

MUS 146 GROUP PIANO LEVEL I

COURSE SYLLABUS

Learning Outcomes

- Introduction to beginning functional piano skills with development towards elementary level playing
- Demonstrating and performing at the piano as a means of creative expression. This will include mastering:
 - elementary level repertoire in contrasting musical styles (baroque, classical, romantic, contemporary/jazz)
 - harmonization of folk melodies using the I, IV, V7 chord progression
 - techniques including basic 5 finger penta-scales, the major scale, and basic chord patterns (blocked and broken)
 - beginning improvisation techniques
 - basic transposition techniques

In addition to the development of basic functional piano skills, the learning outcomes of this course will fulfill the overall GEP Arts goal through:

- Identifying historical and cultural aspects of the arts through the study of music from different historical periods and composers.
- Demonstrating an understanding of creative expression through performance of piano repertoire, harmonization, and improvisation.

For music majors, the overall goal and benefit of acquiring proficient piano skills is to 1) enhance and further your own musicianship and 2) to use the piano as an effective teaching tool as a music educator.

Course Content

- I. Development of sight-reading through various “reading” piece assignments and mastery of piano repertoire selections from the class text:

Alfred's Group Piano For Adults, Book I, by E.L. Lancaster and Kenon D. Renfrow

- II. Keyboard technical skills:
 1. Major and minor 5 finger penta-scales patterns
 2. Major scales: two octaves, hands separate
 3. Chord patterns using the following progressions:

I IV₆ I V₆ V₄ I
 4 4 3

- III. Transposition of single-line melodies
- IV. Harmonization and transposition of melodies/folk tunes with the above chord pattern.
- V. Improvisation of simple question and answer phrases

Assessment

The following will be assessed to achieve proficiency and completion of MUS 146 Level I skills. These items will be assessed throughout the semester by way of:

- weekly graded playing assignments
- in-class performances
- midterm and final playing exams
- Instructor feedback and critique will be given on D2L with each grade posted. Verbal feedback will also be given in class as the instructor works individually with each student leading up to a given performance or graded assignment.

I. Piano Repertoire

- A. Four pieces from various stylistic periods will be chosen from the text and performed throughout the semester. Performances will be given in-class and through one-on-one midterm and final playing exams. One out of the four pieces is required to be memorized.

II. Technique

- A. Major scales: hands separate, two octaves from memory
- B. Chord Progressions: demonstration of I IV₆ I V₆ V₄ I in the major keys
4 4 3

III. Harmonization and Transposition

- A. Two harmonization assignments will be prepared during the semester and performed on the midterm and final playing exams. These harmonizations will be in a variety of different keys, including one in a minor key, and should display a variety of basic accompaniment patterns. Memorization is required.
- B. Transpose a melody in either hand within a scope of an octave

IV. Sight-Reading

- A. A melody moving from one hand to the other.
- B. Given a melody, harmonize it with appropriate chords in block position. This harmonization will include the chords I IV and V₇.

Course Policies/Information

Dr. Molly Roseman, Instructor mroseman@uwsp.edu Office: Room 319 – NFAC Phone: 346-3727
Office Hours: By appointment or consult schedule on my office bulletin board

Text

Group Piano for Adults by Lancaster and Renfrow. Alfred Publications

- Book 1 = for MUS 146 Level 1 and MUS 147 Level 2
- Book 2 = for MUS 246 Level 3

This is a rental text, which can be obtained at the University Bookstore. You are required to bring this to every class.

Supplies Folder for keeping assignments & handouts

Pencil or pen

Metronome

Manuscript paper (found on D2L which can be downloaded/printed)

Grades

Your overall semester grade is determined by a combination of:

- daily/weekly grades (33.33%)
- the midterm exam (33.33%)
- the final exam (33.33%)

If you miss a daily grade because of an illness or emergency **and** give the instructor **notice of your absence** before class, daily grades may be made-up. Missed grades **will not** be made-up for unexcused absences (oversleeping, missed transportation, etc.) If you must miss the midterm or final exam due to serious illness, death in family, etc., consult with me about rescheduling. If your final semester grade constitutes a D or higher, advancement will be made to the next piano level, **however**, if a student has failed one category (scales, chord progressions, etc.), an incomplete will be issued for the semester. An incomplete can only be removed once that particular deficiency has been re-examined and passed by the instructor.

All grading will be based on the following system:

A = 4.00 A - = 3.67 B+ = 3.33 B = 3.00 B- = 2.67 C+ = 2.33 C = 2.00 C- = 1.67 D+ = 1.33 D = .67 F = 0.00

***Consult grading criteria/rubric on next page**

Exam Dates:

Consult the “Important Grading Dates” page in this packet for exam dates and content. Weekly grades will be given on a regular basis throughout the semester. If you need any clarification, please ask your instructor.

