

Syllabus for
MUS 124—Preparatory Class Piano
1 Credit Hour
Spring 2024

I. COURSE DESCRIPTION

A course designed for non-music majors who have had little or no previous experience in reading music. Instruction includes basic musical skills, elementary reading, improvisation, and solo and ensemble repertoire.

Prerequisite: Permission of instructor.

Instrument Use Fee: \$55.

II. COURSE GOALS

The purpose of this course is to introduce the student to the basics of music reading as applied to the keyboard in preparation for Class Piano, Level I.

III. ASSOCIATED PROGRAMS

- A. To provide opportunities for students to develop their music capabilities and interests through the use of music as a socializing force, as an aid to compassionate understanding of themselves and their environment and as an avenue of self-expression.
- B. To stimulate an appreciation and love for music through the study of its various disciplines.
- C. To develop techniques for mature evaluation of musical standards.
- D. To give an adequate background for further study in graduate school and cultivate tools for teaching in public and private schools, teaching in private studios, performing in professional organizations and working in related musical fields
- E. Prepare for various ministries and worship.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page

- A. Spiritual Integrity
- B. Personal Reliance
- C. Intellectual Pursuit
- D. Global Engagement
- E. Bold Vision

V. STUDENT LEARNING OUTCOMES FOR THIS COURSE

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

- A. Name all the white keys on the piano keyboard.
- B. Play whole and half steps from any white or black key.
- C. Play pentachords in all major and minor keys.
- D. Play simple folk tunes by ear.
- E. Demonstrate notes on the staff from low C to high C, including sharps and flats, designate landmark G's and C's.
- F. Demonstrate rhythmic patterns including whole notes and rests through sixteenth notes and rests, simple and compound meters.

- G. Articulate symbols, dynamics, fingerings.
- H. Demonstrate intervals through octaves.
- I. Play all major, minor, augmented and diminished triads and arpeggios.
- J. Play I IV V⁷ I progressions in all keys.
- K. Create simple accompaniments to folk tunes.
- L. Notate and play worship choruses with simple chordal accompaniments.

VI. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
 - Lancaster/Renfrow. (1999). *Alfred's Piano 101, Book 1*, Van Nuys, CA: Alfred Publishing Company. ISBN 0739002554
 - 2. Other
 - None

- B. Optional Materials
 - 1. Textbooks
 - Lancaster/Renfrow. (2009). *Alfred's Piano 101, Book 2*. Van Nuys, CA: Alfred Publishing Co. ISBN 0739002570
 - Lancaster. (2004). *Alfred's Group Piano for Adults, Book 1*. Van Nuys, CA: Alfred Publishing Company. ISBN 0739053019
 - Stecher and Horowitz. (2010). *Keyboard Strategies, Master Text I*, G. Schirmer, Inc. ISBN 9780793552917
 - 2. Other
 - Supplementary material will be distributed during the semester.

VII. POLICIES AND PROCEDURES

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

- B. 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. Whole Person Assessment Requirements
 - There are no WPA requirements for this course.
 - 3. Other Policies and/or Procedures
 - Much of the class time will be devoted to keyboard drill; however, students are expected to prepare some keyboard as well as written assignments outside of class time. Outside practice time is necessary.

V. COURSE CALENDAR

<u>Week</u>	<u>Topic/Activities</u>
1	Introduction of Piano Keyboard
2	Whole and half steps
3	Pentachords
4	Folk tunes
5	Quiz
6	Staff names of lines and spaces, recognize landmark G's and C's
7	Rhythmic symbols
8	Symbols, dynamics, fingering
9	Quiz
10	Intervals
11	Triads in block form and arpeggios
12	Chord progressions
13	Accompaniments to folk songs; beginning piano literature
14	Worship choruses
15	Class Recital

Program Outcome Alignment: PERFORMANCE PIANO

This program contributes to the University 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.

Program Outcome alignment with University Outcomes		Significant	Moderate	Minimal	None
Spiritual Integrity					
Outcome 1	Students will apply a Biblical and Christian Worldview when creating, performing, teaching, worshiping, and analyzing a variety of styles of music.		x		
Personal Resilience					
Outcome 2	Students will demonstrate active engagement and self-motivation in the preparation for recitals, classroom teaching, worship sets, research, audio projects, and presentations in music.	x			
Intellectual Pursuit					
Outcome 3 NASM 8.B.2.a-b	Students will develop the technical performance skills for artistic expression in at least one major performance area at a level appropriate for the major or concentration.	x			
Outcome 4 NASM 8.B.1.c	Students will develop ability to read at sight with fluency in their major performance area relevant to professional standards for the particular music concentration.		x		
Outcome 5 NASM 8.B.2.a	Students will develop aural skills to identify intervals, melodic structures, chord qualities, and harmonic progressions.		x		
Outcome 6 NASM 8.B.2.a	Students will demonstrate an understanding of the theory, harmonic progressions, and forms of a variety of styles of music when studying, listening, performing, and teaching music.	x			
Outcome 7 NASM 8.B.4	Students will acquire and develop the basic knowledge of music history and repertoire through the present time for a variety Western music cultures and styles.		x		
Global Engagement					
Outcome 8	Students will engage and analyze music from a wide variety of musical periods including Western and non-Western musical traditions (and worship).		x		
Bold Vision					
Outcome 9 NASM 8.B.1.f	Students will demonstrate vision, leadership, and artistry in performance through expression in phrasing, dynamics, articulations, and accepted practice for musical works in a variety of settings including the stage, classroom, therapeutic settings, and worship services.	x			