

COURSE SYLLABUS

Course: Piano

Grade Level: 9-12

Course Credit: ½ credit per semester

Instructor: Ms. Cassidy

Room#: F-102

School Phone#: 302-992-5500 x135

Prerequisite: None

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Welcome to this class! I hope this is the beginning of a wonderful process of learning for you.

Course Description:

This course is designed to teach the fundamentals of piano playing so that you can play piano for your own personal pleasure. Our goals are to have fun while learning. If we cannot have fun, then we cannot learn as well.

Instruction will focus on proper playing technique and encompass a variety of musical styles such as folk, rock, blues, and classical. You will learn how to read lead sheets and staff notation. You will also learn music theory and song writing.

Grading:

Grades will be based on attendance, effort, improvement, completion of assignments, performance, and your own self-assessment (see the grading rubric for class piano). You will be graded individually and not compared to other students in the class.

Final Project:

Your final written assignment will be to compose your own piece, play it for the class, and demonstrate the music theory you have learned. Compositions will be at least 32 measures long and you will use both hands for at least half the piece.

Exams:

Short written assignments and journal articles will be requested and must be completed throughout the semester. In addition, there will be one comprehensive written exam at the end of the term.

Attendance/Tardiness/Discipline:

The classroom policy is identical to the JDHS attendance and discipline policies in the student handbook. Please familiarize yourself with these district policies.

Grading Rubric for Class Piano

	<u>grade of A</u>	<u>grade of B</u>	<u>grade of C</u>	<u>grade of D</u>	<u>grade of F</u>
Performance <i>30% of grade</i>					
Repertoire	Can play Baroque, Classical, Romantic, Modern, and Pop pieces.	Can play pieces in a variety of styles.	Can learn a couple new pieces each week.	Can play a few simple pieces from memory.	Can't play a piece from start to end.
Literacy	Can read the Grand Staff in 4 octaves, including rhythm, dynamics, and articulation.	Can identify the white keys within the Treble and Bass staves.	Can place the hands in C, G, F, D, Am, Em, Dm, and Bm positions.	Did not learn how to read staff notation.	Who is reading this rubric to you?
Affections	Plays with aesthetic sensitivity, communicating the emotion of each piece.	Strikes the correct keys, but playing sounds mechanical.	Recognizes but can't execute musical marks.	Pounds the keys in a monotonous manner.	Oblivious to music's markings and symbols.
Practice Habits <i>30% of grade</i>					
Technical Skills	Spends 90% or more time practicing, listening, thinking.	Spends 80% of the time in rehearsal.	Spends 70% of the time in rehearsal.	Spends 40% or more of time not learning.	Ignores the Teacher, off-task, damages the instruments.
Improvement	Shows vast improvement from start to end of term.	Shows much improvement from start to end of term.	Shows some improvement from start to end of term.	Shows little improvement from start to end of term.	Has wasted the oxygen in the classroom.
Attendance <i>30% of grade</i>	No unexcused absences.	Less than three unexcused absences.	Less than five unexcused absences.	Less than nine unexcused absences.	Nine or more unexcused absences.
Assignments <i>10% of grade</i>	Completes 90% of assignments.	Completes 80% of assignments.	Completes 70% of assignments.	Throws assignments on the floor.	Eats the assignments.
Metacognition	You have no idea that you're doing everything right, because you have achieved mastery.	You're aware that you're doing everything right, via concentration and effort.	You are aware that you're making mistakes, but don't know how to fix them.	You have no idea that you're doing everything wrong.	You have no clue as to why you're in this class, or what you're supposed to be doing.

