

Syllabus for
MUS 125—Class Piano I
1 Credit hour
Spring 2024

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. 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

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	

VI. 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.

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 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.

V. 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

	<p>Play simple melodies by ear Chords in C and G--I, IV, V, I, IV⁶₄, I, V⁶₅, I</p>
3rd Week	<p>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</p>
4th Week	<p>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</p>
5th Week	<p>Review preceding work Class recital at the instructor's discretion.</p>
6th Week	<p>Chordal accompaniment progressions I IV I⁶₄ V⁶ I in the keys of C, G, D, A, E, and B Sight-read duets and easy ensembles Improvise folk melodies and accompaniments</p>
7th Week	<p>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</p>
8th Week	<p>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</p>
9th Week	<p>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</p>
10th Week	<p>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.</p>
11th Week	<p>Scale, arpeggio, chord progression in A^b major, D^b major Sight-read duets and ensembles</p>
12th Week	<p>Scale, arpeggio, chord progression in G^b major, C^b major Continue studying "America" in preparation for final performance</p>
13th Week	<p>Review all major scales and arpeggios, octaves, and chord progressions Improvise simple melodies and accompaniments</p>

- 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

Program Outcome Alignment: MUSIC UNIT/MUSIC ARTS

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		

(Revised 10/21/21)