

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: October 25, 2008

Department: Music Number: 303

Course Title: Piano 3 Units: 1

Total Semester Hours: Lecture: Lab: 48 Homework: 96 By Arrangement:

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)
Piano 302 or equivalent
2. **Corequisite** (Attach Enrollment Limitation Validation Form.)
3. **Recommended Preparation** (Attach Enrollment Validation Form.)
4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)
(no change)
5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)
(no change)
6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)
Upon successful completion of the course, the student will be able to:
 1. Interpret at the piano musical symbols commensurate with students' individual level representing concepts such as articulation, pedalling, and phraseology
 2. Learn and be able to perform in front of a group at least two significant piano works at students' own level
 3. Exercises: Be able to execute technical skills such as playing scales, arpeggios, and triads as related to students' individual level of ability

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

in addition to the Student Learning Outcomes as listed in #6 above, students will gain greater ease and comfort playing in front of peers and friends and will gradually develop an understanding that success in performance goes way beyond technical accuracy.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

A. "COMPOSER-IN-RESIDENCE":

1. Research of one composer in depth - his/her life, works, historical context
2. Learn to play and perform at least one piece of music by that composer
3. Perform in a class recital involving all students playing that particular composers' works

B. TECHNICAL SKILLS:

1. Individually tailored technical skills assigned, independently learned at students' pace

C. CONCERT ATTENDANCE:

- Attend one public piano recital and write a paper summarizing the experience

D. PERFORMANCE:

- Play on at least two in-class recitals
Optional end-of-term evening public recital on campus open to family and friends

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.) **If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.**

1. Class divided into levels of ability to target specific issues relevant to students' level
2. Less experienced pianists learn short, specific technical exercises given each week
3. Research project given on a composer they are playing to enhance contextual understanding
4. "Masterclass" setting in which students listen to each other each week and take part in the critical feedback process
5. In-class recitals and masterclass setting to promote comfort playing in front of others
6. Discussion and handout relating to "listening actively" to help aid students' appreciation of and comprehension at public concerts

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

1. Weekly one-on-one evaluation of students' progress on their piece/s to assess understanding of musical symbols and interpretations (see SLO #1)
2. Practice recitals and recitals to assess students' end products and their progress in playing in public (SLO #2)
3. Exams/Quizzes given one-on-one requiring students to demonstrate technical skills assigned (SLO #3)
4. Concert paper and critical feedback

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Varies semester to semester. Examples from past semesters include:

1. "Scale Skills Level 10" by Keith Snell (Kjos, 2000)
2. "Czerny-Schaum Exercises" (Belwin Mills, 2001)
3. "Piano Literature" from The Developing Artist Series by Faber and Faber (FJH, 2002)

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Submission Date:
