

I. CATALOG INFORMATION

A. Discipline: MUSIC

B. Subject Code and Number: MUS M25A

C. Course Title: Class Piano - Beginning I

D. Credit Course units:

Units: 2

Lecture Hours per week: 1

Lab Hours per week : 3

Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 17.5 - 17.5

Laboratory/Activity Hours:

Laboratory/Activity Hours 52.5 - 52.5

Total Combined Hours in a 17.5 week term: 70 - 70

F. Non-Credit Course hours per week _____

G. May be taken a total of: ☒ 1 ☐ 2 ☐ 3 ☐ 4 time(s) for credit

H. Is the course co-designated (same as) another course: No ☒ Yes ☐

If YES, designate course Subject Code & Number: _____

I. Course Description:

Provides piano instruction for students with little or no prior piano experience. Includes the fundamentals of piano playing, music reading, technique, improvisation, scales, chords, and simple piano literature.

J. Entrance Skills

*Prerequisite: No ☒ Yes ☐ Course(s)

*Corequisite: No ☒ Yes ☐ Course(s)

Limitation on Enrollment: No ☒ Yes ☐

Recommended Preparation: No ☒ Yes ☐ Course(s)

Other: No ☒ Yes ☐

K. Other Catalog Information:

Aligned with C-ID: MUS 170

II. COURSE OBJECTIVES

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

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	understand and identify technical terminology and a basic understanding of fundamental music theory associated with music in class discussion, assignments and tests.	Written quizzes online Performance quizzes online Class discussion online Online submission of performance video
2	play drills and technique exercises in major and minor five-finger patterns.	Technical exercises quizzes Assignments Online submissions of performance videos
3	identify and play elementary piano music composed in major five-finger patterns.	Performance quizzes Assignments Online submissions of performance videos and receive peer reviews
4	identify and play elementary piano music composed in minor five-finger patterns.	Performance quizzes Assignments Online submissions of performance videos
5	harmonize simple folk-like melodies with primary chords I, V, and V7 in block pattern.	Performance quizzes Assignments Online submissions of performance videos
6	play with moving hand positions; extend beyond an interval of a fifth.	Performance quizzes Assignments Online submissions of performance videos
7	describe and demonstrate elementary piano theory, technique, and articulation.	Written quizzes Performance quizzes Online discussion board small-group assignment Assignments Online submissions of

		performance videos
8	distinguish among the different elements of music as applied to elementary piano music: melody, rhythm, texture, dynamics.	Written quizzes Online discussion board assignments and peer reviews. Performance quizzes Assignments Online submissions of performance videos
9	perform accurately and expressively in group setting and in solo.	Performance quizzes Online submissions of performance videos and receive detail video critique from the instructor and discussion board peer reviews

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
5.00%	C major and three A minor scales, two octaves, hands together	6
5.00%	Key identification, discerning between major and relative minor keys	1, 7
25.00%	Posture, rhythm (eighth-notes, quarter-notes, half-notes, whole notes, rests), simple meter, keyboard (topography, letter-names), notation (grand staff, note-names), half and whole steps, sight-reading and improvising in the major five-note pattern (beginning on white keys), articulation (legato, staccato), dynamics (degrees of volume), intervals (2nds-5ths), harmonization with open fifth, hand coordination	1, 2, 3, 6, 7
15.00%	Major five-note patterns in additional keys (beginning on white keys), transposition, improvisation, major triads, harmonization with primary chords I, V, and V7, compound meter, sixteenth notes, articulation and coordination drills, expressive playing	1, 2, 3, 5, 6, 7
10.00%	Major five-note patterns (beginning on black keys), sight-reading, transposition, improvisation, change of hand position, supplementary solos and duets	1, 2, 3, 5, 6, 7
10.00%	Minor five-note patterns (beginning on white keys), sight-reading, transposition, improvisation, harmonization with primary chords I, V, V7, rhythm (triplets)	1, 2, 3, 4, 5, 6, 7
10.00%	Solo performance	6, 7, 8, 9
10.00%	Sight reading from standard repertory books	8, 9
5.00%	Hands together, one-octave scales (using white tonic major scales, C-B)	6, 9
5.00%	Chord progression I – IV6/4 – I – V6/5 – I in all white-note keys, hands separately	2, 5, 6, 9

