



CAMPBELLVILLE UNIVERSITY

COURSE SYLLABUS

PLEASE TYPE.

DATE _____

ACADEMIC UNIT _____

FACULTY _____

Discipline	Course# Section	Title of Course	Credit Hours	Cross Reference (if applicable)
------------	--------------------	-----------------	--------------	------------------------------------

TEXTBOOK

Required

Not Required

Author _____ Title _____

Publisher _____ Date of Publication _____

WORKBOOK

Author _____ Title _____

Publisher _____ Date of Publication _____

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)

3. COURSE OUTLINE: Outline the topics/units that are to be taught.
4. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
5. REQUIREMENTS:
 - a. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
 - b. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
 - c. Supplemental reading assignments or outside work required.
 - d. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.

6. BOOKLIST

DEAN

Date Copy Received _____

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Date Copy Received _____

Campbellsville University
MUS 145-02 – Class Piano Level I
Spring, 2017

Instructor: Dr. Carla Golightly

Email: ecgolightly@campbellsville.edu

Class Hours: Tuesday/Thursday 8:30 a.m. to 9:20 a.m.

Required Text:

- ◆ *Alfred's Group Piano for Adults, Book 1, Second Edition* – E.L. Lancaster/Kenon D. Renfrow (published by Alfred, 1995)
- ◆ *Class Piano Harmonization Packet*

Course Description:

Students will acquire the necessary skills to apply the rudiments of music at the keyboard. Students will develop basic pianistic dexterity and musicianship through the study of technique, repertoire, harmonization, sight-reading, accompanying, score reading, ensemble playing and improvisation.

Course Expectations:

By the conclusion of this class, the student will be able to:

- Play major and white-key minor scales two octaves, hands separately, with rhythmic evenness and correct fingering
- Harmonize various melodies and hymn tunes using both primary and secondary chords
- Perform late-elementary level solo piano repertoire with a basic degree of fluency, phrasing, dynamic nuance, and appropriate legato/staccato touch
- Sight-read simple pieces, identifying common patterns and primary chords
- Sight-read two adjacent vocal lines from choral scores
- Improvise five-finger melodies with chordal accompaniment in various keys
- Listen to and follow others through the performance of ensemble music

Grading:

Students will be required to complete 50 specific proficiency requirements. Each item is graded as Pass/Fail. Students are expected to meet the highest standards for each proficiency item in order to receive credit (i.e., “pass”). Keep in mind that the semester is 15 weeks long, so plan accordingly!

Grading Scale (# of items completed):

50-49 A	44-43 B	38-37 C
48-47 A-	42-41 B-	36-35 C-
46-45 B+	40-39 C+	34 - F

Attendance Policy

Students are expected to attend all class meetings. Absences are not excused but work may be made up if the absence meets the criteria listed in the *University Attendance Policy* as printed in the Student Handbook.

Disability Services/Security

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at (270) 789-5192 to inquire about services.

Academic Integrity

Students are expected to be the creator of their work and to maintain academic integrity in all aspects of the course. Cheating is the violation of classroom rules of honesty on examinations and assignments. Any student found guilty of cheating may receive a failing grade of “F” for any assignment, project, or exam, and may result in failure of the course.

Plagiarism is defined as representing or repeating the words or ideas of someone else as one’s own in any academic exercise. All writing you do for any course must be your own and must be exclusively for that course alone. Any student found guilty of plagiarism may receive a failing grade of “F” for any academic exercise and may result in failure of the course. (Policy adopted March 2010, rev. Feb. 2011, rev. Aug. 2016)

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which

includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter
1 University Drive
UPO Box 944
Administration Office 8A
Phone – 270-789-5016
Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Campus Security numbers: Office: (270) 789-5556; Cell Phone: (270) 403-3611

PIANO PROFICIENCY EXAM

Part 1 – At the conclusion of Class Piano II (MUS 146):

- **Technique**
All major scales and white-key minor scales (three forms), 2 octaves, hands together with melodic and rhythmic evenness, as well as correct fingerings. Minimum speed: eighth notes at ♩ = 80.
- **Repertoire**
Perform an intermediate level piano composition with accurate notes, rhythms, fingering, dynamics, articulation, and a general sense of fluency/musicality.
- **Harmonization**
Harmonize a melody using primary and secondary chords (ii, vi, and V/V) in major and minor keys with correct voice leading while reading the chords from functional and/or pop notation. Use appropriate accompaniment patterns (specific examples provided to student in advance).

Part 2 – At the conclusion of Class Piano III (MUS 245):

- **Accompanying**
Perform (with soloist) an accompaniment of reasonable difficulty from the standard instrumental or vocal literature. The composition should be selected in conference with the instructor.
- **Open Score**
Prepare an excerpt from a 4-part vocal score, performing two non-consecutive parts.
- **Sight-reading**
Fluently sight-read an excerpt hands together, with an emphasis on accuracy and steady pulse.

