

Sul Ross State University, Fall 2015
MUS 1111 001: Individual Instruction: Piano
Dr. Karrin Ford,
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, and harmonization of melodies.
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 Piano Class during the semester.
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)
 Other piano literature will be assigned on an individual basis

Requirements:

1. Attend all lessons. We will establish a mutually acceptable 30-minute lesson time 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 1111 (one 30-minute lesson per week), the SRSU catalog states that you must *average* at least 5 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 both Piano Classes during the semester.
5. Successfully learn, polish and perform at least one piece of appropriate difficulty at a Piano Class during the semester.
6. 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, December 201 5:00 pm.**
7. 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, Dec. 201 5:00 pm.**

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

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 both Piano Classes: 4% each x 2 = 8%.
3. Performance at one Piano Class: 5%.
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%

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