

Spring 2026 Ball State University College of Fine Arts / School of Music / Music Performance
MUSP 200 Section 54 Performance Major Level Piano Study
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Office Hours: TBA

Course Description

Students will have the opportunity to develop musical and technical skills through the study of keyboard literature, technique studies, and functional skill exercises selected to meet individual needs.

Course Objectives / Student Learning Objectives

Students will study a balanced curriculum of repertoire, technique, and functional skills appropriate to each student's degree and future career goal. At the completion of a semester of MUSP 200, students will be able to:

1. Perform appropriate technique exercises in preparation for the junior standing piano proficiency examination. (See proficiency requirements below.)
2. Master repertoire selections to demonstrate improvement in technique, expressive communication / interpretation and historical style performance practices in preparation for the semester juries and recitals.
3. Demonstrate competency in functional skills as appropriate to the student's major and career objectives, and in preparation for the junior standing piano proficiency examination. (See proficiency requirements below.)

Rationale

All performance majors must achieve an appropriate level of mastery on their chosen principal instrument/voice as demonstrated at BSU by successful completion of the junior standing jury and junior and senior recitals. These experiences for performance majors are essential as defined by the National Association of Schools of Music accreditation organization.

Communication

I will respond to email from your official Ball State University email address as soon as possible during regular Monday-Friday work days within the semester. Responses will likely be delayed if I am out of town.

Lesson Schedule

Undergraduate piano performance majors usually register for two-four hours of course credit and receive a one-hour lesson per week. Regular lesson times will be scheduled at the mutual convenience of the teacher and student at the beginning of each semester.

Resources / Requirements:

1. Recording device to record weekly lessons and studio class performances.
2. Notebook or device to take notes
3. Pencil with eraser ☺
4. Metronome or metronome app
5. Music scores, purchased as soon as possible, within a reasonable amount of time after repertoire has been assigned. Many free domain scores may be found via the internet, such as the IMSLP/Petrucci Music library, found at http://imslp.org/wiki/Main_Page. These are not necessarily the best editions. You must consult me on the choice of editions prior to purchasing your scores to avoid having to purchase more than one score. If free copies are not legally available, library copies or temporary photocopies may be used as long as the music score has been ordered.

Course Expectations / Grade Evaluation

Lesson Grades (75% of the grade)

Lesson grades – evaluated on the basis of quantity and quality of work (accuracy in pitch, rhythm, fluency, etc.), continual progress and improvement, attitude and effort, and public performances. Specific goals will be determined at each lesson to achieve during the following week. Tempo is not important, unless it is specific to one of the goals, but consistent and accurate performing will be essential. If a student has repertoire that needs to be memorized, a minimum of approximately 16 measures of repertoire per week should be memorized.

Summary of Accomplishments

Students must submit before each lesson a list of the specific achievements for the week, such as 1) “learned all notes and rhythms with good fingering at a tempo of quarter note = 70 in a consistent tempo” or 2) “Memorized measures 1-32”, etc. Students should submit this list in a continuous Word document or Google document, with the most current lesson information at the top so that the document is in reverse chronological order. Each summary should be titled with the date of the lesson for which it is submitted. The summary should also indicate the total hours the student practiced since the last lesson report. **Failure to submit the summary of accomplishments will result in the lowering of the lesson grade by one letter.**

Performance Major Hearing / Jury Requirements (25% of the grade)

At the end of each semester of piano study, students will perform a hearing / jury of memorized repertoire for the piano faculty. (The first semester of each level is called a “hearing” and the second semester, which involves passing to the next year standing, is called a “jury.”) At least two contrasting styles must be presented. Piano hearings / juries are usually scheduled the first day of finals week each semester. Performance majors should perform 10 minutes of repertoire for each hearing and jury. Prior to or at the junior standing jury, students must pass a separate proficiency of technical and functional skills. Selections from the junior and senior recitals should be played in the 5th through the 8th semesters. Junior and senior recitals substitute for the jury in the semester they are performed.

Please note: final grades will be lowered one letter grade for students not attending studio regularly, or for undergraduate students who do not successfully perform in area seminar at least once during the semester.

Minimum expectations for a grade of “A”:

(Note: completion of these requirements does not guarantee an “A” – your general progress this semester and overall performance for the semester will influence your grade as well.)

1. Attend lessons regularly without unexcused absences.
2. Attend studio classes and recitals without unexcused absences. Perform all jury repertoire selections at least once in studio class. Perform in area recital at least once.
3. Attend required piano recitals and guest masterclasses unless prohibited from doing so by a class or other significant commitment (you must request permission in advance if you have unavoidable conflicts).
4. Learn and memorize hearing / jury repertoire requirements by the deadlines indicated. All hearing / jury pieces must be prepared with accurate basics such as notes, rhythm, fingering, articulation, and general dynamics with a consistent tempo **by midterm unless otherwise instructed**. Repertoire pieces should be memorized and performed in studio class by the dates listed on the course schedule. Students are expected to memorize a portion of repertoire each week (usually at least 16 measures) until all pieces have been securely memorized.
5. Achieve a hearing / jury grade average of a B or greater.
6. Show appropriate progress in technical studies to enhance performance of repertoire and to prepare for the junior standing proficiency.
7. Performance majors should practice a **minimum** of 21 hours per week. Practice journals are highly recommended for all students.
8. Prepare repertoire accurately for lessons with attention to correct notes, rhythms, fingerings, and

interpretive elements. Demonstrate consistent improvement in repertoire on a weekly basis, with specific attention to those challenges identified in lessons. Solve or remedy specific problems identified in the previous week's lesson and achieve required goals.

