

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Music</u>						
<b>COURSE RUBRIC AND NUMBER</b>	<u>MUAP 1266</u>						
<b>COURSE TITLE</b>	<u>Individual Instruction in Keyboard Instrument II (F)</u>						
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>0</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>2</u>	<u>2</u>	<u>0</u>	Credits	Lec	Lab
<u>2</u>	<u>2</u>	<u>0</u>					
Credits	Lec	Lab					

**I. Catalog Description**

Continues individual study of piano and other keyboard instruments. This course is required when the principal instrument is in the keyboard group. Provides one one-hour lesson and nine practice hours per week. **Requires Music Coordinator's approval. Prerequisite: MUAP 1265. Individual Instruction fee.**

**II. Course Objectives**

Upon satisfactory completion of this course the student will be able to:

- A. Demonstrate the use of proper fingering, and hand position, and control on the keyboard through playing major and minor scales and primary triads appropriate to scales chosen.
- B. Sight read and play piano literature, solo, or in ensembles. See suggested repertoire below:
  - 1. Faber, Randall. *Adult Piano Adventures: A Comprehensive Piano Course: All-in-One Lesson Book 1*. Faber, 2002.
  - 2. Olson, Lynn Freeman. *Essential Keyboard Repertoire: 100 Early Intermediate Selections in Their Original Form: Baroque to Modern*. Alfred, 1995.
  - 3. Palmer, Willard A., et al. *The Complete Book of Scales, Chords, Arpeggios & Cadences: Includes All the Major, Minor (Natural, Harmonic, Melodic) & Chromatic Scales - plus Additional Instructions on Music Fundamentals*. Alfred Pub. Co., 1994.
- C. Demonstrate an understanding of basic music symbols and terminology, basic rhythm patterns, notation and basic chords.
- D. Learn the stylistic differences between the music of the Baroque, Classical, Romantic, and Modern time periods.

**III. Evaluation**

- A. Student evaluation will be based on the subjective appraisal by the instructor of student progress during the semester as shown in:
  - 1. Student's progress on their etudes, scale studies, and repertoire.
  - 2. A minimum of two pieces as selected by the instructor which they will perform on their appropriate studio recital or on Thursday Student Recital, on two separate occasions.

- a. Attendance at the Thursday Student Recital. If the student cannot attend these then the student is required to attend a musical performance at EPCC or within the community and show proof of attendance for every absence.
3. A different piece and appropriate exercises will be performed for a jury at the end of the semester in front of at least three faculty members including their own teacher. This performance will be evaluated by the instructor with the advice of the jury.
  - a. Student must be dressed appropriately for the performance.
- B. Students must continue to attend the Thursday Student Recital/ Studio Recital once a week. If students are unable to attend these recitals or performances in the community, then the following amount of absences will result in the lowering of their final grade for this course:
  1. 2 or more absences = 1 letter grade lower
  2. 4 or more absences = 2 letter grades lower
  3. 6 or more absences = 3 letter grades lower
  4. 8 or more absences = 4 letter grades lower
  5. 10 or more absences = A grade of F in lessons
- C. The course grade as determined above will be reduced one letter for excessive absences in lessons; and by two letters for failing to appear for juried examination.

#### **IV. Disability Statement (Americans with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

#### **V. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

#### **VI. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.