



**JAMES ISLAND
CHARTER HIGH SCHOOL**

Piano & Orchestras

**Piano 1 Syllabus
Student Handbook
2024-25 Year Long**

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www.remind.com Piano 1 Class text @24jipiano to the number 81010

www.jamesislandhsmusic.org



Facebook: James Island Charter HS Piano & Strings

<https://www.facebook.com/JICHSmusic/>

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Remind Communication:

It's and EASY and CONVENIENT for us all @ What is it?: Short, 140-character messages, links, attachments of upcoming performances + activities.

● **Send your text to 81010**

81010 is the Remind short code we created so people can join your class without seeing your personal information.

● **PERIOD 3 Text the message @24jipiano1**

This is the class code for Mrs. Quinn's Piano 1. Students and parents can always use @24jipiano1 to join this class.

● **PERIOD 5 Text the message @piano1ji24**

This is the class code for Mrs. Quinn's Piano 1. Students and parents can always use @piano1ji24 to join this class.

*Be sure to de-activate your account before changing phone numbers!

Dear Students and Parents:

Congratulations on enrolling your child in the JICHHS Piano Program! It has become quite competitive to get into Piano 1 because of the demand of students signing up for the class. The JI Piano program has grown to be one of SC's largest, most successful non-magnet programs. 150+ students are currently enrolled for the 2024-25 school year with two piano teachers at the helm. Our Advanced students consistently receive Superiors at the biannual SCMEA Piano Festivals and are often chosen for the SC Honors Piano Recitals. Our Advanced Piano was the first-ever piano ensemble to perform at the 2024 SC Music Educator's Conference in Columbia last February. It was a resounding success

I'm pleased to announce great news:

- JICHHS is the FIRST school to be asked to be a part of the Royal Conservatory of Music. What this entails is that students will be able to test in December and January for a diploma for their level.
- Piano 3H-4H will meet 1st Period S1. Piano 2 will meet 4th Period S2.
- Piano will perform at the Fall Piano Festival and at our end-of-the-year Recital in December.
- ALL Piano & Strings Concerts have already been set for the 203-24 school year and are attached to this Syllabus!
- Look out for our Piano Newsletter: This includes specific information about your child's class like the Piano Syllabi, Calendars, Communication Tools, and other useful information.

Some background: Although unsure of how to apply it at the moment, I graduated from the University of New England in August 2023 with an Educator Specialist degree in Educational Administration. Most recently, I was asked to present at the Lang Lang International Foundation's Keyboards Of Innovation convention in July of 2024. I graduated with a Masters of Music Education from the University of South Carolina in 2007 where I emphasized in Orchestra and was the Graduate Assistant for the nationally recognized USC String Project teacher-training program. I have played piano since age eight and cello since age twelve. I consider both my main instruments although I can play all stringed instruments including the bass and guitar. I come from Columbia, SC by way of Miami, Florida where I taught Orchestra, Chorus, and Guitar for four years at the middle school level. In 2001, I received my Bachelor's Degree in Music Education from the University of Miami. I consider myself well-rounded in the performing arts, and I hope to bring that love and experience to each student.

Feel free to contact me at any time about class matters. Email is my preferred mode of communication because it allows me to get back to you throughout the school day, unlike the voicemail system. Let's continue to stay connected throughout the year. We'll continue to create exciting projects that inspire students and raise the bar in and around our community. I look forward with anticipation to an exciting year. It's going to be fantastic!

Sincerely,



Andrea Quinn

Andrea K. Quinn, BS, MME, Ed. S
Director of Orchestras & Piano

JICHHS Board of Directors Secretary
SCMEA Piano Division President
Prom Board Co-Advisor | HOPE Advisor
2025 Prom: 4.5.25 Charleston Marriott

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Keyboard 1 Learning and Developmental Goals

GOALS FOR THIS COURSE- The JICHS Piano program is a comprehensive instrumental program. The emphasis is to assist students in becoming successful musicians both within a group and to continue to grow their individual potential. Development of appropriate characteristic tone, technique, and expression will be emphasized as students continue their instrumental study through experience with a variety of music literature. Students need the opportunity to create and develop their musical preferences and styles while being equipped with strong foundational skills to ensure success.

The high school instrumental music experience reflects the highest degree of achievement in music prior to graduation, providing a variety of courses that reflects years of study, as well as interest, are considered as part of the high school curriculum. Students in the JICHS Piano Program should be aware that Piano 1, Piano 2, and Piano 3 Honors are offered so that students are able to explore at various depths the Fine Arts Cluster as a viable choice of elective that contributes to a comprehensive high school education.

