

# Paul Laurence Dunbar

## Beginning Piano Keyboarding - B1

Course Syllabus, 2018-2019



**Instructor:** Mrs. Tiffany Marsh  
tiffany.marsh@fayette.kyschools.us

**Course Room:** 107

**Course Description:** Performance-based music class through learning the piano keyboard.

**Materials Needed:** Pocket Folder  
Notebook Paper  
Staff Paper (or will be provided)  
Pencil (no pens allowed when writing in music)

**Texts/Music:** Bastien Intermediate Piano for Adults, Book 1  
(performance and theory text)  
Supplemental piano music

**Google Classroom:** <https://www.classroom.google.com> (Class Code: 3eqxftd)  
**Music Theory Website:** <http://www.musictheory.net>

### Classwork/Homework

- The purpose of classwork and homework is to practice using the skills and competencies we are learning in class. It is an essential part of learning.
- Practice is meant to develop skills; therefore it will not factor into the final grade.

### Formative Assessments

- Formative assessments are short checks of learning given during the learning process. The purpose of formative assessment is to measure students' progress as they learn.
- All units will be designed with formative assessments focused on learning targets that build toward the summative assessment.
- Formative assessment is meant for feedback; therefore, it will not factor into the final grade.

### Intervention and Enrichment During Learning

- The goal is to help all students reach or exceed mastery for the standards in this class.
- Formative assessment results will be used routinely to develop individual, small group, and whole-class interventions and extensions during class.
- Intervention and enrichment activities will be during class prior to the summative assessment which will occur every 2 weeks.

### Summative Assessments/Projects

- Summative assessments measure achievement on standards at the end of learning.
- Summative assessments will take the form of major quizzes, unit tests, papers, projects, presentations, etc.
- Summative assessments will be scored using the 5-point rubric below:

- Scoring guidelines, models, and/or rubrics with clear descriptions of the work at the Mastery of Standard and Advanced Mastery levels for the standards/ learning goals being assessed will be provided.

Performance Level	Pts	General Description
<b>Advanced Mastery</b>	<b>5</b>	The student demonstrates evidence of mastery at a higher level of rigor or complexity than the standard states.
<b>Mastery of Standard</b>	<b>4</b>	The student demonstrates evidence of mastery at the level of rigor that is consistent with the language of the standard.
<b>Approaching Mastery</b>	<b>3</b>	The student demonstrates evidence of mastery of most of the learning goals associated with the standard, but does not demonstrate mastery on the full grade-level standard.
<b>Developing Skills</b>	<b>2</b>	The student demonstrates evidence of partial mastery of most of the learning goals associated with the standard.
<b>Not Yet</b>	<b>0.1</b>	The student demonstrates little or no evidence of mastery of the learning goals associated with the standard (typically by failing to demonstrate the knowledge, processes, skills, and/or understandings stated in the standard).
<b>Missing</b>	<b>M</b>	The student does not submit the required work.

#### Requesting Reassessment on a Standard

- All students will have at least one opportunity to improve their learning results on a summative assessment of a standard (excluding final exams/ final projects) after the following have occurred:
  - Missing assignments from the unit have been completed.
  - Additional instruction is provided.
  - Formative assessments have been completed at a higher level of learning than was evident on the original assessment.
- For standards that are repeated within the same semester, standards may be embedded in an assessment later rather than offering a stand-alone re-take.
- To request reassessment, students should speak with Mrs. Marsh before the end of the 6 week grading period.

#### Final exam

- Final exams/projects may be reported as a cumulative score.
- Re-takes are not available for final exams or projects.

#### Culminating Semester and Final Project

A portion of the semester and final grades will be in the form of a performance recital including selected works studied throughout the semester. Due to this being a performance-based class, attendance is mandatory. Students may earn a low semester grade for an unexcused absence from recital.

The Piano Class recitals will be held the following dates:

**Winter Recital: Wednesday, November 28 at 7:00 – PLD auditorium OR Rm 904**

**Spring Recital: Wednesday, May 1 at 7:00 – PLD auditorium OR Rm 904**

**Category Weights**

<b>Formative*</b>	<b>Summative</b>	<b>Final Exam</b>
0%	80%	20%

- Performance Tests: Performance tests will coincide with the completion of the piano book chapters. Before continuing to the next chapter, a performance test (including all of the pieces within the chapter) must be completed. Performance tests will also be required for supplemental pieces. The culminating performance test will be in the form of recital at the end of each semester.

**Course grading scale**

<b>Final Course Average</b>	<b>Letter Grade</b>
4.0-5.0	A
3.0-3.99	B
2.0-2.99	C
1.0-1.99	D
0-0.99	F

*Please note that the Infinite Campus gradebook category and course averages will display as a % between 0-5. The letter grade will match the ranges listed above.*

**Units**

At the completion of a subunit each student must "test out" to proceed to the next subunit. This will consist of a brief written review sheet and a playing exam.

<p><b>UNIT 1</b>  <b>Orientation of the Keyboard</b>                      Introduction to the Keyboard</p>
<p><b>UNIT 2</b>  <b>Music Theory and the Keyboard</b>                      Music Notation                      Harmonizing Melodies                      Reading in Middle C                        Scales: C, G, F                        Performance Etiquette                      (in conjunction with Piano Class Recital)                      Key Signatures prior to semester end</p>
<p><b>UNIT 3</b>                      Duets                      Reading in G</p>

New Rhythms Reading in F Scales, Chords, Inversions Continue Major Scales (D, A, E, B)
<b>UNIT 4</b> Historical Performance (Time periods/Composers) Development of Piano

### School Wide Expectations

- Follow the 5/5 rule. Hall passes available only after five minutes into the block, until five minutes before the end of the block.
- Report to class on time. You must get a tardy note before coming to late if you are late.
- Follow all school rules.

### Show your Dunbar PRIDE

- Positive
- Respectful
- Involved
- Dependable
- Excellent...Every day!

### Classroom Behavior Expectations

- At start of class, be in assigned seat and ready for instruction.
- Focused practice everyday.
- Participate cooperatively.
- Strive for your best.
- **No gum, eating, or drinking** (other than water) in the classroom. **The keyboards are expensive items we need to keep food and drink away from them.**

### Note from Mrs. Marsh

This class gives you an opportunity to expand your artistic ability in the application of a musical instrument. As you work at your own pace you will find your niche as a pianist. Understand with learning any instrument you must give time, have patience, and enjoy the process. Everyone in the class will enter with different backgrounds and experience levels in music, which will allow us to learn from one another. My hope is that after your piano study this year you will continue music in some form or fashion, whether it be pianist, amateur player, or audience member. Welcome to Piano Keyboarding !!

