

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of MUSIC  
COURSE SYLLABUS**

**Course Prefix and Number:** MU 3111

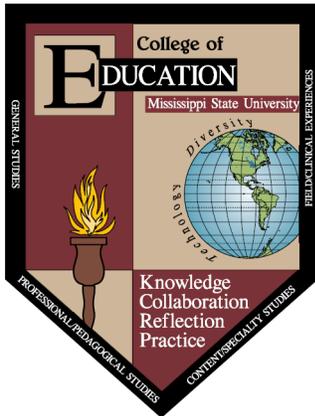
**Course Title:** Piano Class

**Credit Hours:** One (1) semester hour

**Type of Course:** Laboratory

**Catalog Description:** (Prerequisite: grade of C or better in MU 2121 or equivalent or permission of instructor). Two hours laboratory. Intermediate piano for instrumental and vocal music majors; continuation of MU 2121

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## Course Objectives:

The student will:

1. Demonstrate the ability to translate into sound at the keyboard the symbols of notation covered during the semester [first half of InTASC # 1] [CFPO #3]
2. Demonstrate the ability to distinguish aurally the various aspects of musical sound covered during the semester [first half of InTASC #1] [CFPO #3]
  - A. by notating it
  - B. by reproducing it at the keyboard
  - C. by verbal description
3. Demonstrate the ability to project in performance the differences between Western (art music and folk music) and Non-Western musical styles [first half of InTASC # 1] [CFPO #1, 3]
4. Demonstrate the ability to perform improvisations and specified repertoire without stopping to correct mistakes [first half of InTASC # 1] [CFPO #1, 3]
5. Demonstrate knowledge and evidence of effective practice habits, thereby modeling the conceptual framework for the College of Education at Mississippi State, “Kaizen—translated continuous improvement” [first half of InTASC # 1] [CFPO #1,3]
6. Demonstrate the ability to accompany at the keyboard [first half of InTASC #1] [CFPO #1, 3]
7. Demonstrate knowledge of technical considerations and evidence of technical growth [first half of InTASC # 1] [CFPO #3]
8. Demonstrate the ability to give constructive self-criticism and constructive criticism to peers, thereby modeling the conceptual framework for the College of Education at Mississippi State, “Kaizen—translated continuous improvement” [InTASC # 9] [CFPO #1, 2, 3, 4, 8]
9. Demonstrate the ability to establish a tempo appropriate to the repertoire studied and the ability to verbally and musically conduct peers from the keyboard [InTASC #6] [CFPO #1,3]
10. Become acquainted with the ways in which keyboard skills impact work as an instrumental music educator, choral music educator or elementary music educator [InTASC #4 and the first half of #1] [CFPO #1, 3]
11. Demonstrate the ability to effectively operate digital keyboards [CFPO #10]

## Topics to Be Covered:

1. Review of Keyboard Basics: triads qualities, key signatures, relative minor keys, major and minor scales, 2 octave C & G major and minor scales and arpeggios, triads in major and minor keys (2 hours)
2. Inversions of triads, sonata form, score reading for B-flat instruments (2 hours)
3. Primary Chords in major and minor keys, 2 octave D, A, and E major and minor scales and arpeggios, 12-bar blues improvisation, score reading with transposing and non-transposing instruments (2 hours)
4. Secondary Chords in major and minor keys (4 hours)
5. Seventh Chords; 2 octave B & F major and minor scales and arpeggios, score reading for E-flat instruments (2 hours)
6. Secondary Dominants (2 hours)
7. Secondary Dominant Progressions: V7/V and V7/IV; 2 octave D-flat and G-flat major and minor scales and arpeggios (4 hours)
8. Secondary Dominant Progressions: V7/ii, V7/iii, and V7/vi, vocal accompaniments and choral scores (4 hours)
9. Theme and Variations, 2 octave B-flat, E-flat, and A-flat major and minor scales and arpeggios, score reading for F instruments (2 hours)
10. Musical Style Periods (2 hours)
11. Modulation to Dominant, improvisation in Baroque style (4 hours)

## Text and Materials:

Lancaster, E.L., & Renfrow, K. D. (2008). *Alfred's group piano for adults, book 2* (2<sup>nd</sup> ed.). Van Nuys, CA: Alfred Publishing Co., Inc.