D2L

Grades given throughout the semester will be posted on the Desire2Learn site. Instructor feedback will be given as graded items are posted. (<https://uwsp.courses.wisconsin.edu>) Unexcused absences that you may have acquired will also be posted. It is the student’s responsibility to check D2L on a regular basis so that you may keep track of your progress and to remain aware of excessive unexcused absences, which may affect your overall grade. I am glad to address any questions in person regarding grades and absences. Other various course materials will also be posted in D2L throughout the

Grading Criteria/Rubric

The following rubric will be used in assessing all class assignments and playing exams. The criteria aims to give each student a clear understanding of their progress and provide goals for continued improvement in future assignments.

Category	Exemplary (A, A-)	Above Average (B+, B, B-)	Average (C+, C)	Below Average/Unacceptable (C- and lower)
Pitch/Rhythmic Accuracy	no errors in pitch accuracy and rhythmic counting	very minor errors in pitches & rhythm; doesn't detract from overall performance	a few errors in pitches and rhythm, with minor deduction from overall performance	Many errors in pitches; rhythms are incorrect detracting from an acceptable performance
Tempo/Continuity/Pulse	Adheres to appropriate tempo; maintains a steady pulse throughout; good continuity in transitions	Slight deviation from appropriate tempo; pulse remains steady through most of piece; slight hesitation in continuity between transitions without detracting from overall performance	Significant deviation from appropriate tempo; pulse not steady in several areas; a bit more hesitation or stops in playing; continuity is lost between transitions, resulting in a minor deduction from overall performance	Severe deviation from appropriate tempo; pulse not steady or no sense of pulse through entire performance; many hesitations or stops; lack of continuity in transitions, detracting from an acceptable performance
Technique	good hand position and posture; use of correct fingerings in scale/chord patterns; economical fingerings in repertoire; clear pedaling (if applicable)	mostly good hand position & posture; very minor/random fingering errors in scale/chord patterns; mostly economical fingerings in repertoire; pedaling is clear for majority of piece (if applicable)	some attention needed to hand position & posture. Restarts once or twice in order to grasp proper fingering of scale and chord patterns; hesitant start in rep performance due to improper technical setup; fingering in repertoire is not logical in spots; pedaling not as clear, a bit blurry (if applicable)	poor hand position & posture; several restarts with unsuccessful execution of proper fingerings in scale and chord patterns. Several starts in rep performance due to improper technical setup; incorrect fingering throughout; pedaling not used as indicated or very blurry and detracting from overall performance (if applicable)
Musical Expression (dynamics, articulation, phrasing)	all expressive markings indicated in the score are consistently executed; personal expression is apparent	most expressive markings indicated in score are executed; personal expression is somewhat apparent	lack of attention to most of the expressive markings indicated in the score; personal expression not apparent; some detachment from the music	No attention to any expressive markings indicated in the score; no personal expression apparent; total detachment from the music

Class Attendance Policy

This class meets twice a week for 50 minutes. Because this is a skills class, your attendance is extremely important and expected at each class. “Excused” absences will only be considered as:

- a documented medical emergency
- a verified family emergency or death in family
- University-related excused absence with documentation or email from university

It is your responsibility to notify me via university email or voicemail (stated above) within a 24 hour period regarding your absence. If do not hear from you about your absence, I will assume your absence as “unexcused”. Any other type of absence that is not listed above will be considered “unexcused” (oversleeping; missed transportation; etc.).

You are allowed two unexcused absences without penalty. For each unexcused absence after that point, your overall grade will be lowered by one letter grade. Your overall grade will continue to be lowered by one letter grade per unexcused absence. Note: Final notification of excused absences must be addressed to the instructor before the semester concludes. Appeals regarding absences cannot be made after the semester has ended and final grades have been submitted.

Cell Phones

Use of cell phones (talking/texting) during class is a distraction and will not be tolerated. Once you enter the lab, cell phones need to be silenced and out of sight. Please take care of calls/texts beforehand.

Practice

This is a skills class in which regular daily practice is crucial to your progress and ability to pass this course. Each student will be at different skill levels. On the average, one hour per day of piano practice outside of class is the normal time commitment. Please note that although one individual may accomplish reasonable progress with (1) hour of practice per day, some of you may need to commit much more practice time to successfully progress and develop the required keyboard skills for class.

Your progress and success in this course is very important to me. Please feel free to see me with any problems or concerns you may have with this class. **Any student who has a disability and is in need of classroom and/or exam accommodations, please contact the instructor and the Office of Disability Services.**