

Syllabus for
MUS 127 - Class Piano III
1 Credit hour
Spring 2024

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. 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

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 play "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, alto, tenor, 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.)

VI. 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
As needed
2. Other
Technique exercises, including major and minor scales and arpeggios, dominant seventh and diminished seventh arpeggios, and chord progressions as needed.

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 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

V. 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 and arpeggios. Demonstrate choral warm-ups.
2nd Week	Assign repertoire for study and performance. Play all minor scales and arpeggios. Sight-read and transpose one hymn.
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 America and/or America the Beautiful. Play modes beginning on any key, white or black.
5th Week	Class recital. Play America in the key of F Major or America the Beautiful in B-flat, 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, whole-tone scales, pentatonic 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 memorized patriotic song America the Beautiful to BME majors. Review choral warm ups.
10th Week	Sight-read and transpose hymns. Play duets and ensemble music.

- Sight-read international patriotic songs.
- 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 textbooks 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 or patriotic songs.
The Piano Proficiency exam must be completed before final exam week.

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			