Lab (must total 100%)		
15.00%	Major five-note patterns in additional keys (beginning on white keys), transposition, improvisation, major triads, harmonization with primary chords I, V, and V7, compound meter, sixteenth notes, articulation and coordination drills, expressive playing	1, 2, 3, 4, 5, 6, 7
10.00%	Major five-note patterns (beginning on black keys), sight-reading, transposition, improvisation, change of hand position, supplementary solos and duets	1, 2, 3, 4, 5, 6, 7
10.00%	Solo performance	6, 7, 8, 9
30.00%	Posture, rhythm (eighth-notes, quarter-notes, half-notes, whole notes, rests), simple meter, keyboard (topography, letter-names), notation (grand staff, note-names), half and whole steps, sight-reading and improvising in the major five-note pattern (beginning on white keys), articulation (legato, staccato), dynamics (degrees of volume), intervals (2nds-5ths), harmonization with open fifth, hand coordination	1, 2, 3, 6, 7
10.00%	Minor five-note patterns (beginning on white keys), sight-reading, transposition, improvisation, harmonization with primary chords I, V, V7, rhythm (triplets)	1, 2, 3, 4, 5, 6, 7
5.00%	Hands together, one-octave scales (using white tonic major scales, C-B)	6, 9
5.00%	C major and three A minor scales, two octaves, hands together	6
10.00%	Sight reading from standard repertory books	8, 9
5.00%	Key identification, discerning between major and relative minor keys	1, 7

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	music notation assignments focusing on rhythm counts.
2	music notation focusing on intervals and elementary theory.
3	music notation assignments demonstrating proper attention to stem direction, beaming, clefs, articulations, dynamic and tempo markings.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	duet partner practice.
2	flash card study of notation of pitches and key signatures.
3	concert or lecture attendance.
4	piano practice of assigned music and exercise drills in textbook.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	in-class and/or online performances demonstrating tempo, rhythmic, and pitch accuracy.
2	in-class and/or online performances of pieces demonstrating attention to phrases, form,

	mood, and style.
3	in-class and/or online performances demonstrating an understanding of key signatures, compound/simple meters, major/minor keys, and accidentals outside the key signature.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- ☒ Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- ☒ Lecture/Discussion
- ☒ Laboratory/Activity
- ☒ Other (Specify)
 Demonstration showing keyboard fingerings and proper posture
 Demonstration of stylistic and interpretive considerations in musical performance
 Step-by-step demonstration of key signature evaluation and the applicable changes to fingerings
-
- ☐ Optional Field Trips
- ☐ Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- | | | |
|--|--|---|
| <input type="checkbox"/> Essay Exam | <input checked="" type="checkbox"/> Classroom Discussion | <input checked="" type="checkbox"/> Skill Demonstration |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation |
| <input type="checkbox"/> Objective Exams | <input type="checkbox"/> Projects | <input checked="" type="checkbox"/> Other (specify) |

Online submission of performances videos and receive audio and/or video feedbacks

Written quizzes

Group creative projects using fundamental music theory and piano playing techniques

Peer review and critiquing on discussion board online

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Mach, Elyse. Contemporary Class Piano. 8th ed. Oxford UP, 2015.

Heerema, Elmer. Progressive Class Piano. 2nd ed. Alfred Music, 1984.

Bastien, Jane. Music Flashcards. Kjos, 1984.

Renfrow, Kenon D. and E. L. Lancaster. Alfred's Group Piano for Adults: Book 1. 2nd

ed. Alfred Music, 2004.

<http://www.musictheory.net>

This is a website that essentially serves the same function as the Jane Bastien flashcards. Students can listen to intervals, challenge themselves on pitch identification, accidentals, key signatures, and other relevant exercises.

VIII. STUDENT MATERIALS FEES

☒ No ☐ Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
CSU, Northridge	MUS 131A	First Year Piano	1
Cal Poly SLO	MU 161	Piano Skills I	1
CSU, Chico	MUS 105	Beginning Piano I	1

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:

Master's degree in music OR bachelor's degree in music AND master's degree in humanities OR the equivalent.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- ☐ Pass/No Pass only (no letter grade possible); or
☒ Letter grade (P/NP possible at student option)

2. Degree status:

Either ☒ Associate Degree Applicable; or ☐ Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: ☐ No: ☒ If YES, what section(s)?

- ☐ A1 - Natural Sciences - Biological Science
☐ A2 - Natural Sciences - Physical Science
☐ B1 - Social and Behavioral Sciences - American History/Institutions
☐ B2 - Social and Behavioral Sciences - Other Social Behavioral Science
☐ C1 - Humanities - Fine or Performing Arts
☐ C2 - Humanities - Other Humanities
☐ D1 - Language and Rationality - English Composition
☐ D2 - Language and Rationality - Communication and Analytical Thinking
☐ E1 - Health/Physical Education
☐ E2 - PE or Dance
☐ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: ☒ No: ☐

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: ☐ No: ☒ If YES, which area(s)?