Part 3 – At the conclusion of Class Piano IV (MUS 246):

- **Module Component**
Instrumental Music Education:
 - Reading from open score, play at concert pitch a single line for transposing instruments, (including alto/tenor clef)
 - Demonstrate basic comping skills by creating a two-hand accompaniment that utilizes appropriate voicings and rhythms for a standard jazz piece or a melody found in the Suzuki Violin Book IVocal Music Education/Vocal Performance:
 - Create a stylistically appropriate accompaniment for a children's song or folk song and perform this accompaniment while singing the melody
 - Play a given vocalization (melodic pattern) in all 12 keysWorship Arts:
 - Play a four-part hymn with a reasonable degree of fluency/musicality
 - Create a stylistically appropriate accompaniment for a contemporary chorus (reading from a lead sheet) and perform this accompaniment while singing the melodyBachelor of Arts:
 - Reading from open score, play at concert pitch a single line for transposing instruments
 - Create a stylistically appropriate accompaniment for a children's song or folk song and perform this accompaniment while singing the melody OR Perform a late-intermediate classical piano composition from memory with accurate notes, rhythms, fingering, dynamics, articulation, and a general sense of fluency/musicality.

Class Piano Proficiency Checklist

Demonstrate Proficiency in each of the following:

By week 6:

- 1. Demonstrate proper posture and hand position at the keyboard
- 2. Identify the names of the white keys on the piano
- 3. Identify and play notes written in treble clef
- 4. Identify and play notes written in bass clef
- 5. Play all white-key major 5-finger patterns hands together, up and down three times in a row; end with the tonic triad. Minimum speed: eighth notes at ♩ = 100
- 6. Play all white-key minor 5-finger patterns hands together, up and down three times in a row; end with the tonic triad. Minimum speed: eighth notes at ♩ = 100
- 7. Demonstrate the chromatic scale (*Alfred*, p. 20) up and down one octave in each hand with correct fingering
- 8. Perform “Miniature Waltz” (*Alfred*, p. 33) with accurate notes, rhythms, fingering, dynamics, articulation, and a general sense of fluency and musicality.
- 9. Demonstrate the I – V⁶ – I chord progression in the keys of A, B, C, D, E, F, and G major (in each hand)
- 10. Perform “Minuet” (*Alfred*, p. 34) with accurate notes, rhythms, fingering, dynamics, articulation, and a general sense of fluency and musicality.
- 11. Perform “Amazing Grace” by ear in the key of G (melody in the right hand beginning on a D)
- 12. Play all black-key major 5-finger patterns hands together, up and down three times in a row; end with the tonic triad. Minimum speed: eighth notes at ♩ = 100
- 13. Demonstrate the I – IV^{6/4} – I chord progression in the keys of A, B, C, D, E, F, and G major (in each hand)
- 14. Perform “Bright Lights Boogie” (*Alfred*, p. 47) with accurate notes, rhythms, fingering, dynamics, articulation, and a general sense of fluency and musicality.
- 15. Demonstrate the I – IV^{6/4} – I – V⁶ – I chord progression in the keys of A, B, C, D, E, F, and G major (in each hand)
- 16. Perform “Amazing Grace” by ear with right hand melody and left hand primary chords in the key of G
- 17. Transpose “Amazing Grace” to the key of F major

By week 12:

- 18. Play the C major scale in each hand two octaves up and down with correct fingering
- 19. Perform “Little Scherzo” (*Alfred*, p. 64) with accurate notes, rhythms, fingering, dynamics, articulation, and a general sense of fluency and musicality.
- 20. Play the G, D, A, and E major scales in each hand two octaves up and down with correct fingering. Minimum speed: eighth notes at ♩ = 80
- 21. Perform “Etude” (*Alfred*, p. 80) with accurate notes, rhythms, fingering, dynamics, articulation, and a general sense of fluency and musicality.
- 22. Demonstrate the i – iv^{6/4} – i – V⁶ – i chord progression in the keys of A, B, C, D, E, F, and G minor (in each hand)
- 23. Harmonize “When I Survey the Wondrous Cross” in the key of C major. Play the melody in the right hand and harmonize with primary chords (I, IV, and V) in the left hand
- 24. Transpose “When I Survey the Wondrous Cross” to F and G major.

- 25. Play the F and B major scales in each hand two octaves up and down with correct fingering. Minimum speed: eighth notes at ♩ = 80
- 26. Perform “Toccatina” (Alfred, p. 88) with accurate notes, rhythms, fingering, dynamics, articulation, and a general sense of fluency and musicality.
- 27. Play all white key natural minor scales in each hand, two octaves up and down with correct fingering. Minimum speed: eighth notes at ♩ = 80
- 28. Play triads in all inversions, hands together, as written on p. 137 (Alfred) using the A, B, C, D, E, F and G major triads
- 29. Harmonize p. 154 (Alfred): “Du, Du Liegst Mir Im Herzen” using a broken chord accompaniment
- 30. Transpose the harmonization example on p. 154 (“Du, Du Liegst Mir Im Herzen”) to E major
- 31. Play all white key major scales hands together, two octaves up and down with correct fingering.
- 32. Harmonize p. 155 (Alfred): “Sleep, Baby, Sleep” using a blocked chord accompaniment
- 33. Transpose the harmonization example on p. 155 (“Sleep, Baby, Sleep”) to G major
- 34. Play triads in all inversions, hands together, as written on p. 137 (Alfred) using the A, B, C, D, E, F and G minor triads

