Ball State University College of Fine Arts / School of Music / Music Performance

APPLIED PIANO – MUSP 200
Piano Performance

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Lesson Time: Arranged

COURSE DESCRIPTION:
Applied weekly lessons for piano majors, principals, and minors with an individualized plan of study including keyboard literature, technique, and functional skills.

COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES

- Increased knowledge of keyboard repertoire
- Further development of healthy technique
- Improved ability to communicate musical ideas effectively, informed by an understanding of various musical styles and genres
- Development of effective, goal-oriented practice habits and greater independence in learning
- Cultivation of performance skills appropriate to student's goals, interests, and career objectives

LESSON SCHEDULE AND ATTENDANCE POLICY
Each student will receive one lesson per week, with lesson length based upon the number of credit hours for which the student is registered (one hour of course credit = ½ hour lesson). Lessons will take place at a mutually agreed upon time.

Students are expected to arrive on time and attend all lessons. Students are expected to come to their lessons prepared and with music. Absences will be excused at the discretion of the professor and generally only for absences approved in advance. If you must miss a lesson for any reason, you should inform me as early as possible. If you are sick, please DO NOT come to your lesson (but be sure to inform me).

Occasionally I must miss lessons due to out of town performances. These will always be made up, and I will alert you to these calendar changes as early as possible.

COURSE MATERIALS

- Scores – Students are encouraged to build their own music library by purchasing scores for all repertoire they study. Please be aware that not all editions are equal, however. Please consult with me for advice on the choice of editions prior to purchasing any music. Many scores can be downloaded for free from websites such as IMSLP (these are not necessarily the best editions).
- Notebook
- Pencil with eraser
- Metronome

COURSE EXPECTATIONS:
Repertoire and other assignments will be made on an individual basis according to the student's ability and musical experience. Daily practice is expected (performance majors should practice a minimum of 3

hours per day). Students are expected to attend and participate in studio class, area recital hour, and general recital hour. Students should also regularly attend guest and faculty recitals and master classes as well as other student degree recitals in the piano area.

GRADING

- Lesson preparation and attendance – students should demonstrate consistent progress each week on assigned material. Weekly progress is documented throughout the semester.
- Studio class attendance and participation
- Recital attendance
- Repertoire program notes (due Tuesday of finals week, see below)
- Technique exam (by individual appointment during finals week, see below)
- Jury (if required, 25% of final grade, see jury requirements below)

NOTE: Students are required to perform in Area or General Recital Hour at least once per semester. A minimum of six public performances throughout the entire degree is required of all piano majors/principals in order to graduate and must be documented in your school of music student file. Area recitals, general recital hour, and public solo recital performances all count toward this requirement.

Minimum expectations for a grade of 'A':

1. Attend lessons regularly without unexcused absences.
2. Attend studio classes and recitals without unexcused absences. Perform all repertoire selections for the jury at least once in studio class. Perform in area recital at least once.
3. Learn and memorize jury repertoire by deadlines provided by the instructor. In general jury repertoire should be learned with accurate notes, rhythms, deliberate fingering choices, articulations, etc. by midterm. (At this point it may be under tempo.) Students are expected to memorize some amount of repertoire each week until all pieces have been securely memorized.
4. Achieve a jury grade average of 'B' or greater.
5. Show appropriate progress in technical studies (at least one quarter of your practice time should be devoted to working on assigned technique).
6. Practice the minimum time requirements for your degree track (Performance Majors: 3 hours per day). Use of a practice journal is highly recommended.
7. Prepare all repertoire accurately for lessons. Demonstrate consistent improvement in repertoire on a weekly basis, with a particular attention to problems and challenges identified in lessons.

PRACTICE ROOMS

Practice room sign-ups begin the second week of classes each semester. Piano majors, principals, and minors may practice in locked grand piano rooms, and should acquire a key for these practice rooms from the music instrument coordinator in room MU101. (Note that there is both a deposit and a rental fee for the keys to grand rooms.)

REPERTOIRE PROGRAM NOTES (due Tuesday of Finals Week)

Students will submit typed program notes for each of their repertoire pieces. The minimum requirement is one page of discussion per piece but may be longer for more advanced repertoire and should include the following three elements:

1. Basic information about the composer – composer's dates, historical style period, summary of the composer's style, other works for piano, etc.
2. Discussion of your specific piece – this could include a variety of topics including but not limited to the following: pertinent background information (when/where was it composed, where does it occur in the composer's output, etc.), genre, analytical discussion (such as form, harmony, use of motifs, etc.) extra-musical influences or associations (if any), anything innovative or significant about the piece, other important/interesting points you read about the piece or composer
3. Comparative Listening – Listen to and compare at least three different professional recordings of your piece. Write a brief review of each recording with comments on the performances. Did you have a favorite recording? Why?

Start early with both your research and listening as this can greatly enrich the learning process. Check multiple sources of information – Oxford Music Online has a wealth of information. CD liner notes can also be a good resource. Look for recordings from different eras and use this as an opportunity to get to know famous pianists from different time periods (feel free to ask me if you need recommendations).

PIANO AREA JURY REQUIREMENTS

Repertoire durations are minimums for your juries. At least two contrasting styles must be presented at each jury, and all selections must be memorized. A student who completes a solo recital in a given semester may use this recital as a substitution to the jury. A recording of the recital must be made available to all faculty members so as to allow for faculty review and comments.