A1 ☐ A2 ☐ A3 ☐ B1 ☐ B2 ☐ B3 ☐ B4 ☐

C1 ☐ C2 ☐ D1 ☐ D2 ☐ D3 ☐ D4 ☐ D5

☐

D6 ☐ D7 ☐ D8 ☐ D9 ☐ D10 ☐ E ☐

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: ☒ No: ☐

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: ☐ No: ☒

IGETC Area 1: English Communication

- ☐ English Composition
- ☐ Critical Thinking-English Composition
- ☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- ☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

- ☐ Arts
- ☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

- ☐ Anthropology and Archaeology
- ☐ Economics
- ☐ Ethnic Studies
- ☐ Gender Studies
- ☐ Geography
- ☐ History
- ☐ Interdisciplinary, Social & Behavioral Sciences
- ☐ Political Science, Government & Legal Institutions
- ☐ Psychology
- ☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

☐

- ☐ Physical Science Lab or Physical Science Lab only (non-sequence)
- ☐ Physical Science Lecture only (non-sequence)
- ☐ Biological Science
- ☐ Physical Science Courses
- ☐ Physical Science Lab or Biological Science Lab Only (non-sequence)
- ☐ Biological Science Courses
- ☐ Biological Science Lab course
- ☐ First Science course in a Special sequence
- ☐ Second Science course in a Special Sequence
- ☐ Laboratory Activity
- ☐ Physical Sciences

IGETC Area 6: Language other than English

- ☐ Languages other than English (UC Requirement Only)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources: None.

B. Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

MUS M25A: Not Applicable

XIV. WORKPLACE PREPARATION

MUS M25A: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

- ☒ Online (course will be delivered 100% online)
- ☐ Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- ☐ Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
 - ☐ Lab activities will be conducted onsite
- ☐

- ☐ Televideo (Examinations and an orientation will be held onsite)
- ☐ Teleconference
- ☐ Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

The instructor will communicate with students through the canvas online platform as well as via email. Assignments, class discussions, class instruction, and additional online resources will be on the class website throughout this coursework. Live synchronous and web conferences will be hosted weekly. Immediate feedback and responses will be made available to students within 48 hours of receipt.

Both private communications and group discussion boards are available for students online. The instructor can respond more immediately to students' questions and concerns as well as boosting student participation in class. The live web conferences allow students and the instructor to communicate in real-time. It will also be recorded and made available for students to review and study at their own pace. Group creative and projects will also allow students to work together and collaborate.

4. Describe how instructors teaching this course will involve students in active learning.

Course materials will be designed to provide interactive dialogue to students viewers with pre-recorded teaching video, demonstration, powerpoint presentations as well as weekly quizzes, unit worksheet, piano playing assignments, discussion board assignments. Students will submit their assignments online and get feedback from the instructor and other classmates. Each class activity is graded and allowed re-submission to encourage active student learning. Students can schedule virtual meetings with the instructor privately to get help and collaborate with other students on each online project.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The instructor will provide chunked teaching material in modules, multimedia presentation slides, rubrics for each assignment, live synchronous and web conferences, pre-recorded teaching sections, and supplemental links to articles, performances, educational website online.

6. Describe how instructors teaching this course will evaluate student performance.

Students will be evaluated through participation and completion of learning and tasks from each segment throughout the course timeline. Such as quizzes, assignments, projects and exercises. The online teaching platform can cultivate a student-centered learning experience through the interactive learning experience which students can communicate with the instructor effectively and regularly. The instructor can provide immediate feedback in text, audio, or video to demonstrate and help the students. Rubrics are designed for each assignment to provide a

clear goal and assessment standard to achieve the student learning outcome.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

MUS M25A: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

MUS M25A: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

MUS M25A: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: MUSIC

Discipline Code and Number: MUS M25A

Course Revision Category: Technical Course Revision

Course Proposed By:

Originating Faculty Hui Wu 08/24/2018

Faculty Peer: Brandon Elliott 08/24/2018

Curriculum Rep: Robert Salas 08/28/2018

Department Chair: John Loprieno 08/24/2018

Division Dean: Jennifer Goetz 08/26/2018

Approved By:

Curriculum Chair: Jerry Mansfield 10/17/2018

Executive Vice President: _____

Articulation Officer: Letrisha Mai 10/03/2018

Librarian: Mary LaBarge 10/03/2018

Implementation Term and Year: Spring 2019

Approval Dates:

Approved by Moorpark College Curriculum Committee: 10/16/2018

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): 10/23/2018