Folder for handouts and assignments

## Methods of Instruction:

1. Lecture combined with blackboard and keyboard demonstration
2. Student discovery of musical aspects through classroom activity
3. Informal class discussion

## Suggested Student Activities:

1. Preparing and performing individualized repertoire (solo or ensemble) [Course Objective Nos. 1, 2, 3, 4, 5, 7, 8, 9] [first half of InTASC #1]
2. Attending musical performances on campus [Course Objective #2]
3. Self-evaluation and critiquing work of classmates [Course Objective Nos. 2 and 8] [InTASC # 9]
4. Group sight reading [Course Objective Nos. 1, 2, 3, 5, 7, 8, 9]
5. Multi-track recording of a piano duet or ensemble [Course Objective Nos. 1, 2, 3, 4,

5, 6, 7, 9, 10, 11]

**MSU Honor Code:**

**"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."**

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>.

**Technology:** Students will use technology in the following ways

1. MyCourses for course information, supplementary materials in PDF documents, and to post grades
2. Instruction on 88-key digital pianos with a teacher communication/control center
3. MP3 player, iPhone and iPad aps for musical examples
4. Multi-tracking and recording of a piano duet or ensemble on digital pianos, computer or iPad

**Diversity:**

Students are exposed to music from a variety of cultures. [Course Objective #3]

**Disability:**

Students with disabilities documented by the Office of Student Support Services (325-3335) will be accommodated.

**Field Component:**

None

**Evaluation of Student Progress:**

60% Daily teacher evaluation of individual performance. (Scale: A = 90% - 100%; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; F = 59% and below)

Special Note 1: Failure to attend class without notifying the teacher in advance or presenting a doctor's excuse will result in an "F" [0] as a daily grade. I will excuse up to *two absences*, all other absences, excused or otherwise will not be excused and will receive a daily grade of "F" [0] for the absence. Exception: if university-related responsibilities cause you to miss more than 2 classes, I will excuse the absences [example—if you are part of the pep band, the basketball teams play in championship games and you are required to attend the games]

Special Note 2: Each student is expected to come to class with his/her own

textbook, folder or notebook, pencil, and any previously assigned handouts. Students are allowed two class periods to “forget” textbooks without penalty. *Beginning with the third class period a textbook is “forgotten,” students will receive an “F” as a daily grade.*

Special Note 3: Students are expected to be on time for each class. Students will be allowed two class periods for tardiness without penalty. Beginning with the third class period, students’ daily grades will be lowered by one letter. Students who are consistently tardy (six class periods or more) will receive an “F” as a daily grade. *If you have a problem getting to class on time because you have a class just before this one in a remote part of campus, let me know immediately!*

40% Three scheduled exams. (Scale: A = 90% - 100%; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; F = 59% and below)

1. All regular exams are scheduled on class meeting days.
2. All exams are weighted equally because the nature of skill development is comprehensive
3. Exam contents consist of a demonstration of skills and repertoire or special projects (i.e. the multi-tracking project) covered in classes prior to a given exam
4. Consult the class calendar for specific exam days.
5. All exams are held one-on-one with the instructor in the instructor’s office.
6. *Students who are unable to attend an exam at the scheduled time must notify the instructor via e-mail or phone on the day of the exam. If a student fails to show up for an exam or has not notified the instructor regarding an exam absence by the next regular class meeting, the student will receive an automatic “F” for the exam.*
7. *Make-up exams for excused absences will be given during finals week, the day and time of which are agreed upon by instructor and student.*

### **Bibliography:**

Alexander, D. (1986). *Alfred's basic adult duet book, Level 2*. Van Nuys, CA: Alfred Publishing Company, Inc.

Hilley, M. & Olson, L. F. (2002). *Piano for the developing musician* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth/Thomson Learning.

Kern, F., Keveren, P., Kreader, B., & Rejino, M. (2005). *Hal Leonard adult piano method, book 2*. Milwaukee, WI: Hal Leonard Corporation.

Kern, F., Keveren, P., Kreader, B., & Rejino, M. (2005). *Popular hits book 2*. Milwaukee, WI: Hal Leonard Corporation.

Keveren, P. (1999). *Piano ensembles, levels 4 & 5*. Milwaukee, WI: Hal Leonard Corporation.

Lancaster, E.L. & Renfrow, K. D. (2004). *Alfred's group piano for adults, Book 1* (2<sup>nd</sup> ed.) . Van Nuys, CA: Alfred Publishing Company, Inc.

Lyke, J., Elliston, R., Caramia, T., & Hartline, E. (1993). *Keyboard musicianship: Group piano for adults, book 2* (6<sup>th</sup> ed.). Champaign, IL: Stipes Publishing Company.

Palmer, W. A., Manus, M., & Lethco, A. V. (1984). *Alfred's basic adult Christmas piano book, level 2*. Van Nuys, CA: Alfred Publishing Company, Inc.

Stecher, M., Horowitz, N., Gordon, C., Kern, R. F. & Lancaster, E. L. (1980). *Keyboard strategies (master text 2)*. Milwaukee, WI: G. Schirmer, Inc.