9. Obtain legal personal copies of all music studied as soon as possible after assignment.

Piano Performance Major Proficiency Requirements

Successful completion of this proficiency is required for achievement of junior standing by all piano performance majors. Students must pass each requirement prior to or at the jury for junior standing. If a student does not pass any individual requirement on the first attempt, they have one additional opportunity to pass it.

1. **All major and minor scales** (all 3 forms), hands together one octave apart, through a 4-octave range. Minimum tempo: quarter note = 100 (in sixteenths).*
2. **All major and minor arpeggios**, hands together one octave apart, through a 4-octave range. Minimum tempo: quarter note = 100 (in triplets) or 76 (in sixteenths).*
3. **All dominant-seventh and diminished-seventh arpeggios**, hands together one octave apart, through a 4-octave range. Minimum tempo: quarter note = 76 (in sixteenths).*
4. **Open-score sight-reading** (play any number of parts together up to 4 voices). Representative examples may be obtained from your teacher
5. **Piano score sight-reading** at the appropriate level. Representative example for piano performance: R Schumann: *Album for the Young*, Op. 68, No. 21.
6. **Successful accompanying experience:** Evidence may be provided by a satisfactory report from the coordinator of accompanying, a School of Music ensemble conductor, or a studio instructor for whom you performed accompanying responsibilities (in the form of a simple e-mail to your teacher).

*Your instructor will determine an exact tempo recommendation based on your degree area and your technical background. In most cases, this will be faster. Rules for standard fingering apply.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process.](#)]

Practice Facilities

Students may practice in the designated practice rooms in the music building. Piano performance majors should practice on the grand pianos in the locked practice rooms. Students need to secure a key to these rooms from the instrument room as soon as possible by paying the required fees. Students reserve practice rooms through the current policies determined by the School of Music office.

Performance Opportunities

1. Studio Classes and Studio Recitals

Piano performance majors are required to attend studio classes. Students will perform in studio class when repertoire selections are adequately prepared. Piano performance majors should perform all hearing/jury selections for class from memory at least once during the semester and are expected to perform on the studio recital.

2. Degree Recitals.

Performance majors are required to perform both junior and senior degree recitals. Scheduling of these recitals will occur through the current School of Music policies and procedures.

3. Area Recital Hour

Piano performance majors are required to attend all piano area recital hours, scheduled on selected Fridays between 9:00 and 11:00 am. Students will have the opportunity to perform in area recital hour when appropriate, and must perform in area recital hour at least once each semester.

4. General Recital Hour

Piano performance majors are required to attend all general recital hours, which are scheduled on selected Mondays at 1:00 pm. Students who have demonstrated successful performances of memorized repertoire in studio class and/or area seminar may request permission to perform the same repertoire on the general recital hour. Performance requests for general recital hour usually need to be scheduled far in advance of the performance date, since the time slots fill up quickly.

Note: A minimum of six public piano performances throughout the entire degree is required of all piano majors in order to graduate and must be documented in your school of music student file. Area seminar, general recital hour, and public classical solo recital performances all count as public performances. See Dr. Rhoden if you have any questions.

Course Schedule

By Friday of **week 8** – all jury pieces should be prepared with accurate basics such as notes, rhythm, fingering, articulation, and general dynamics with a consistent tempo, and **at least one piece** should be performed in studio class from memory by this date.

By Friday of **week 12** – all jury pieces should have been in performed in studio class by this date.

By Friday of **week 14** - Submit completed hearing/jury sheets for approval

Tuesday of finals week – individual hearing/ jury with the piano faculty by appointment

Attendance Policy

Students are required to attend all lessons regularly and should arrive on time. Consistent with [University policies regarding student absences](#), absences will be excused for the following: funeral and bereavement leave, jury duty, late course addition, military absences, observance of religious holidays, pregnancy leave, student-athletes participating in University- or department-approved activities, and university advisories. In addition, excused absences include a BSU-sponsored activity (travel notice required) or illness requiring absence from lessons. **If you wish to request an excused absence from any lesson for any reason, you must communicate with and receive approval in advance.** It is the student's responsibility to inform the instructor as soon as possible of anticipated absences, and to arrange for a make-up lesson for any excused lesson absence. **Both unexcused lesson absences and excused lesson absences that are not rescheduled will receive a failing grade.** Excessive tardiness may be considered as absences. Absence from 20% or more of regularly scheduled lessons for any reason may result in a failing grade.

Course Withdrawals

Please contact your instructor before withdrawing from any university registration to discuss options to be successful in the course. You should also check with the Ball State Financial Aid office to see if a withdrawal affects your financial aid in any way.

University Syllabus Statements

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit www.bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu.

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

University Student Services

The Learning Center

The Learning Center offers free tutoring for many courses. We also provide writing and study skills tutoring. Students can make appointments for virtual (Zoom) or in-person (NQ 350) appointments.

To make an appointment, visit my.bsu.edu and click on "Navigate" in the Additional Tools section, or just go directly to <https://bsu.navigate.eab.com> [Links to an external site.](#) You can also download the Navigate Student app.

The Learning Center also has drop-in tutoring (no appointment necessary) for math, chemistry, and biology. Check our website for more information.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

For more information about all of our programming visit www.bsu.edu/learningcenter [Links to an external site.](#) or call 765-285-1006. Email us at learncenter@bsu.edu.

Follow us on Instagram and X: BallStateLC

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the

evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

The Speaking Center

The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.