Students should define and use various Italian, German, and French musical terms to perform advancing levels of music. Having knowledge of analysis, structure, form, and the musical elements within a given composition permits the high school-level student to interpret various musical styles and forms, both orally and on his or her particular instrument. Students should become aware of the musical elements that contribute to the stylistic qualities of music.

SC Academic Standards for the Visual and Performing Arts:

Level 1 High School Instrumental Music

1. The student will sing and perform on instruments a variety of music, alone and with others.
2. The student will **improvise**, compose, and **arrange** music within specified guidelines.
3. The student will read and **notate** music.
4. The student will listen to, describe, analyze, and evaluate music and music performances.
5. The student will examine and perform music from a variety of cultures and **stylistic** periods.
6. The student will make connections between music and other arts disciplines, other content areas, and the world.

OBJECTIVE: The objective of the group piano program for first-time keyboard students to allow students to develop functional skills to enable them to play for their own enjoyment.

REQUIRED TEXTS: Faber, Faber. Faber Adult Piano Adventures, Book 1. Ann Arbor, MI: Dovetree Productions, Inc. 2001. ISBN 978-1-61677-302-1. Lancaster, Renfrow. Faber Accelerated Beginner Books 1 & 2. *(Provided by the school)*

CLASS MEETINGS: Everyday during 3rd & 5th Periods Year-long

ATTENDANCE: Functional keyboard skills are obtained through a cumulative process. Regular and punctual attendance at class is required. JICHS Attendance policy will be followed closely. Tardiness is not acceptable and be dealt with according to the Attendance Office. More than 5 absences will result in the student not receiving credit for the class.

PRACTICE: Class preparation and practice are the responsibility of the student. Students will have roughly 30 minutes of in class practice per day in addition to instructional time. Having a piano/keyboard at home is recommended but not necessary. Students are welcome to come before and after school for extra practice time

Recital Policy A required solo will be assigned in or around the 14th week of instruction (see pages 9-10). Instructor will choose a solo at an appropriate level based on the student's differentiated learning plan from a multitude of appropriate works. Students will NOT be allowed to perform works that have not been pre-approved or are too easy or difficult for the student. **All** students are required to perform at the assigned after school Recital. *No exceptions will be made.* More than one solo can be performed and the 2nd solo can be a style other than classical.

Recitals are ALL the students' final test grades that will be weighted as 2 regular Music Performance Assessments (400 pts.) of their 2nd quarter in the course. Students must have an Excused Absence in the event of having to miss the Piano Recital in order to make-up the test. If students do not exempt their Piano 1 Exams, they will have to write a self-evaluation in addition to writing an essay on any given musical topic.

Excused absences include: extreme illness, a death in the family, unpreventable emergencies, and approved prior commitments. **No absence will be excused unless documented by a medical excuse or an approved written note excusing the student because of an unpreventable situation.** Unexcused absences or "no shows" are not permitted. Unexcused absences may result in a student losing privileges, removal from performances, or dismissal from the program.

****Students who have had ANY experience playing piano before need to be auditioned by the instructor and placed in Piano 2 IF there is any space in the course.
No exceptions will be made!*

Differentiation- Go for the Gold! 🏆

Ways to challenge yourself withing our Perfroming Arts Program

There are a few ways to demonstrate rigor:

1. **4-Year Music Completer** (Pink and black cord for graduation) Complete four courses in the Performing Arts Department
2. **Seal of Distinction in Fine Arts**- The SC Department of Education has created this award to . Students can qualify by earning 4 credits in single or multiple areas of the Arts; 2 or more at honors or higher level and *mastery on external exam or performance task like attaining a Superior at the SCMEA Piano Festival, Perform at the SCMEA State Honors Piano Recital, pass the Royal Conservatory Exam, and/or pass the AP Music Theory Exam.
3. **NEW: Royal Conservatory of Music- Recognizing Achievement**
What is it? The Royal Conservatory examinations provide a national standard for students, parents and teachers to track and measure progress and achievements. Preparing for and successfully completing an examination builds self-confidence and helps students develop a sense of pride. ***This is an option but not a requirement!***

Assessing Student Progress

The Student's grade will be based on four main categories:

2. **Rehearsal Performance** (20% of grade) This grade will be based on weekly performance in rehearsals, after school rehearsals, and self-assessments on rehearsal performance.
3. **Concerts/Written/Performance Assessment/Concert Reflections:** (80 % of grade) These assignments are made up of Concerts (3), various Written Assignments (1), Performance Assessments (2), and Concert Reflections (2).

