**ESSEX COUNTY COLLEGE**

**Humanities Division**

**MUS 132 *–* Keyboard Class II**

**Course Outline**

**Course Number & Name:**  MUS 132 Keyboard Class II

**Credit Hours:**  2.0 **Contact Hours:**  2.0 **Lecture:** 2.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in MUS 131

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: Group work in developing keyboard facility and reading of music notation. Opportunity provided for individual attention and performance. Developing knowledge and facility with primary and secondary chords and their use in song accompaniment patterns. Subsequent enrollment will provide the student an opportunity for additional skill and competency development. This is the second course in a series of four: MUS 131, MUS 132, MUS 231, and MUS 232.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. play major and minor scales and arpeggios (hands together) with reasonable speed and accuracy;

2. play chord progressions in all major and minor keys and harmonize melodies (written and improvised) using these progressions;

3. transpose melodies and harmonies to other keys; and

4.  perform repertoire pieces of increasing difficulty.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Play major and minor scales and arpeggios (hands together) with reasonable speed and accuracy:

1.1 *perform exercises for keyboard skill development including five-finger pattern exercises;*

1.2 *play major and minor scales and arpeggios (hands together) in all keys with reasonable speed*; and

1.3 *play major and minor scales and arpeggios (hands together) in all keys with reasonable accuracy*

2. Play chord progressions in all major and minor keys and harmonize melodies (written and improvised) using these progressions:

 2.1 *perform chord progressions in all major and minor keys;* and

 2.2 *harmonize melodies using chord progressions in most major and minor keys*

2.3 *improvise melodies over chord patterns*

**Measurable Course Performance Objectives (MPOs)** (continued):

3. Transpose melodies and harmonies to other keys:

3.1 *transpose melodies to keys other than the notated key;* and

3.2 *transpose chords to keys other than the notated key*

4. Perform repertoire pieces of increasing difficulty:

4.1 *sight read piano music from the grand staff at the keyboard;*

4.2 *perform standard repertoire for the piano;*

4.3 *perform 20th-century repertoire and techniques for the piano;*

4.4 *perform piano compositions which use the pedal (legato or syncopated pedaling);*

4.5 *perform hymns and accompaniment in most keys;* and

4.6 *perform score reading exercises for a variety of clefs and voicings including SAB and SATB*

**Methods of Instruction**: Instruction will consist of a combination of lectures/discussions, demonstrations, videos and/or audio recordings, group activities and cooperative learning tasks, handouts, attendance of live performances, and written exercise assignment completion. The purposes of each method of instruction are as follows:

* The instructor may give lectures/discussions and/or demonstrations in order to demonstrate a basic knowledge of the principles of piano technique and to apply them to the further development of individual technique.
* The instructor may show videos and/or play audio recordings in order to solve novel musical/pianistic problems at hand.
* The instructor may organize group activities and cooperative learning tasks in order to promote a collaborative learning environment.
* The instructor may distribute handouts in order to provide further resources for student learning opportunities.
* The instructor may require students to attend live performances in order to gain perspective, which will allow the students to reflect critically on their own performances.
* The instructor may assign written exercises on music notation in order to develop students’ music notation skills.

**Outcomes Assessment:** Exam questions are blueprinted to course objectives. Rubrics are used to evaluate performances and recitals for the presence and mastery of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Maintain regular attendance.

2. Take part in Keyboard Class ensemble exercises and ensemble repertoire.

3. Take all exams as scheduled.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Class and individual performances 10%**

Performances are critical to determine the extent to which students have achieved the course objectives related to performing/playing the keyboard.

* **Class participation and regular attendance 10%**

Students must be present to benefit from the musical expertise of the instructor and interaction with classmates.

* **Midterm Examination** **40%**

The Midterm Exam is designed to evaluate the extent of student mastery of all course objectives covered in the first half of the course.

* **Final Examination and/or Recital 40%**

The Final Exam and/or Recital are/is designed to evaluate comprehensive pianistic knowledge. It will provide evidence of the extent of student synthesis of course content and mastery of all course objectives.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the texts **PDM I Piano for the Developing Musician**, by Martha Hilley & Lynn Freeman Olsen; published by West Publishing Company New York; ISBN #: 0-314-01260-5; and **PDM II Piano for the Developing Musician**, by Martha Hilley & Lynn Freeman Olsen; published by West Publishing Company New York; ISBN #: 0-314-85247-6

**Week Chapter/Topics/Class Activities**

1 – 2 Chapter 8 White-Key Minor Scale Fingerings (PDM I)

### 3 Chapter 9 – Secondary Dominates (PDM I) part

4 Chapter 9 – Melodic Ornamentation (PDM I) part

5 Chapter 1 The ii-v7-I Progression (PDM II)

6 Midterm Exam Review

7 **Midterm Exam**

8 – 9 Chapter 2 Harmonic Implications (PDM II)

10 – 12 Chapter 3 Figured Bass (PDM II)

13 Final Exam Review

14 **Final Exam** and/or **Recital**