



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

SECTION I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, 2005-2006

- 1. COLLEGE: Los Angeles Southwest College
2. SUBJECT (DISCIPLINE) NAME (40 characters, no abbreviations): Music
3. COURSE NUMBER: 341
4. COURSE TITLE: Intermediate Piano
5. UNITS: 2
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course consists of the study and playing the music of Baroque through Modern composers. The goal of the course is to integrate all of the technical aspects of good piano playing which were learned in Elementary Piano and apply them to performance of composers of different style periods. In addition, there is study of advanced techniques including scales through four octaves, chord inversions, transposition and improvisation.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This course consists of the study and playing the music of Baroque through Modern composers. The goal of the course is to integrate all of the technical aspects of good piano playing which were learned in Elementary Piano and apply them to performance of composers of different style periods. In addition, there is study of advanced techniques including scales through four octaves, chord inversions, transposition and improvisation.

- 8. COLLEGE COURSE APPROVAL DATE: before 1979
COLLEGE OUTLINE APPROVAL DATE: 3/21/2006

- 9. UPDATES (check all applicable boxes):

- Content Last Update:
Objectives Last Update:
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

Minor Change in Course Description; Prerequisite validation

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

10. CLASS HOURS:

	Hours per week (based on 18 weeks)	Total Hours per term (hrs per week x 18)	Units
Lecture:	1	18	1
Lab/activity (w/ homework):	2	36	1
Lab/activity (w/o homework):	0	0	0
Total:	3	54	2

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

ENTRY SKILLS FOR CLASSES WITH PREREQUISITES:

1. Demonstrate the ability to play all major and minor scales through two octaves
2. Demonstrate the ability to play Tonic, Supertonic, Dominant seventh and Tonic chord progressions in first and second inversions in all major and minor keys.
3. Demonstrate the ability to play advanced cross rhythms.
4. Demonstrate the use of rubato in appropriate places.
5. Demonstrate both dry and full singing tone in melodic and chord playing

Prerequisites: **Yes** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)
Music	324	Elementary Piano IV	2	3/21/2006 (Previously 8/31/99)

Corequisite: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

College: **Los Angeles Southwest College**; Course Subject: **Music**; Course Number: **341**; Academic Year: 2005-2006

Advisories: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

12. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

SECTION II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – Lecture : If applicable, outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture (<i>If applicable</i>): upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>)
<ol style="list-style-type: none"> 1. Diminished seventh chord exercises 2. All major and minor scales through four octaves. 3. All major and minor arpeggios through five octaves 4. Seventh chords in all inversions 5. Transposition of simple chorales 6. Improvisation 7. Selection and practice of various pieces from the Baroque through Modern composers (pieces selected by students). 8. Performance practices for Baroque and Classical ornaments (trills, mordents, turns) 	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>5</p>	<p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to play all major and minor scales through four octaves 2. Demonstrate the ability to play standard chord progressions in all major and minor keys. 3. Demonstrate the ability to play all major and minor arpeggios. 4. Demonstrate the ability to improvise short musical pieces. 5. Demonstrate an understanding of the difference between ornaments in the Baroque and the Classical periods. 6. Demonstrate the ability to play diminished seventh chords and arpeggios. <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. As demonstrated by classroom performance the student can identify and play with proper fingering the major and minor scales and chord progressions studied. 2. As demonstrated by classroom performance the student can improvise a short musical variation on a familiar theme.
Total lecture hours*	18	

COURSE CONTENT AND SCOPE -- Laboratory : If applicable, outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Laboratory (<i>If applicable</i>): Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>) ²
Practice, study and memorization of assigned pieces in preparation for final evaluation.	36	<p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. apply techniques of pedaling and touch to

² In general “activity” courses or portions of courses are classified a “laboratory.”

		assigned pieces. Student Learning Outcomes: As demonstrated on the final examination the student can perform from memory music from various style periods.
Total lab hours*		36

*Total lecture and laboratory hours (which includes the final examination) must equal totals on page 1.

Bloom's Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u> define repeat record list recall name relate underline	<u>Comprehension</u> translate restate discuss describe recognize explain express identify locate report review tell	<u>Application</u> interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	<u>Analysis</u> distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	<u>Synthesis</u> compose plan propose design formulate arrange assemble collect construct create set up organize prepare	<u>Evaluation</u> judge appraise evaluate rate compare value revise score select choose assess estimate measure

9. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Selected Piano Music

10. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

11. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems

them to be appropriate, by problem solving exercises or skills demonstrations by students." Writing assignments in this course may include, but are not limited to the following:

This is a skills demonstration course.

12. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

One hour of daily practice.

13. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Attending piano recitals of different styles of players and preparing a critical evaluation of the playing.

14. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed "Course Objectives" at the beginning of Section II):

Quizzes, skills demonstration via performance

15. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

16. SUPPLIES:

List of supplies the student must provide.

Manuscript paper for writing scales and chord symbols

17. COMPUTER/INFORMATION COMPETENCY:

If applicable, explain how computer/information competency is included in the course.

Not Applicable

18. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Music from various cultures is utilized and pianists from different cultures are studied.

19. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranks them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. **THIS COURSE WILL BE AN APPROVED REQUIREMENT³ FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:** **Yes**

If yes, the course will be a **"restricted" elective** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>).

Restricted elective for AA in Music (Program ID #02874)

Note: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria and the college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills Certificates are **not State** approved programs listed on the Chancellor's Office *Inventory of Approved Programs*.

2. **GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

Area requested: **none** **Approval** date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

2nd Area requested: **none** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

University of California: YES

California State University: YES

UC **approval** date: Before 1990

College **approval** date: Before 1990

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

Area requested: **none**

Date requested:

IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

Area requested: **none**

Date requested:

CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

2nd Area Requested: **none**

Date requested:

IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

2nd Area requested: **none**

Date requested:

CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? NO

CAN NUMBER:

CAN SEQUENCE NUMBER:

CAN Approval -- Date requested:

Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Arts and Humanities
2. **DEPARTMENT/DIVISION CODE:** 01
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **646**
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **MUSIC**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **MUSIC**
7. **DEGREE CREDIT:** Degree Applicable
8. **CREDIT/NO CREDIT GRADING:** No
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

- [Empty box]
10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to *English, writing, ESL, reading* and *mathematics* courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed:

Not applicable

11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)."

No If yes, course must be non-degree applicable

12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline?

No If yes, list courses: (documentation of cross-discipline agreement must be provided)

- [Empty box]
13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities?

No

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program, according to?

No

15. COURSE CLASSIFICATION:

Liberal Arts and Sciences

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code **and** must have an "E" SAM Code.

16. TOP CODE – (6 digits XXXX.XX) 1004.00

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model)

E – Non-Occupational

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" -- Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" -- Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | |
|---|------------------------|---------------------|
| <input type="checkbox"/> New Course | Board Approval Date: | Effective Semester: |
| <input type="checkbox"/> Addition of Existing District Course | College Approval Date: | Effective Semester: |
| <input type="checkbox"/> Course Change* | College Approval Date: | |
| <input checked="" type="checkbox"/> Outline Update | College Approval Date: | |
| | 3/21/2006 | |

* Changes to a course require the completion of a "Course Change Request" form and approval by the Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

**LOS ANGELES COMMUNITY COLLEGE DISTRICT
COURSE STANDARDS AND CRITERIA**

Subject: Number: Course Title:

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>CRITERIA AND STANDARDS</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission.	X	
Is taught by a credentialed instructor in the discipline.	X	
Is offered as described <u>in an outline in official college files</u> . That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.	X	
Is taught in accordance with a set of instructional objectives common to all students.	X	
Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.	X	
Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.	X	
Treats subject matter with a scope and intensity which requires students to study independently outside of class time.	X	
Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled	X	
Requires the ability to think critically and to understand and apply concepts in order to participate in the course.	X	
Requires learning skills and a vocabulary appropriate for a college course.	X	
Requires the use of college level educational materials.	X	

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: **Music 341, Intermediate Piano**

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

Prerequisite: **Course & Number, Title: Music 324, Elementary Piano IV**

Corequisite:

Advisory:

A. **Target Course Entry Skills: Course & Number, Title: Music 341**

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Demonstrate the ability to play all major and minor scales through two octaves
2. Demonstrate the ability to play Tonic, Supertonic, Dominant seventh and Tonic chord progressions in first and second inversions in all major and minor keys.
3. Demonstrate the ability to play advanced cross rhythms.
4. Demonstrate the use of rubato in appropriate places.
5. Demonstrate both dry and full singing tone in melodic and chord playing

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:** **Course & Number, Title: Music 324**

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Demonstrate the ability to play all major and minor scales through two octaves
2. Demonstrate the ability to play Tonic, Supertonic, Dominant seventh and Tonic chord progressions in first and second inversions in all major and minor keys.
3. Demonstrate the ability to play cross rhythms of four against three.
4. Demonstrate the use of rubato in appropriate places.
5. Demonstrate dry and full tone qualities.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

***Validation requires at least one match of each entry skill with any exit skill(s).**

COURSE & NUMBER: Music 341

Course Title: Intermediate Piano

Entering Skills of Target Course

COURSE & NUMBER: MUSIC 324
Course Title: Elementary Piano IV
Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1	x								
2		x							
3			x						
4				x					
5					x				
6									
7									
8									
9									

Was validation achieved? YES or NO

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: Charles Ingram Title: Instructor Initial: C.I. Date: 05/03/06

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Charles Ingram 05/03/06

Initiator Date

Patricia Ann Lewis 05/09/06

Department Chairperson Date

Linda Larson-Singer 05/09/06

Curriculum Chairperson Date

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Charles Ingram

Originator

05/03/06

Date

Patricia Lewis

Department/Cluster Chairperson

05/05/06

Date

Linda Larson Singer

Articulation Officer

05/09/06

Date

Linda Brady

Librarian

05/12/06

Date

Earnestine Thomas-Robertson

Dean (if applicable)

07/10/06

Date

Linda Larson-Singer

Curriculum Committee Chairperson

05/09/06

Date

Reggie Morris

Academic Senate President

07/10/06

Date

Leige Henderson

Vice President, Academic Affairs

07/11/06

Date

Leige Henderson

Acting College President

07/11/06

Date