Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – ENSEMBLE-PIANO  
Course Prefix and Number – MUEN 1132  
Department – Visual & Performing Arts  
Course Type: (check one)  
☒ Academic General Education Course (from ACGM – but not in WCJC Core)  
☐ Academic WCJC Core Course  
☐ WECM course (This course is a Special Topics or Unique Needs Course: Y☐ or N☒)  

Semester Credit Hours #: Lecture hours#: Lab/other hours #: 1:0:3  
Equated Pay hours for course – 1.5

Course Catalog Description – Designed for the student who plans to transfer and major or minor in piano with emphasis on two pianos, piano four hands, chamber music, and piano accompaniment. Emphasis on sight reading, piano technique, and interpretation of both original and specially arranged compositions for piano ensemble. May be taken four semesters for credit toward graduation.

Prerequisites/Corequisites – Consent of instructor.

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Lee Lemson  
Signature  
Date 6/11/10

Department Head Joe Waldrop  
Signature  
Date 1 June 2010

Division Chair Paul N. Spellman  
Signature  
Date 6-13-10

Vice President of Instruction or Dean of Vocational Instruction Ty Pate  
Signature  
Date 6-7-10
I. Topical Outline –
1. Major scales in various configurations two octaves hands together played by both students
2. Minor scales in various configurations two octaves hands together played by both students
3. Major cadences in three positions hands together played by both students
4. Minor cadences in three positions hands together played by both students
5. Major triad inversions in three positions hands together played by both students
6. Minor triad inversions in three positions hands together played by both students
7. Major arpeggios in three positions hands together played by both students
8. Minor arpeggios in three positions hands together played by both students
9. Playing four hand piano literature from various eras and cultural styles
10. Playing together as an ensemble with blend and balance
11. Playing together as an ensemble with tight rhythms
12. Playing together as an ensemble with emphasis on the melody line.
13. Learning performance etiquette
14. Practicing a minimum of 4.5 hours per week

II. Course Learning Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>1. The students should be able to play together major and minor scales with accuracy, correct fingering and good hand position.</td>
<td>1. Weekly assignments on playing scales will be given and assessed the following week by playing the assigned scales.</td>
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<tr>
<td>2. The students should be able to play together major and minor cadences, triad inversions, and arpeggios with accuracy and confidence.</td>
<td>2. Weekly assignments on playing cadences, triad inversions, and major and minor arpeggios will be given and assessed the following week by playing the assigned materials.</td>
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<tr>
<td>3. The students should be able to play piano repertoire together from different cultures and eras.</td>
<td>3. Weekly assignments of piano repertoire for four hands will be given and assessed the following week by playing the repertoire with greater accuracy, artistry, and a sense of ensemble.</td>
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<td>4. The students should be able to play together with proper performance etiquette.</td>
<td>4. The students will be assessed as performers by playing recitals and taking a jury at the end of the semester.</td>
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<tr>
<td>5. The students should be able to play together with blend, balance, and an attention to the dynamics of melody and harmony.</td>
<td>5. A time record sheet will be turned in each week by both students to verify the practice times taken for each week.</td>
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<tr>
<td>6. The students should practice together for a minimum of 4.5 hours per week.</td>
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</tbody>
</table>

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.
No texts will be assigned. The students will be asked to buy piano repertoire for four hands and will be provided piano and rhythm exercises by the instructor.

IV. Suggested Course Maximum - 2

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
Two baby grand pianos and a recording system.
VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

The students must be prepared to demonstrate increased skills in assigned materials and will receive a weekly grade accordingly. They must perform in a recital and/or a jury by playing at least two selections from repertoire assigned during the semester. The students must also present an hourly practice time schedule each week and have practiced a minimum of 4.5 hours per week on assigned materials. The final grade will be assessed from the weekly grades, recitals, jury, and practice times through the semester.

VII. Curriculum Checklist

☑ - Academic General Education Course (from ACGM – but not in WCJC Core)
   No additional documentation needed

☐ - Academic WCJC Core Course
   Attach the Core Curriculum Checklist, including the following:
   ● Basic Intellectual Competencies
   ● Perspectives
   ● Exemplary Educational Objectives

☐ - WECM Courses
   If needed, revise the Program SCANS Matrix & Competencies Checklist.