

Sul Ross State University, Spring 2015

MUS 1211 001: Individual Instruction: Piano

Lana Cartlidge Potts, Instructor

FAB 107

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Student Learning Objectives for this course:

1. The student will make significant progress in learning technical piano skills, including accurate note reading, optimal fingering, appropriate dynamics and phrasing.
2. The student will make significant progress in learning functional piano skills, such as scales, sight reading, harmonization of melodies and accompanying.
3. The student will gain a greater knowledge of piano literature.
4. The student will learn, polish and perform at least one piece of appropriate difficulty for his or her level at a Studio Class during the semester and on the end of semester Student Recital.
5. The student will be able to critique a musical performance, including his or her own, with specific feedback regarding accuracy and musicality.
6. The student will attain greater confidence and satisfaction as a pianist.

Required Texts:

Alfred's Complete Book of Scales, Chords, Arpeggios & Cadences (in bookstore)

Alfred's Basic Adult All-in-One Piano Course, Level 1 (in bookstore)

The Campfire Songbook (see instructor)

Other piano literature will be assigned on an individual basis after assessing your skill level at the beginning of the semester.

Requirements:

1. Attend all lessons. We will establish a mutually acceptable 1-hour lesson time (or two 30-minute lesson times) during the first week of class, and that will be your lesson time for the rest of the semester. Excused absences will be made up at the instructor's discretion.
2. Practice: For MUS 1211 (two 30-minute lessons or one 1-hour lesson per week), the SRSU catalog states that you must *average* at least 10 hours practice per week. Weekly practice goals will be established at each lesson. Please bring a notebook to your lessons to write down these goals.
3. Make measurable progress on learning new technical skills (scales, sight reading, harmonization of melodies, piano literature). These skills allow you to become a working, collaborative pianist.
4. Attend all Studio Classes and Piano Classes and perform on at least one of each.
5. Successfully learn, polish and perform at least one piece of appropriate difficulty at a Piano Class and a Studio Class during the semester. Piano majors should also audition this piece for the end of semester Student Recital.
6. Piano Majors only: Successfully learn, polish and collaboratively perform at least one accompaniment of appropriate difficulty at a Studio Class during the semester.
7. Piano Majors only: Demonstrate your semester's work at the end of semester juries.
8. After observing a musical performance at a Music Program Recital or Concert during the semester, present a written critique of that performance with specific feedback regarding accuracy and musicality. Hard copy due no later than Monday, May 11, 2015, 5:00 pm.
9. At the end of the semester, present a written critique of your progress on learning technical and functional piano skills and literature. Hard copy due no later than Monday, May 11, 2015, 5:00 pm.

Grading: Consistent with the above requirements, your semester grade will be determined as follows:

Piano Majors:

1. Weekly Lessons: 5% each x 12 = 60%: To earn full points for a lesson, arrive on time with weekly practice goals accomplished.
2. Student Recital Performance: 10%. You must successfully audition to play on the recital and earn these points.
3. Accompanying Performance: 5%. You will be assigned a piece to play collaboratively with another music major, to be performed at a Studio Class (may also be auditioned for the Student Recital).
4. Jury Performance: 5%.
5. Attendance at all Studio Classes and Piano Classes: 1% each x 5 = 5%.
6. Performance at one Piano Class: 2%.
7. Attendance at 3 Music Program Recitals and Concerts: 1% each x 3 = 3%.
8. Written assignments:
 - a. End of Semester Personal Progress Evaluation: 5%
 - b. Critique of Recital Performance: 5%

Non-Piano Majors:

1. Weekly Lessons: 6% each x 12 = 72%: To earn full points for a lesson, arrive on time with weekly practice goals accomplished.
2. Attendance at all Studio Classes and Piano Classes: 1% each x 5 = 5%.
3. Performance at one Piano Class and one Studio Class: 4% each x 2 = 8%.
4. Attendance at 1 Music Program Recital or Concert: 5%.
5. Written assignments:
 - a. End of Semester Personal Progress Evaluation: 5%
 - b. Critique of Recital Performance: 5%

Schedule:

Weeks 1-4 (Jan. 20-Feb. 13): scales and chords, repertoire

Weeks 5-8 (Feb. 16-Mar. 13): scales and chords, sight reading, melody harmonization, repertoire

Weeks 9-15 (Mar. 23-May 6): scales and chords, sight reading, melody harmonization, repertoire, interpretation, performance

Program Learning Outcomes for Music are:

The graduating student will demonstrate that he/she:

1. Is able to integrate appropriate musical expression into performance
2. Is able to prepare appropriate program notes
3. Is able to evaluate and critique a musical performance
4. Has a general knowledge of music history

Accommodating Students with Disabilities:

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203. E-mail: mschwartz@sulross.edu.

Individual Piano Lessons Lesson Grading Rubric

Piano Majors:

- 5 = Prepared above and beyond level of assignment
Exceptional eagerness to learn
Notes and rhythms are accurate
Artistic use of style, tempo, phrasing and dynamics
- 4 = Can play entire assignment with few mistakes
Eager to learn
Notes and rhythms mostly accurate
Consistent use of expressive elements
- 3 = Can play entire assignment with average ability
Few excuses, ready to learn
Inconsistent note and rhythmic accuracy
Inconsistent use of expressive elements
- 2 = Can play some of assignment
Somewhat negative attitude or excuses
Many note and/or rhythmic inaccuracies
Little use of expressive elements
- 1 = Unable to play assignment
Unwilling to learn
Minimal note and/or rhythmic accuracy
No use of expressive elements
- 0 = Missed lesson

Non-Piano Majors:

- 6 = Prepared above and beyond level of assignment
Exceptional eagerness to learn
Notes and rhythms are accurate
Artistic use of style, tempo, phrasing and dynamics
- 5 = Can play entire assignment with few mistakes
Eager to learn
Notes and rhythms mostly accurate
Consistent use of expressive elements
- 4 = Can play entire assignment with average ability
Few excuses, ready to learn
Inconsistent note and rhythmic accuracy
Inconsistent use of expressive elements
- 3 = Can play some of assignment
Somewhat negative attitude or excuses
Many note and/or rhythmic inaccuracies
Little use of expressive elements
- 2 = Unable to play assignment
Unwilling to learn
Minimal note and/or rhythmic accuracy
No use of expressive elements
- 0 = Missed lesson