

Syllabus for
MUS 125—Class Piano I
1 Credit hour
Fall 2017

I. COURSE DESCRIPTION

A course designed for students with minimal piano training. Group instruction includes simple sight reading in treble and bass clefs, improvisation, and beginning keyboard technique, such as all major scales and arpeggios, accompaniments, solo and ensemble repertoire, and elementary keyboard transposition.

Prerequisite: Ability to read treble and bass clefs; permission of instructor.

Instrument Use Fee: \$55.

II. COURSE GOALS

This course is designed to enable the student to do the following:

- A. Prepare to be music teachers, conductors, composers, performers, and worship leaders.
- B. Begin the preparation for passing the piano proficiency requirements. The non-music major will be expected to achieve slightly less facility at the piano than the music major.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

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

- 1. Define basic musical terms and concepts that pertain to creating music at the piano.
- 2. Display the development of skills by playing selected musical compositions during class recitals.
- 3. Evaluate class piano and solo piano performances under the supervision of the instructor. Guidelines of his criticism may include the following categories:

Stylistic Interpretation	Hand/Arm positions
Accuracy of Notes	Posture
Memory	Stage Demeanor
Pedaling	Tempo
Phrasing	Rhythm
Fingering	Articulation
Dynamic contrasts	

B. Objectives for Students in Teacher Preparation Programs

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

This course is designed to help students meet subject competencies:

SC9 and 17 – Vocal and Instrumental/General:

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.

1. The Teacher Candidate will know the following:
 - a. Basic musical terms and concepts that pertain to creating music at the piano.
 - b. Construction of major and harmonic minor scales--the pitch resources of specific major and minor keys.
 - c. The construction of diatonic triads and the dominant seventh chord.
2. The Teacher Candidate will be able to demonstrate the following:
 - a. Define musical terms and concepts that pertain to creating music at the piano.
 - b. Perform, for the instructor and the class, the musical skills necessary when playing the piano, such as phrasing, touch, and pedaling.
 - c. Play all major and white tonic minor scales for the instructor.
 - d. Play diatonic chord progressions involving traditional cadences, which are to be evaluated by the instructor.
 - e. Play selected musical compositions during the class recitals.
 - f. Evaluate his performances and that of his classmates under the supervision of the instructor. Guidelines of his criticism may include the following categories:

Stylistic Interpretation	Hand/Arm positions
Accuracy of Notes	Posture
Memory	Stage Demeanor
Pedaling	Tempo
Phrasing	Rhythm
Fingering	Articulation
Dynamic contrasts	

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Material
 1. Textbooks
Lancaster. (2004). *Alfred's Group Piano for Adults. Book I*, 2nd Edition. Alfred Publishing Company, Inc. Van Nuys: CA. ISBN 0739053019
 2. Other
None
- B. Optional Materials
 1. Textbooks
Stecher and Horowitz. (2010). *Keyboard Strategies, Master Text I*, G. Schirmer, Inc. ISBN 9780793552917
 2. Other

Supplementary material will be distributed during the semester.

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 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 weekly grade for his progress in the class, and receives a grade for each class performance.
- 2. Whole Person Assessment Requirements
Required/Recommended WPA items will include the following:
Critique of completion of 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 that incorporates and demonstrates skills learned during the semester.

VI. COURSE CALENDAR

1st Week	Orientation and introductory material Basic musical terminology, rhythmic patterns, musical staff notations Coordination studies and five-note patterns in major and minor keys
2nd Week	Scales and arpeggios in C and G major—one octave Sight-reading and transposition of easy folk songs Play simple melodies by ear Chords in C and G—I, IV, V, I, IV ⁶ ₄ , I, V ⁶ ₅ , I
3rd Week	Scales, arpeggios, and chord progressions in D and A major Sight-reading and transposition Play simple melodies and harmonies by ear Assign the first recital selections
4th Week	Continue the preceding work, adding the scales, arpeggios, and chords of E and B major. Playing scales and arpeggios with hands together is encouraged. Scale and arpeggio of F major
5th Week	Review preceding work Class recital at the instructor's discretion.
6th Week	Chordal accompaniment progressions I IV I ⁶ ₄ V ⁶ ₅ I in the keys of C, G, D, A, E, and B Sight-read duets and easy ensembles Improvise folk melodies and accompaniments
7th Week	Scale, arpeggios, and chords in F [#] and C [#] major Sight-read and transpose two non-adjacent voices of one hymn Assign new repertoire for class recital

8th Week	Scale, arpeggios, and chord progression in F major Improvise folk melodies and accompaniments from lead sheets and/or by ear only Sight-read easy repertoire
9th Week	Review scales, arpeggios, and chord progressions in C, G, D, A, E, and F major Review scales in B, F [#] , C [#] major Class recital Introduce minor scales (pure and harmonic) beginning on C, D, E, F, G, A, B Scales and arpeggios now should be played hands together
10th Week	Scale, arpeggios, chord progression in B ^b and E ^b major Sight-read new solo repertoire Assign "America" to be played in F major Analyze harmonic progressions in "America" and play soprano, alto, tenor, and bass voices separately, then in pairs until all four voices can be played hands together.
11th Week	Scale, arpeggio, chord progression in A ^b major, D ^b major Sight-read duets and ensembles
12th Week	Scale, arpeggio, chord progression in G ^b major, C ^b major Continue studying "America" in preparation for final performance
13th Week	Review all major scales and arpeggios, octaves, and chord progressions Improvise simple melodies and accompaniments
14th Week	Study solo repertoire Review minor scales beginning on white notes
15th Week	Review all objectives Class recital of assigned literature including final performance of "America" for music majors' first level of the piano proficiency

Course Inventory for ORU's Student Learning Outcomes

Class Piano I MUS 125 Fall 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		