

Syllabus for
MUS 127 - Class Piano III
1 Credit hour
Spring 2017

I. COURSE DESCRIPTION

A course designed for students with intermediate-level keyboard skills. Offers group instruction for non-music majors and for those music majors whose secondary instrument is piano and who need additional development of keyboard skills including sight reading, improvisation, transposition, choral and instrumental score reading, major and harmonic minor scales and arpeggios, chord progressions, dominant- and diminished-seventh chords and arpeggios, simple modulations, solo and ensemble repertoire, and patriotic songs.

Prerequisite: MUS 126 or equivalent.

Instrument Use Fee: \$55.

II. COURSE GOALS

This course is a continuation of MUS 126, Level II, which is designed to enable students to complete the piano proficiency requirements. Students are expected to develop intermediate level skills of performance and technique as well as sight-reading, harmonizing melodies, transposing, improvising, playing chord patterns, analyzing forms of music, and memorizing selected compositions.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

The study of creating music must be a cumulative process. Therefore, part of each objective will be emphasized at least once a week to ensure the student's adequate preparation for the piano proficiency examination by the end of this semester of class piano. This course will assist in the preparation of future music teachers and consequently brings the student to the performance level of passing the piano proficiency exam. The non-music major will also achieve a similar level of proficiency as the music major.

As a result of successfully completing this course, the student will be able to achieve the following objectives:

- A. Define and demonstrate in performances the musical terms and skills necessary when playing the piano, such as phrasing, touch, articulation, pedaling, and rhythmic accuracy.
- B. Play exercises of keyboard harmony, including the following:
 - 1. Playing all major and harmonic minor scales in parallel motion two or more octaves.
 - 2. Playing all major and minor arpeggios, hands together, two octaves.
 - 3. Playing all dominant seventh and diminished seventh arpeggios, two octaves.
 - 4. Playing this chord progression in all keys with three voices in the right hand and the bass in the left: I, IV, V₇, I. (The tonic should be placed in the soprano and bass of I, followed by correct voice leading thereafter.)
 - 5. Harmonizing simple folk tunes and worship choruses by ear and lead sheets.
 - 6. Improvising melodies above moderately difficult accompaniments.
 - 7. Play accompaniments for choral warm-ups.

- C. Analyze "America" in F; "America the Beautiful" in B-flat; and the "Star Spangled Banner" in A-flat. Memorize "America" and "Star Spangled Banner", BME majors also memorize "America the Beautiful."
- D. Sight read soprano and bass of four-voiced hymns and transpose two or more non-adjacent voices up or down a half or whole step.
- E. Combine a written vocal or instrumental melodic line with a simple written accompaniment; i.e., sight read and play three musical staves simultaneously. From an open score, play two choral or two instrumental parts at concert pitch.
- F. Analyze and play repertoire from all stylistic periods; also study and play accompaniments with good tonal balance between melody and accompaniment.
- G. Reproduce the critical study and preparation of selected compositions by participating in class recitals. The music major will perform the patriotic songs during the recitals in addition to recital repertoire – solos and accompaniments.
- H. Evaluate his own and his classmates' performances. Guidelines of his critical listening may include:

Stylistic interpretation	Hand and arm positions
Accuracy of notes	Posture
Memory	Stage demeanor
Pedaling	Tempo
Phrasing	Rhythm
Dynamic contrasts	Articulation
Fingering	Nuances
Harmonic analysis	Tone quality

J. 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 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, pedaling, and rhythmic accuracy.
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
None
2. Other
Hymns, piano repertoire and vocal or instrumental repertoire as needed.

B. Optional Materials

1. Textbooks
None
2. Other
Technique exercises, included major and minor scales and arpeggio, as needed.

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, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
- 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 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 attends class regularly and who consistently meets the daily practice assignments resulting in excellent performance is to maintain a grade of "A."
 - b. A student who is regular in class attendance and who 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 grade of "C."
 - d. Grades of each student's weekly progress, the performances in the frequent class recitals, practice card grade, and written tests will be averaged into the final grade.
 - 2. Whole Person Assessment Requirements
There are no WPA requirements for this course

VI. COURSE CALENDAR

1st Week	Orientation of course objectives and location of practice rooms. Assign the memorizing of one patriotic song as a continuation of previous study Play all major scales as learned in the previous semester.
2nd Week	Assign repertoire for study and performance. Play all major arpeggios. Sight-read and transpose hymns.
3rd Week	Play all major chord progressions I, IV, I ⁶ ₄ , V ⁷ , I, placing the tonic note of I in the soprano and bass voices. Harmonize folk tunes. Play Happy Birthday in F and G major.
4th Week	Play all harmonic minor scales, minor arpeggios and minor chord progressions. Review recital pieces. Play modes beginning on any key, white or black.
5th Week	Class recital. Play America in the key of F Major by memory. Begin learning The Star Spangled Banner in A-flat Major.
6th Week	Assign new repertoire and begin memorizing The Star Spangled Banner. Review all major and minor triads. Play all dominant seventh arpeggios. Sight-read ensemble music. Play chromatic scales.
7th Week	Play all diminished seventh arpeggios. Harmonize folk tunes and gospel choruses by ear and with lead sheets.
8th Week	Improvise melodies over printed accompaniments. Learn the names and functions of the pedals. Play The Star Spangled Banner by memory.
9th Week	Review keyboard techniques of phrasing, pedaling, etc. Assign final patriotic song America the Beautiful to BME majors. Review choral warm ups.
10th Week	Sight-read and transpose hymns. Play duets and ensemble music.
11th Week	Sight-read vocal solo and the piano accompaniment, combining them into a piano melodic line with accompaniment. Harmonize folk tunes and worship choruses
12th Week	Review all major and harmonic minor scales and arpeggios, dominant seventh and diminished seventh arpeggios, and chord progressions. Sight-read and transpose hymns with modulations to the transposed keys.

- 13th Week Harmonize folk tunes and songs in texts used in public schools.
Assign material to be performed in the final class recital.
Read choral and instrumental scores of easy to medium difficulty.
- 14th Week All patriotic songs must be completed by memory—America and The Star-
Spangled Banner; Music Education majors also memorize America the
Beautiful.
Sight-read duets and ensembles.
- 15th Week Final class recital featuring performances of final repertoire solo.
The Piano Proficiency exam must be completed before final exam week.

Course Inventory for ORU's Student Learning Outcomes

Class Piano III MUS 127 Spring 2017

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		