

\*Letters after performance expectations reference the course objectives listed above.

### V. Evaluation:

A. Testing Procedures: 20% of grade

At the end of the semester the student must present a polished performance of one memorized piece and an additional unmemorized piece. Additional material and pertinent technical exercises can be included at the teacher's discretion if the student's background and potential warrant it.

B. Laboratory Expectations: 70% of grade

Three hours of outside practice per week are a minimal requirement for this course. At each lesson during the semester the student is required to perform for the instructor and to apply suggestions for improvement in subsequent lessons. The average of these weekly lesson grades reflects the student's weekly preparation and technical / artistic improvement.

C. Field Work: 10% of grade

During the semester each student is expected to attend two live performances that feature a pianist as soloist, accompanist, or as a chamber musician. To receive credit for this activity, the student must submit a concert program and a brief report in which the student evaluates the performance and applies concepts studied in class.

D. Other Evaluation Methods: None

**VI. Policies:**

Attendance Policy:

College policy states that if a student misses more than 25% of regular class meetings, he will automatically receive a failing grade for the course. This applies to BOTH excused and unexcused absences. Since this class meets once a week, a student may miss no more than four lessons if he/she wishes to receive credit for the course. Departmental policy states that teachers will not teach make up lessons unless the instructor has to cancel a lesson or unless the student has to miss a lesson in order to participate in a school function. Lessons missed due to these two reasons will be rescheduled at a mutually convenient time. In the event that a student's involvement in a school function necessitates his missing a regular lesson, it is the student's responsibility to inform the instructor one week in advance and to arrange for rescheduling at that time.