<u>Piano Performance Major</u>

- End of 1st semester jury: 15 minutes of repertoire
- End of 2nd semester jury: 15 minutes of repertoire
- End of 3rd semester jury: 20 minutes of repertoire
- End of 4th semester jury: 20 minutes of repertoire
- End of 5th semester jury: selections from Junior Recital
- End of 6th semester jury: selections from Junior Recital
- End of 7th semester jury: selections from Senior Recital
- End of 8th semester jury: selections from Senior Recital

PIANO MAJOR PROFICIENCY REQUIREMENTS

Successful completion of this proficiency is required for achievement of junior standing by all piano majors. The proficiency will be scheduled during finals week.

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** (any number of parts up to 4 voices). Representative examples available in pedagogy library
5. **Piano score sight-reading** at the appropriate level. Representative examples available in pedagogy library:
    a. Piano performance: R Schumann: *Album for the Young,* No. 21.

b. Piano Principles: CM von Weber: Allemande in G Major-allegretto.

6. **Prepared accompaniment** with an instrumental or vocal soloist.
   This requirement may be waived if the student shows activity as an accompanist in the School of Music. Evidence may be provided by printed program(s), by a satisfactory report from the coordinator of accompanying, or from the studio instructor for whom you accompanied (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.

TECHNIQUE
Students will be assigned a variety of material with the aim of improving piano technique. This will include scales, arpeggios, chords and chord progressions, exercises, and etudes. Students should spend approximately one quarter of their daily practice working on technique.

UNIVERSITY STATEMENTS, POLICIES, AND INFORMATION

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.

Title IX / Sex Discrimination
Ball State University is committed to maintaining an educational environment free from sex discrimination, including sexual harassment, sexual misconduct, dating and domestic violence, and stalking. Students who experience or witness conduct that may violate University policy are encouraged to seek support and assistance. The Title IX Office can provide information about reporting options, supportive measures, and available resources. Contact the Title IX Office at 765-285-1545 or titleix@bsu.edu.

Please Note: As your instructor, I am a mandatory reporter. If you disclose information to me about conduct that may constitute sex discrimination or sexual misconduct, I am required to notify the Title IX Coordinator. The Title IX Office will reach out to discuss available resources, supportive measures, and reporting options. If you wish to speak with someone confidentially, you may contact the Counseling Center or the Center for Survivor Support.

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 instructor (including devices, AI tools, hidden notes, and open books).
- Using a generative AI system or a person to complete academic assignments such as response papers, discussion posts, essays, or any other assignment when such use is not explicitly permitted by the assignment instructions or the instructor.
- Utilizing another person or a generative AI system to take a quiz, examination, or similar evaluation in place of oneself.
- Using a generative AI system for research, creative work, theses/dissertations, grant proposals, IRB-regulated work, or publication-bound work in violation of university AI policies, funder/publisher rules, IRB requirements, or discipline-specific standards.
- Presenting as one's own work the ideas, representations or words of another person or of a GenAI system without customary and proper acknowledgment of sources or of the AI tool(s) used.
- Using generative AI systems to analyze data, conduct research, or generate content that is included in an assignment (images, graphs, charts, tables, etc.) without proper documentation, citation, and attribution of this AI use.

- 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.

Generative AI (GenAI) Statement

Generative AI (GenAI) refers a class of AI tools that can create text, images, audio, video, and other similar media from existing training datasets. This may include user-prompted tools or tools running autonomously (aka, "agentic AI"). Note that some AI tools are becoming embedded in platforms that students use to create their assignments (e.g., Grammarly, Microsoft Word, Excel, Adobe Acrobat, Canva, OneNote, and Evernote). The mere presence and use of AI-assisted features in such tools, such as grammar suggestions, predictive text, formatting help, or auto-completion, would not normally be considered GenAI. For GenAI use guidelines for students and for instructors, see the VPAA's website; for GenAI information, tools, resources, and courses, see BSU AI Initiatives website.

Conditional Use (Specific or limited GenAI use permitted)

At Ball State, we use GenAI to elevate human potential, not replace it. To succeed in an AI-infused world, students must balance technical skills with durable skills, lifelong abilities such as critical thinking, ethical judgment, communication, accountability, and responsible decision-making that define a Ball State graduate. Developing these durable skills requires you as students to think carefully about:

- when AI should and should not be used;
- how to use AI responsibly;
- how to verify AI-generated information; and
- and how to remain accountable for final work.

You may use GenAI tools for some work submitted in this course. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. Any use outside of this permission constitutes a violation of Ball State University's Student Academic Ethics Policy. When in doubt, please ask me before using GenAI. You, the student, are always responsible for the content you submit, publish, share, or act upon, regardless of whether GenAI tools assisted in the process. For data security reasons, please use BSU-approved GenAI tools (e.g., BSU Gemini, NotebookLM), which support single sign-on (SSO) with BSU ID and password. Commonly used public GenAI tools carry a higher risk of data being shared externally. In contrast, when using BSU-approved GenAI tools, any data you input is protected within the BSU system. Instructors do not have access to BSU IT Center logs of AI tool usage, so student data shared through BSU-approved GenAI tools remain private.

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 to get additional feedback on your writing. The Writing Center can help you at any stage of the writing process, whether you're just getting started and need help brainstorming or when

you're wrapping up a project and just want a second set of eyes. We work with writers from all disciplines and with all kinds of writing, including essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. You can choose from three appointment types: getting started on a new project (Planning appointment), discussing an existing draft (Feedback appointment), or scheduling time to work, with a tutor on hand to keep you motivated (Accountability appointment). To schedule a free appointment, go to bsu.edu/writingcenter. We offer online appointments any time we're open, or you can meet a tutor face-to-face in Robert Bell 295 during weekdays and Bracken Library First Floor West in the evenings. Make sure you 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 at BSU Counseling Center.

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 or use this direct link to sign up for a time**.** Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.