The SC Uniform Grading Scale has been updated for all progress reports are as follows:

A	90 - 100
B	80 - 89
C	70 - 79
D	60-69
F	59* and below

Exam Exemptions

A final exam or a major, meaningful, graded, in-class assessment will be administered in all courses. To exempt a final exam in a year-long or semester course, an individual student must meet the following requirements:

- Students with an average of 90 or above in a 1 whole credit course, who have no unlawful absences (no unexcused/unverified absences). Students enrolled in courses which have a state mandated, end-of-course exam, cannot exempt state mandated exams.
- Students who were required to complete attendance make-up to receive credit in a course may not exempt that exam.
- Students who have three or more unexcused tardies to a class cannot exempt that exam.
- Students who have been suspended out-of-school (OSS) cannot exempt that exam.
- Students cannot exempt a ½ credit course final exam.

Mid-Semester Performance/Final Performance Evaluations (20% of Final grade):

- a. **Mid-Semester Performance:** Students will be given a Performance Assessment just like on all performance tests or quizzes. The same Music Performance Assessment Rubric will be used and will be weighted as 2 grades (200 points)
- b. **Final Performance Evaluations:** A pre-approved solo will be assigned in or around the 14th week of instruction based on the student's differentiated learning plan. A mock-recital will be given as a test grade a day or two before the Recital and students will be coached through the experience. The date of the Recital will be set one month ahead in advance. ALL students are required to perform at assigned after school Recital and ***No exceptions will be made.*** The same Music Performance Assessment Rubric will be used and will be weighted as 4 grades (400 points).

Class Rules:

1. Follow Directions. Adhere to JICHS Student Handbook policies.
2. Enter and exit in an orderly manner. Upon arrival, independently unpack, retrieve all learning materials, and warm up in the first five minutes of class.
 3. Respect all people, instruments, and property.
 4. Keep Hands, feet, and objects to yourself.
5. No food, drinks, gum, candy allowed in the Music room.

Positives:

Verbal Praise, Calls Home, Individual Incentives, Notes Home Emails, Class-Wide Incentives

Consequences:

1. Non Verbal/Verbal Warning # 1
2. Behavior Log/Verbal Warning. "Last Out"- Student will talk to teacher in the last five minutes of class.
3. Parent Contact and 30-minute after school work session.
4. 2, 30-minute after school work sessions and Discipline Essay. Possible Guidance Referral.
5. Office Referral

Severe Clause

Any extremely disruptive behavior like fighting, vandalism, extreme defiance, or bullying will result in immediate referral. Teacher reserves the right to skip any step.

Technology/Cell Phone Policy:

1. Per the JICHS Cell phone Use policy, cell phones and earbuds must be in lock boxes at the front of the classroom. We will follow the **JICHS Cell Phone Use Policy**.
2. Taking pictures or videos, TikTok, Snap Chat, using Twitter, updating Facebook Statuses, posting any pictures or videos on TikTok, Twitter and Instagram are strictly PROHIBITED. Other Apps can be added to list by the director any time. Cell phones will be taken until the end of class and pictures/videos must be deleted.
3. Students are not to listen to music with or without unless given specific permission.

Consequences for using cell phones inappropriately

1. Warning: Tell the student to put device in the school-issued Yondr pouch.
2. Student Concern Specialist Will be Called to 935 and phone will be locked by an Administrator in the PAC.

Concert Behavior & Etiquette

1. JICHS Music Students are representatives of the school any time they are at any performance, field trip, or music function. The expectation for outstanding behavior as performers or observers is a requirement.
2. All music class rules apply to performers. Follow instructions the first time given.
3. At no time should students talk, use any electronic/communication devices, during performances or while others are performing.
2. At no time should there be any disruptive, defiant, or inappropriate behavior during performances or functions. Students will be removed from performances, be given an Unexcused absence and given a score of 50 for the failed assignment.

Class Materials

Required:

1. *Pencils with working erasers (pens are not acceptable)
2. Two Pocket Notebook for Listening Journals, Class Notes, Graded Assignments, and Handouts
3. 1 Subject Spiral Bound Notebook for Private Lesson/Note Taking.
4. Access to digital formats of music will be required throughout the class.
5. Students will be assigned a school-owned text and will be responsible for its care:
(Provided by the school)
 - i. Faber & Faber; Piano Adventures for Adults, Book 1. Faber & Faber Publishing, 2015. Faber 356789
 - ii. Lancaster, Renfrow. Alfred's Play Piano Now, Book 1. Van Nuys, CA: Alfred Publishing, Inc., 1999. Alfred 17193

Extra Resources:

- The Piano library has quite a few solo piano books that students may use as supplement material throughout the semester and at recital time.
- The library is currently the only CCSD library that carries solo piano literature on its shelves! Please check out some of these books all levels and styles. There is a significant amount of reference materials as well.
- www.imslp.org This website contains all public domain music, it is free and you can even print parts! Another popular music downloading website is www.musicnotes.com You will have to pay for the music, but you can find lots of pop music and a wide-variety of arrangements.
- www.noteflight.com This website is a free composition website. You can sign up with an email address and then compose music online for free with the software.
- <http://www.youtube-mp3.org/> This is another free website which converts any Youtube vide file into an mp3 recording.

