

Syllabus for
MUS 126—Class Piano II
1 Credit hour
Fall 2009

I. COURSE DESCRIPTION

A course designed for students with basic keyboard skills. Group instruction includes intermediate sight-reading, improvisation, keyboard technique in all major and harmonic minor scales and arpeggios, and selected chord progressions. Also covers solo and ensemble repertoire, simple hymns, patriotic songs, and two- or three-voiced transposition.
Prerequisites: MUS 125 or equivalent; department approval.
Instrument Use Fee: \$55 per semester.

II. COURSE GOALS

This course is designed to help the students learn basic keyboard patterns, after which various sight-reading skills are developed. Simple improvisation, harmonization, and transposition reinforce the analytic and reading process and serve as practical skills. This course will prepare the student to proceed with further piano study.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

Gaining the technical ability to play the piano is, necessarily, a cumulative process; therefore, as a result of successfully completing this semester, the student will be able to demonstrate the following:

1. Play all major and white key minor scales, hands together, 2 octaves.
2. Play all major and minor arpeggios, hands separately, 2 octaves, together 2 octaves.
3. Play simple melodies and harmonies by ear.
4. Perform easy repertoire for piano.
5. Sight-read simple piano music.
6. Play chord progressions I IV I⁶₄ V⁷ I in all keys including 4 sharps or 4 flats.
7. Transpose melodies and simple songs up or down a half or whole step.
8. Harmonize melodies with I ii IV V V⁷ accompaniments.
9. Define basic musical terms and concepts that pertain to creating music at the piano.
10. Evaluate one's own performances and those of classmates under the supervision of the instructor. Guidelines of this criticism may include the following categories:

Stylistic Interpretation	Hand/Arm Positions
Accuracy of Notes	Posture
Memory	Stage Presence
Pedaling	Tempo
Dynamics	Rhythm
Phrasing	Articulation
Fingering	Nuances

B. Objectives for Students in Teacher Preparation Programs

The course Goals for the Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission Teacher Preparation. This course meets the Subject Competencies #17 Instrumental/General and #9 Vocal/General.

Subject Competencies--Instrumental and Vocal/General, 17 and 9:

Has basic proficiency in piano, including knowledge of scales, chords (keyboard harmony), the ability to play simple accompaniments, and, in the case of Vocalists, the ability to warm up a choir.

Other courses where these competencies are being met:

Class Piano 126, 127, 128 and Applied Piano, MUS 001 AND 026

Harmony I and II present much of the theory necessary to meet this competency and test piano skills in chord progressions and harmonizing melodies.

The Teacher Candidate will know the following:

1. Basic musical terms and concepts that pertain to creating music at the piano.
2. The construction of major and harmonic minor scales—the pitch resources of specific major and minor keys.
3. The construction of diatonic triads and the dominant seventh chord.
4. How to use chords within progressions and to harmonize melodies.
5. How to utilize basic piano skills to play simple accompaniments.

The Teacher Candidate will be able to demonstrate the following:

1. Perform, for the instructor and the class, the musical skills necessary when playing the piano, such as phrasing, touch, and pedaling.
2. Play all major and white-tonic minor scales for the instructor and/or for the class.
3. Play diatonic chord progressions involving traditional cadences, which are to be evaluated by the instructor.
4. Play simple melodies and harmonies by ear.
5. Play chord progressions I, IV, I second inversion, V7, I in all keys including 4 sharps or 4 flats.
6. Play diatonic chord progressions that are musical stereotypes, such as I-iii-IV-I to harmonize the descending scale, 8-7-6-5. These are to be played for the class and evaluated by the instructor.
7. From an elementary music series, accompany (chord or harmonize) selected songs.
8. Accompany an artistic song or instrumental solo that uses a simple accompaniment appropriate to the middle school level. (This accompaniment is to be practiced by the Teacher Candidate, played for the class with a solo performer, if possible, and evaluated by the instructor.)

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
Lancaster. Alfred's Group Piano for Adults, Book 2. CA: Alfred Publishing Co., Inc. Van Nuys, 2008.
2. Other
Personal headsets compatible with the piano lab equipment.

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures--See Music Department Student Handbook

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. A student who is regular in class attendance and who consistently meets the daily practice assignments resulting in excellent performance would be able to maintain a grade of "A."
 - b. A student who is regular in class attendance and who consistently meets the daily practice assignments resulting in good performance would be able to maintain a grade of "B."
 - c. A student who does not meet the necessary practice preparation requirements and who shows only average performance proficiency would maintain a "C."
 - d. A student receives a grade on each examination and receives a

- performance grade for each class recital.
- 2. ePortfolio Requirements
Required/Recommended PORTFOLIO items will include the following:
Critique of the completion of the piano competencies.
- 3. Other Policies and/or Procedures
 - a. There is no written final.
 - b. Everyone will be expected to perform a suitable composition in class recital which will incorporate and demonstrate skills learned during the semester.

VI. COURSE CALENDAR

- 1st Week Review: All major scales and major/minor five-finger patterns—play both hands together if possible
Primary chords (major)
Harmonization/sight reading/transposition
- 2nd Week Review triads in inversion; Tetrachords
Left hand accompaniment patterns
Review and play by memory “America”
Select additional repertoire from text
Two octave major scales—C, G, D, A, E, B, F, hands together
- 3rd Week Arpeggios C, F, G, D, A, E, B
Primary chords (minor)
Harmonization/transposition with minor chords
Two octaves major scales, hands together
- 4th Week Scales B, F[#], G^b, C[#], D^b
Triads of scale—major
Dotted rhythms, transposition, harmonization
- 5th Week Arpeggios F[#], G^b, C[#], D^b
Recital I, including “America”
- 6th Week ii and vi harmonization
Skills Test—scales, arpeggios, cadences, sight reading, harmonizing, and transposition
- 7th Week New Repertoire including “America the Beautiful” in the key of B-flat and/or “Star-Spangled Banner” in A-flat
Study V⁷ and inversions
- 8th Week Ensembles, harmonization, sight-reading, and transposition
- 9th Week Scales E^b, A^b
Arpeggios E^b, A^b
- 10th Week Begin reading from hymnal
Scales and arpeggios B^b, F
Music Education majors begin memorizing “America the Beautiful”

All music majors begin memorizing “Star-Spangled Banner”

- 11th Week Triads of scale—minor
Recital II including at least part of “America the Beautiful” or
“Star-Spangled Banner”
Assign new repertoire
Introduce whole-tone and pentatonic scale
- 12th Week Minor scales: c, g, d, a, e
Primary chords—minor
Sightread and transpose easy 4-voiced hymns
Music Education majors memorize “America the Beautiful”
- 13th Week Harmonize and transpose folk melodies
Minor scales: f, b
Skills Test
- 14th Week All minor arpeggios
Review recital material
Play by memory “Star-Spangled Banner”
- 15th Week Final test: sight reading, scales, arpeggios, hymns
Final recital including patriotic songs

Course Inventory for ORU's Student Learning Outcomes

Class Piano II MUS 126 Fall 2009

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives				X
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle	X			
3B	Physically disciplined lifestyle	X			
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship	X			
4E	Leadership capacity		X		