

**Bergen Community College**  
Division of Business, Arts, and Social Sciences  
Department of Visual and Performing Arts

**Course Syllabus**

**MUS-131 Class Piano I**

**Basic Information about Course and Instructor**

Semester and year: Course and Section Number: Meeting Times and Locations:
Instructor: Office Location: Phone: Departmental Secretary: [optional] Office Hours: Email Address:

**Course Description:**

This is an introductory course designed to provide fundamental piano instruction.

Prerequisites: none.

Co-requisites: none.

1 lecture, 1 lab, 1 credit

**Student Learning Objectives and Assessment:**

As a result of meeting the requirements in this course, students will be able to:

<b>Learning Objective</b>	<b>Assessment</b>
1. Demonstrate proper piano technique through the study of scales, arpeggios and triads using proper hand position.	Performance Test & Quiz In class exercises
2. Apply appropriate harmonization to simple folk songs using block chords, albert bass, waltz bass and broken chords.	Performance Test & Quiz In class exercises
3. Memorize and perform simple compositions.	Performance Test & Quiz In class exercises
4. Demonstrate the ability to sight-read rhythm and melody with one and two hands in both treble and bass clef.	Performance Test & Quiz In class exercises
5. Discover piano repertoire from a variety of musical genres and styles.	Performance Test & Quiz In class exercises

**Textbook Requirements:**

Instructors may select a text from below:

Contemporary Class Piano (latest edition) by Elyse Mach. Oxford University Press.

Alfred's Adult Piano Book 1 by Willard A. Palmer, Morton Manus, and Amanda Vick Lethco.

Students should come to each class prepared with books, handouts, pencils and blank staff paper. They are required to access the course Moodle site.

**Evaluation:**

Students are expected to attend all classes. Attendance is 25% of the final grade. Each class attended will be calculated as .83 point toward the final grade. (.83 X 30 = 24.9) If a student is 20 minutes late for class, or leaves class early, attendance is forfeited for that day.

Attendance 25 % (please read the above information)

Quizzes 25%

Midterm 25%

Final 25%

Assignment details and grading rubrics will be posted on the Moodle site.

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+ 70 - 75 = C 65-69 = D

E =Unofficial Withdrawal W =Official Withdrawal INC=Incomplete 0–64 = F

Any work turned in late from the original due date shall be deducted by one letter grade. Two letter grades shall be deducted after the second week from the due date, and three letter grades after the third week from the original due date. There are no make-up examinations unless approved in advance by the instructor.

**BCC Attendance Policy:**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes. Students will be evaluated on attendance and participation in class using the following criteria: consistent attendance; evidence of studying text and assignments; completed daily assignments; quality classroom responses. Each class can potentially count as .837 points towards the possible 20% score for attendance and participation. A letter grade totaling 20% of the final grade will be determined by the instructor based upon the aforementioned criteria.

**Bergen Community College Academic Policies:**

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or student handbook for further information on this topic. Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by federal regulation implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA). Please review the college catalogue for further information on this topic.

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog. Please review the statement on acceptable use of BCC technology in the college catalog. Faculty hold 3 office hours per week, and as requested by students, by appointment. Students are encouraged to seek out their faculty member for academic needs.

**Student and Faculty Support Services [optional but recommended]**

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 <a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a>
English Language Resource Center	Room C-212	<a href="http://www.bergen.edu/elrc">http://www.bergen.edu/elrc</a>
The Tutoring Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/tutoring">http://www.bergen.edu/tutoring</a>
The Writing Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/owl">http://www.bergen.edu/owl</a>
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 <a href="http://www.bergen.edu/oss">http://www.bergen.edu/oss</a>
BCC Library – Reference Desk	Room L-226	201-447-7436

**Special Note on the Tutoring Center**

**The Henry and Edith Cerullo Learning Assistance Center** encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at <https://bergen.edu/current-students/student-support-services/tutoring/>. Tutoring services are available for this course in the Tutoring Center. I strongly recommend that you make use of those services as we progress through the course. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908.

**Special Note on the Food Pantry**

**The Bergen Community College Center for Food Action** is available to meet the urgent needs of members of our campus community. The Food Pantry provides non-perishable food items, toiletries, and additional support services in an environment that emphasizes discretion and confidentiality. Anyone needing assistance is encouraged to visit C-111A) Tuesday from 9am-1pm and Thursday from 2pm-6pm. Monday through Thursday from 9am-4pm and on Fridays from 9am-3pm. Donations will also be accepted at HS-100. Please call 201-447-7191 for more information.

**Include a Course Outline and Calendar [can be combined in a single syllabus section]**

The Course Outline and Calendar must include all of the following elements:

- A *daily or (at least) weekly schedule of topics* to be covered.
- Dates for *exams, quizzes, or other means of assessment*. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- *Due dates for major assignments* – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any *required special events* must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topics & Assignments	Learning Objectives
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

See the Sample Course Outline and Calendar below.

**Course Outline:**

The following outline may be revised at the discretion of the instructor. Specific readings and written assignments will be shared during class meetings and posted on the course Moodle site.