Piano 1 Timeline for Units of Instruction

Week	Skills Taught	SC Standards
Week 1	<ul style="list-style-type: none"> ▪ Overview/Class Introduction ▪ Components of Music Quiz ▪ Overview of Piano ▪ Set up/Break Down Procedures ▪ Music Theory Pre-Test ▪ Musical Alphabet, Playing Position, Preliminary Piano Technique ▪ Unit 1 	<ul style="list-style-type: none"> ▪ MIH1-1.4 ▪ MIH1-3.2, 3.3 ▪ MIH1-4.1, M1H1-4.2, MIH1-4.6 ▪ MIH1-5.1 ▪ MIH1-6.4
Week 2	<ul style="list-style-type: none"> ▪ Review Components of Music/History of Piano ▪ Unit 1 ▪ Amazing Grace Playing Test ▪ Music Theory Assignments 1-6 ▪ History of Piano Quiz ▪ Ode to Joy 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1 ▪ MIH1-6.1, 6.3
Week 3	<ul style="list-style-type: none"> ▪ Unit 2, Unit 3 ▪ Music Theory Intervals (2nd/3rd, 4th/5th) ▪ Harmonic vs. Melodic Intervals ▪ Jingle Bells Playing Test Sight Reading Quiz 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1 ▪ MIH1-6.1, 6.3
Week 4	<ul style="list-style-type: none"> ▪ Unit 4 Continued, Unit 5 ▪ Baroque Period History/Listening Continued ▪ Music Theory Assignments ▪ Middle C Position 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7, 1.10 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1 ▪ MIH1-6.1, 6.3
Week 5	<ul style="list-style-type: none"> ▪ Unit 5 ▪ Baroque Period History/Listening Test ▪ Music Theory Assignments ▪ Jolly Old St. Nicholas Quiz 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1 ▪ MIH1-6.1, 6.3=
Week 6	<ul style="list-style-type: none"> ▪ Unit 6 ▪ Classical Period Power Point/Listening ▪ Music Theory Assignments ▪ Mary Ann Playing Quiz ▪ Introduction of the C-Scale, C-Arpeggio, I-IV-V7 C-Chord Progression 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7 ▪ MIH1-2.1 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1

		<ul style="list-style-type: none"> ▪ MIH1-6.1, 6.3
Week 7	<ul style="list-style-type: none"> ▪ Unit 6 continued, Intro to Unit 7 ▪ Classical Period History/Listening Continued ▪ Music Theory Assignments ▪ C Major Scale/Arpeggio/Progression Test ▪ $\frac{3}{4}$ Time ▪ What Can I Share Quiz 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1 ▪ MIH1-6.1, 6.3
Week 8	<ul style="list-style-type: none"> ▪ Unit 7 Continued, Unit 8 ▪ When The Saints Go Marching In Playing Test ▪ Classical Period History/Listening Test ▪ Music Theory Assignments ▪ Introducing Accidentals \sharp, \natural ▪ G Major Scale, Arpeggio, Chord Progression Intro 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1 ▪ MIH1-6.1, 6.3
Week 9	<ul style="list-style-type: none"> ▪ Unit 8 continued ▪ Music Theory Assignments ▪ Midterm- Playing Test, Music Theory & History 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1 ▪ MIH1-6.1, 6.3
Week 10	<ul style="list-style-type: none"> ▪ Beginning of 2nd Nine-Week Period ▪ Romantic Period Power Point/Listening ▪ Unit 9-Pedal ▪ Music Theory Assignments ▪ GMajor Scale, Arpeggio, Chord Progression Test 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7 ▪ MIH1-2.1 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. Music ▪ MIH1-5.1 ▪ MIH1-6.1, 6.3
Week 11	<ul style="list-style-type: none"> ▪ Unit 9 continued, Unit 10 ▪ Romantic Period History/Listening Continued ▪ Music Theory Assignments ▪ Introduction to Accidentals b, \natural ▪ Rock It Away Quiz ▪ D Major Scale, Arpeggio, Chord Progression Intro 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1 ▪ MIH1-6.1, 6.3
Week 12	<ul style="list-style-type: none"> ▪ Unit 10, Unit 11 Repertoire ▪ Romantic Period History/Listening Test Music Theory Assignments ▪ Introduce ♪ 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1

