

I. COURSE DESCRIPTION:

- A. Department Information:
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|---------------|----------------------------|
| Division: | Humanities |
| Department: | Speech and Performing Arts |
| Course ID: | MUS 134 |
| Course Title: | Intermediate Piano |
| Units: | 3 |
| Lecture: | 2 Hours |
| Laboratory: | 2 Hours |
| Prerequisite: | MUS 133 |

Catalog Description:

This course focuses on the improvement of keyboard facility and sight reading abilities, advances improvisation and harmonization skills, and directs the performance of complex piano selections. This course will be useful for those desiring to strengthen keyboard skills.

Schedule Description :

This course focuses on the improvement of keyboard facility and sight reading abilities, improvisation, and harmonization.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course, the student will be able to:

- A. Play a minimum of eight pieces that demonstrate flexibility and facility at the keyboard
- B. Play all major and minor scales one octave, hands together up and down the scale
- C. Keep time in complex meters using the parameters of rhythmic notation and meter/time signatures
- D. Harmonize melodies using broken chord and arpeggio accompaniments
- E. Sight-read piano pieces involving hand independence and changing hand positions
- F. Successfully demonstrate various technical skills, i.e. staccato, legato playing
- G. Have a working knowledge of terms and symbols relating to music appropriate to the pieces studied
- H. Successfully demonstrate the understanding and practical use of the damper pedal in piano playing

IV. COURSE CONTENT:

- A. Eight Pieces
 1. The instructor will assign eight pieces that will provide appropriate technical growth for the students
 2. These pieces are to involve legato and staccato playing
 3. Changing dynamics
 4. Phrasing
 5. The use of the damper pedal and demonstration of various forms i.e. Da capo, binary, etc
- B. Extended Reading Skills
 1. Reading the notes involving ledger lines and octave displacement
 2. Keeping time/meter signatures
- C. Major Scales
 1. Scale studies in clusters
 2. Playing all major scales hands together one octave up and down
 3. Using scales to extend the five-finger patterns

- D. Chords, Keys and Accompaniments
 - 1. Secondary chords
 - 2. Block chord accompaniment patterns
 - E. Aspects of Keyboard Instruments
 - 1. The damper pedal
 - 2. Intervals within the scale
 - 3. Melodic lines with intervals, applications in sight-reading
 - 4. Studies in sight-reading, rhythm and technique
 - 5. Ensemble pieces
- V. METHODS OF INSTRUCTION:**
- A. Lectures
 - B. Group discussion
 - C. Demonstrations by instructor
 - D. Practical exercises
- VI. TYPICAL ASSIGNMENTS:**
- A. Reading: Reading the chapter on harmony. In your group, discuss and explain broken chord and arpeggio accompaniment, demonstrating with the key to create those sounds.
 - B. Demonstration: Compose and notate a complex piece of music. Play your composition for the class. Then, teach the class to play your composition.
 - C. Writing and Critical Thinking: Attend a piano concert. In a 3-4 page paper, present your analysis of the performance. Be sure to use course concepts and terminology to explain your thoughts.
- VII. EVALUATION(S):**
- A. Methods of evaluation: In general, students are evaluated on their ability to apply course concepts to their performance and in their written analyses. Sample test questions:
 - 1. Correctly notate the musical excerpt given you in class.
 - 2. Define and explain the following terms:
 - a) staccato
 - b) legato
 - c) da capo
 - d) binary
 - B. Frequency of evaluation:
 - 1. One midterm
 - 2. One final examination
 - 3. At least one written analysis
 - 4. At least 3 public performances
- VIII. TYPICAL TEXT(S):**
- A. Mach, Elyse. Contemporary, Class Piano (6th edition). Oxford University Press, 2003
 - B. Lindemann, Carolynn. PianoLab-An introduction to classical piano w/CD. Wadsworth, 2004.
 - C. Hilley, Martha and Olson, Lynn Freeman. Piano for pleasure: A basic course for adults w/CD. Wadsworth, 2002.

San Bernardino Valley College
Curriculum Approved: September 16, 2003
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IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None.

Content Review Form PREREQUISITE COURSE

Target Course: Music 134, Intermediate Piano

Prerequisite Course: Music 133, Beginning Piano

Instructions:

- 1) List exit competencies (skills) from Prerequisite Course. These skills are listed in the "Student Outcomes" section of the Course Outline ("upon completion of the course, the student should be able to...")
- 2) Indicate which of the listed exit competencies (skills) are necessary entry skills needed for success in the target course. Mark with an "X" each needed skill.
- 3) Indicate the degree of importance of each needed entry skill for course success, using the following rating scale:

1=Critical 2=Very Helpful 3=Desirable

Skills Analysis

Entry skills in Target Course	Exit Skills Provided by prerequisite course (Mark with an X if needed, and indicate prerequisite course (if more than one).	Degree of Importance (Rate 1 – 3)
Read music using the elements of music notation	x	1
Demonstrate appropriate hand and body posture at the piano	x	1
Keep time using the parameters of rhythmic notation and meter/time signatures	x	1
Improvise simple melodies and accompaniments using the I-IV-V chord progression	x	1
Sight-read simple piano pieces involving hand independence and changing hand positions	x	1
Recognize all major and minor five-finger patterns and major and minor triads	x	1
Play simple ensemble pieces with fellow musicians	x	1
Play scales hands together, one octave in the following major keys: C, G, D, A, E	x	1
Demonstrate a working knowledge of terms and symbols relating to the music pieces studied	x	1