

Syllabus for
MUS 126—Class Piano II
1 Credit hour
Spring 2024

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.

Instrument Use Fee: \$55.

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. ASSOCIATED PROGRAMS

- A. To provide opportunities for students to develop their musical 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. 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 solos and ensembles.
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, and 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, 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.)

VI. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
 - Lancaster. *Alfred's Group Piano for Adults, Book 2*. 2nd Edition, CA: Alfred Publishing Co., Inc. Van Nuys, 2008. ISBN 0739049259
 - 2. Other
 - None
- B. Optional Materials
 - 1. Textbooks
 - Stecher and Horowitz. *Keyboard Strategies, Master Text II*. G. Schirmer, Inc., 2009. ISBN 9780793553112.
 - 2. Other
 - None

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
 - Required/Recommended WPA artifacts 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.

VIII. COURSE CALENDAR

- 1st Week Review: All major scales and major/minor five-finger patterns—play both hands together if possible
Primary chords (major keys/minor keys)
Harmonization/sight reading/transposition
- 2nd Week Review triads in inversions;
Circle of 5ths, 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 in major and minor keys
Harmonization/transposition with minor chords
- 4th Week Scales B, F[#], G^b, C[#], D^b
Triads of scales
Dotted rhythms, transposition, harmonization
- 5th Week Arpeggios F[#], G^b, C[#], D^b
Recital I, including “America” and/or Baroque solo
- 6th Week ii and vi harmonization
Skills Test—scales, arpeggios, cadences, sight reading, harmonizing, and transposition
- 7th Week New Repertoire from the Classical period and “Star-Spangled Banner”
Study V⁷ and inversions
- 8th Week Ensembles, harmonization, sight-reading, and transposition
- 9th Week Major and Minor scales and triads E^b, A^b
Major and Minor Arpeggios E^b, A^b
- 10th Week Begin reading from hymnal
Scales and arpeggios B^b, F
All music majors begin memorizing “Star-Spangled Banner”
- 11th Week Triads of minor scales
Recital II—Classical Period.
Assign new repertoire
Introduce whole-tone and pentatonic scale
- 12th Week Minor scales: c, g, d, a, e
Primary chords—minor keys
Sightread and transpose easy 4-voiced hymns

13th Week Harmonize and transpose folk melodies

Minor scales: f, b

Skills Test

14th Week All minor arpeggios

Review recital material

Play by memory the third repertoire solo and “Star-Spangled Banner” with score.

15th Week Final test: sight reading, scales, arpeggios, hymns

Final recital including patriotic songs as learned at the present time

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			