	<ul style="list-style-type: none"> ▪ Quiz ▪ D Major Scale, Arpeggio, Chord Progression Test 	<ul style="list-style-type: none"> ▪ MIH1-6.1, 6.3
Week 13	<ul style="list-style-type: none"> ▪ Unit 11 Repertoire ▪ 20th Century/World Music Period Power Point/Listening ▪ Music Theory Assignments ▪ Playing Test TBA ▪ Begin to Assign Recital Music ▪ A Major Scale, Chord Progression, Arpeggio Intro 	<ul style="list-style-type: none"> ▪ MIH1-1.4, 1.7 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1, MIH1-5.2 ▪ MIH1-6.1, 6.3
Week 14	<ul style="list-style-type: none"> ▪ Assign New Pass-off from Unit 9 or 10 ▪ 20th Century/World Music Period Listening Continued ▪ Private Lesson 1 Recital Music/Music Check-in ▪ Finish Assigning Recital Music ▪ A Major Scale, Chord Progression, Arpeggio Test 	<ul style="list-style-type: none"> ▪ MIH1-1.8, 1.9, 1.10 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1, MIH1-5.2 ▪ MIH1-6.1, 6.3
Week 15	<ul style="list-style-type: none"> ▪ Pass-Off Quiz ▪ 20th Century/World Music Period History/Listening Test ▪ Private Lesson 2 Recital Music/Music Check-in ▪ F Major Scale, Chord Progression, Arpeggio 	<ul style="list-style-type: none"> ▪ MIH1-1.8, 1.9, 1.10 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1, MIH1-5.2 ▪ MIH1- 6.3, MIH1- 6.5
Week 16	<ul style="list-style-type: none"> ▪ Assign New Pass Off from Unit 9 or 10 ▪ 20th Century Popular Music Overview/Discussion ▪ Private Lesson 3Recital/Music Check-in ▪ Bb Major Scale, Chord Progression, Arpeggio 	<ul style="list-style-type: none"> ▪ MIH1-1.8, 1.9, 1.10 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1, MIH1-5.2 ▪ MIH1- 6.3, MIH1- 6.5
Week 17	<ul style="list-style-type: none"> ▪ Pass-off Quiz ▪ 20th Century Popular Music Overview/Discussion ▪ Private Lesson 4 Recital//Music Check-in ▪ 	<ul style="list-style-type: none"> ▪ MIH1-1.8, 1.9, 1.10 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1, MIH1-5.2 ▪ MIH1- 6.3, MIH1- 6.5
Week 18	<ul style="list-style-type: none"> ▪ Music Check-in/Master Class ▪ In-Class Dress Rehearsal (perform in front of peers) ▪ Final Test/Exam Recital (in Chorus room) ▪ Music Theory Written Final <p style="text-align: center;">** <i>Timeline is based on an approximate class pace. It is subject to change depending on class and ability levels the students.</i></p> <p>SC Performing Arts Standards can be found on the SC</p>	<ul style="list-style-type: none"> ▪ MIH1-1.8, 1.9, 1.10 ▪ MIH1-3.2, 3.3 ▪ Standard 4- Critical Resp. to Music ▪ MIH1-5.1, MIH1-5.2 ▪ MIH1- 6.3, MIH1- 6.5

<p>Department of Education website at: http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/vpa/vpa.html</p>	
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Contact Information Instructions (Google Form):

- Students must Sign in to their Gmail account.
- Check your email for the message containing on a Google Form.
- Please work on this with your child so I can get the most up-to-date information that will reach you everyone
- A working phone number and email is required.
- You will be able to sync our music calendar with your Google calendar.

2024 Syllabus Form (On Website)

The screenshot shows a Google Form titled "2018-19 Piano 1 Syllabus Form". The form includes the following questions:

- I have read and understand the policies stated in the 2016-17 JCHS Piano Syllabus
 - Yes
 - No
- Student Full Name (Last, First) *
 - Short answer text
- Student School Email *
 - Short answer text
- Secondary Instrument *
 - Violin

2025 Piano 1 Recitals

<p>Piano 1</p>	<p>May 13, 2024 Tuesday</p> <p>May 15, 2024 Thursday</p>	<p>Piano 1 Recital Quinn & Bateman</p>	<p>Annual Spring Semester Piano Recital at 7 pm J. Barry Goldsmith Auditorium; Students arrive @ 6 pm to designated rooms; House Opens at 6:45 pm</p>
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