By week 15:

- 35. Perform “Dream Echoes” (Alfred, p. 116) with accurate notes, rhythms, fingering, dynamics, articulation, and a general sense of fluency and musicality.
- 36. Play all white key natural minor scales hands together, two octaves up and down with correct fingering.
- 37. Harmonize p. 164 (Alfred): example 6-32 using an Alberti Bass accompaniment
- 38. Transpose the harmonization example 6-32 to A major
- 39. Play all white key harmonic minor scales hands together, two octaves up and down with correct fingering.
- 40. Perform “Morning Salute” (Alfred, p. 128) with accurate notes, rhythms, fingering, dynamics, articulation, and a general sense of fluency and musicality.
- 41. Harmonize p. 165 (Alfred): “Michael, Row the Boat Ashore” using a blocked chord accompaniment
- 42. Transpose the harmonization example on p. 165 (“Michael Row the Boat Ashore”) to E major
- 43. Play all white key melodic minor scales hands together, two octaves up and down with correct fingering.
- 44. Harmonize p. 166 (Alfred): “New River Train” using a blocked chord accompaniment
- 45. Transpose the harmonization example on p. 166 (“New River Train”) to D major
- 46. Play hand-over-hand arpeggios, up and down four octaves with a steady pulse, using all white-key major triads
- 47. Play hand-over-hand arpeggios, up and down four octaves with a steady pulse, using all white-key minor triads
- 48. Harmonize p. 166 (Alfred): “Silent Night” using a broken chord accompaniment
- 49. Transpose the harmonization example on p. 166 (“Silent Night”) to C major
- 50. Perform “German Dance” (Alfred, p. 129) with accurate notes, rhythms, fingering, dynamics, articulation, and a general sense of fluency and musicality

Class Piano I

Chord Progressions

9. Demonstrate the I – V⁶ – I chord progression in the keys of A, B, C, D, E, F, and G major (in each hand)

I - V⁶ - I

etc.

Detailed description: This musical example shows a piano exercise in 4/4 time. The key signature has one sharp (F#), indicating the key of D major. The exercise consists of two systems of two staves each (treble and bass clef). The first system shows the I chord (D major) in two positions: root position and first inversion. The second system shows the V6 chord (B minor) in two positions: root position and first inversion. The third system shows the I chord (D major) in two positions: root position and first inversion. The exercise concludes with a double bar line and the text "etc.".

13. Demonstrate the I – IV^{6/4} – I chord progression in the keys of A, B, C, D, E, F, and G major (in each hand)

6 I - IV^{6/4} - I

etc.

Detailed description: This musical example shows a piano exercise in 4/4 time. The key signature has one sharp (F#), indicating the key of D major. The exercise consists of two systems of two staves each (treble and bass clef). The first system shows the I chord (D major) in two positions: root position and first inversion. The second system shows the IV6/4 chord (G major) in two positions: root position and first inversion. The third system shows the I chord (D major) in two positions: root position and first inversion. The exercise concludes with a double bar line and the text "etc.".

15. Demonstrate the I – IV^{6/4} – I – V⁶ – I chord progression in the keys of A, B, C, D, E, F, G major (each hand)

I - IV^{6/4} - I - V⁶ - I

etc.

Detailed description: This musical example shows a piano exercise in 4/4 time. The key signature has one sharp (F#), indicating the key of D major. The exercise consists of two systems of two staves each (treble and bass clef). The first system shows the I chord (D major) in two positions: root position and first inversion. The second system shows the IV6/4 chord (G major) in two positions: root position and first inversion. The third system shows the I chord (D major) in two positions: root position and first inversion. The fourth system shows the V6 chord (B minor) in two positions: root position and first inversion. The fifth system shows the I chord (D major) in two positions: root position and first inversion. The exercise concludes with a double bar line and the text "etc.".

22. Demonstrate the i – iv^{6/4} – i – V⁶ – i chord progression in the keys of A, B, C, D, E, F, G major (each hand)

i - iv^{6/4} - i - V⁶ - i

etc.

Detailed description: This musical example shows a piano exercise in 4/4 time. The key signature has two sharps (F# and C#), indicating the key of D minor. The exercise consists of two systems of two staves each (treble and bass clef). The first system shows the i chord (D minor) in two positions: root position and first inversion. The second system shows the iv6/4 chord (G minor) in two positions: root position and first inversion. The third system shows the i chord (D minor) in two positions: root position and first inversion. The fourth system shows the V6 chord (B major) in two positions: root position and first inversion. The fifth system shows the i chord (D minor) in two positions: root position and first inversion. The exercise concludes with a double bar line and the text "etc.".