WEEK	TOPIC	LEARNING OUTCOMES ADDRESSED
1	Student assessment Technique: introduction to hand position, posture, 5 finger pattern Sight-reading: as assigned (use of reading exercises to focus intervallic reading. Repertoire: as assigned (use of 5 –finger repertoire in keys C, G,) Theory: scales (5 finger patterns) group 1 major	1, 3, 4, 5

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2	<p>Technique- scales (5 finger patterns) group 1 major          Theory – intervals whole steps, half steps, P5 P4 3 and octave          Sight-reading – assignments to feature intervallic reading both clefs          Repertoire – 5 finger repertoire and scalar melodies, keys of C, G, D</p>	1, 3, 4, 5
3	<p>Technique- scales (5 finger patterns) group 2 major review of group 1          Theory – tonic chord. P5 review, 3rds and interval reading          Sharp, flat and natural          Sight-reading – assignments to feature intervallic reading both clefs          Repertoire – 5 finger repertoire and scalar melodies, keys of C, G, D, F</p>	1, 3, 4, 5
4	<p>Technique- scales (5 finger patterns) group 2 major and minor          Theory – secondary factors: dynamics          Key signatures identification major keys          Sight-reading – assignments to feature intervallic reading both clefs          Repertoire – 5 finger repertoire with extended fingerings outside 5 finger pattern in keys of: C, G, D, F, A,</p>	1, 3, 4, 5
5	<p>Technique- scales (5 finger patterns) group 3 major and minor          Theory – secondary factors, slur, tie, legato, staccato          Key signature review          Sight-reading – to include meters of 4/4, 3/4 and 6/8          Repertoire – 5 finger repertoire with extended fingerings outside 5 finger pattern in keys of: C, G, D, F, A, and parallel minor repertoire</p>	1, 3, 4, 5
6	<p>Technique- scales (5 finger patterns) group 3, major and minor          Theory – tempo markings          Sight-reading – Major, minor 5 finger patterns including meters of 4/4, 3/4 and 6/8          Repertoire 5 finger repertoire with extended fingerings outside 5 finger pattern in keys of: C, G, D, F, A, and parallel minor repertoire</p>	1, 3, 4, 5
7	<p>Technique- (5 finger patterns) group 1-3 review major and minor          Theory – cycle of 5ths, tempo markings and other specified secondary factors          Sight-reading – – Major, minor 5 finger patterns including meters of 4/4, 3/4 and 6/8</p>	1, 3, 4, 5

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	Repertoire – 5 finger repertoire with extended fingerings outside 5 finger pattern in keys of: C, G, D, F, A, and parallel minor repertoire	
8	Technique- All 5 finger patterns, major and minor Theory – structure in music ABA, AB, Da Capo. Sight-reading – – Major, minor 5 finger patterns including meters of 4/4, 3/4 and 6/8 Repertoire – 5 finger repertoire with extended fingerings outside 5 finger pattern in keys of: C, G, D, F, A, and parallel minor repertoire	1, 3, 4, 5
9	Technique- scales – C major scale hands alone Theory – Chords and inversions hands alone. The 6 and 6/4 chord Sight-reading – Major, minor 5 finger patterns including meters of 4/4, 3/4 and 6/8 Repertoire – Repertoire with extended fingerings outside 5 finger pattern in keys of: C, G, D, F, A, and parallel minor repertoire	1-5
10	Technique- scales - C major scale hands alone Theory – I IV V7 I cadence chords with inversions (accompaniment patterns) Parallel major and minor scales, chords and inversions hands alone Sight-reading – Major, minor 5 finger patterns including meters of 4/4, 3/4 and 6/8, increasing in complexity of independent hand motion Repertoire – Repertoire with extended fingerings outside 5 finger pattern in keys of: C, G, D, F, A, and parallel minor repertoire	1-5
11	Technique- scales C minor scale hands alone Theory – I IV V7 I cadence chords with inversions, parallel major and minor scale (G major and G harmonic minor) chords and inversions C, G Sight-reading – Major, minor 5 finger patterns including meters of 4/4, 3/4 and 6/8, increasing in complexity of independent hand motion to include left hand chordal accompaniment Repertoire – Repertoire with extended fingerings outside 5 finger pattern in keys of: C, G, D, F, A, and parallel minor repertoire	1-5
12	Technique- scales C minor scale Theory – I IV V7 I cadence chords with inversions Relative major and minor scales, chords and inversions C, G, D Sight-reading – Major, minor 5 finger patterns including meters of 4/4, 3/4 and 6/8, increasing in complexity of independent hand motion to include left hand chordal accompaniment Repertoire – Repertoire with extended fingerings outside 5 finger pattern in keys of: C, G, D, F, A, and parallel minor repertoire	1-5
13	Technique- scales C major and harmonic minor scale, hands together	1-5

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	<p>Theory –I IV V7 I cadence chords with inversions          Relative major and minor scales: C, G, D, F.          Sight-reading – as assigned          Repertoire – continuation of repertoire with extended fingerings outside 5 finger pattern in keys of: C, G, D, F, A, and parallel minor repertoire</p>	
14	<p>Technique- scales – hands together, C, G, D, F, F#          Theory – tonic, supertonic, median, subdominant, dominant, sub-median and Leading tone          Sight-reading – Major and minor 5 finger patterns including meters of 4/4, 3/4 and 6/8, increasing in complexity of independent hand motion to include left hand chordal accompaniment          Repertoire – memorization tips, continuation of repertoire with extended fingerings outside 5 finger pattern in keys of: C, G, D, F, A, and parallel minor repertoire</p>	1-5
15	<p>Technique- scales – hands together, C, G, D, F, F#- at even tempo          Theory – tonic, supertonic, median, subdominant, dominant, sub-median and leading tone          Sight-reading – final exam – performance and written          Repertoire – final exam – performance and written</p>	1-5