

MUS M25B: CLASS PIANO-BEGINNING II

Originator

hwu

College

Moorpark College

Discipline (CB01A)

MUS - Music

Course Number (CB01B)

M25B

Course Title (CB02)

Class Piano-Beginning II

Banner/Short Title

Class Piano-Beginning II

Credit Type

Credit

Start Term

Fall 2020

Catalog Course Description

Reinforces the fundamentals of piano playing, including music reading techniques, articulation, improvisation, scales, chords, and simple piano literature. Emphasizes the further development of independence of hands. Introduces sharp key signature and harmony. Requires students to enter with some basic music reading ability and hand coordination at the piano keyboard.

Taxonomy of Programs (TOP) Code (CB03)

1004.00 - Music

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Alternate grading methods

Credit by exam, license etc.
Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

17.5

Maximum Contact/In-Class Lecture Hours

17.5

Activity

Laboratory

Minimum Contact/In-Class Laboratory Hours

52.5

Maximum Contact/In-Class Laboratory Hours

52.5

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

70

Total Maximum Contact/In-Class Hours

70

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

35

Maximum Outside-of-Class Hours

35

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

105

Total Maximum Student Learning Hours

105

Minimum Units (CB07)

2

Maximum Units (CB06)

2

Prerequisites

MUS M25A

Entrance Skills

Prerequisite Course Objectives

MUS M25A-understand and identify technical terminology and a basic understanding of fundamental music theory associated with music in class discussion, assignments and tests.

MUS M25A-play drills and technique exercises in major and minor five-finger patterns.

MUS M25A-play with moving hand positions; extend beyond an interval of a fifth.

MUS M25A-perform accurately and expressively in group setting and in solo.

Requisite Justification

Requisite Type

Prerequisite

Requisite

MUS M25A

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | play upper elementary-level piano music composed in major and minor five-finger positions. |
| 2 | play with moving hand positions, extending beyond the interval of a fifth. |

- | | |
|---|--|
| 3 | describe and demonstrate upper elementary piano theory, technique, and articulation. |
| 4 | distinguish among the different elements of music as applied to upper elementary piano music: melody, rhythm, texture, dynamics. |
| 5 | harmonize major and minor five-finger melodies with I, IV, V, and V7 chords. |
| 6 | play major scales with sharp key signatures, 2 octaves, hands together. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1	play upper elementary-level piano music composed in major and minor five-finger positions.
2	play with moving hand positions, extending beyond the interval of a fifth, at an upper elementary-level.
3	describe and demonstrate theory, technique, and articulation (I, IV, and V7 chords with proper fingerings, with an ability to play staccato, legato, and accents).
4	distinguish among the different elements of music as applied to idiomatic piano music: melody, rhythm (syncopations, ties, with simple and compound meters), texture (melody in right hand, triads in left hand), dynamics (FF to pp).
5	harmonize major and minor five-finger melodies with I, IV, V, and V7 chords.
6	play major scales with sharp key signatures, 2 octaves, hands together.
7	perform accurately and expressively in group setting and in solo.

Course Content

Lecture/Course Content

1. (10%) Arpeggios, hands together, four octaves (major and minor) (starting with white key majors, white/black/white, black/white/black (C F, G major, relative minors)
2. (10%) Chord progressions in major and minor keys using I, IV, V, V7, ii, and vi (for minor: i, iv, V, V7, ii° VI)
3. (25%) Accurate and expressive solo performance
4. (15%) Major scales with sharp key signatures up to 2 octaves hand together
5. (10%) Harmonize against a melody in major and minor keys with primary chords using I, IV, V, V7, ii, and vi (for minor: i, iv, V, V7, ii° VI)
6. (10%) Sight-reading, transposition, and improvisation in major and minor five-finger patterns; change of hand position
7. (10%) Play drills and technique exercises in major and minor five-finger patterns, emphasizing independent hand coordination, articulation, and hand position
8. (5%) Posture, rhythm including sixteenth notes, simple and compound meter
9. (5%) Forms: binary, ternary, rounded binary

Laboratory or Activity Content

1. (5%) Play drills and technique exercises in major and minor five-finger patterns, emphasizing independent hand coordination, articulation, and hand position
2. (5%) Posture, rhythm including sixteenth notes, simple and compound meter
3. (10%) Chord progressions in major and minor keys using I, IV, V, V7
4. (25%) Accurate and expressive solo performance
5. (25%) Major scales with sharp key signatures up to 2 octaves hand together
6. (15%) Harmonize against a melody in major and minor keys with primary chords I, IV, V, V7
7. (15%) Sight-reading, transposition, and improvisation in major and minor five-finger patterns; change of hand position

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises
Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
Problem-solving exams
Participation

Skills demonstrations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Distance Education

Describe specific examples of the methods the instructor will use:

Pre-recorded instruction videos, demonstration and lecture presentations, online quizzes, short essays and discussions.

The instructor will provide chunked teaching material in the weekly modules. Materials such as multimedia presentations, rubrics for each assignment, web conferences, pre-recorded teaching sections, and supplemental links to research articles, performances, and educational platform will be made available to help student learning.

Representative Course Assignments

Writing Assignments

1. Write music notation assignments focusing on I, ii, IV, V, V7, and vi harmonies (and their corresponding qualities in minor keys).
2. Express rhythm notation, including triplets, beaming, and ties in compound and simple meter.
3. Complete music notation assignments demonstrating proper attention to stem direction, beaming, clefs, articulations, dynamic and tempo markings.

Critical Thinking Assignments

1. Demonstrate in-class and recorded live performances showing an understanding of key signatures, harmonizing against a melody, and correct rhythm in simple and compound meters.
2. Practice and perform duet pieces.
3. Demonstrate piano practice with assigned pages of music and/or exercise drills in textbook.

Reading Assignments

1. Sight-reading assignments that include basic rhythmic patterns, transposition and improvisation in major and minor five-finger patterns, change of hand position.
2. Read and play accurately and expressively in solo and group exercises.

Skills Demonstrations

1. Demonstrate the ability to play drills, technique exercises and repertoires in major and minor five-finger patterns, emphasizing independent hand coordination, articulation and correct hand position.
2. Demonstrate the ability to play major scales with key signatures up to 2 octaves using both hands together.

Outside Assignments

Representative Outside Assignments

1. Flash card drills of notation and key signatures.
2. CD/multimedia listening recommendations.
3. Concert or lecture attendance and reactive essay.

Articulation

C-ID Descriptor Number

MUS 171

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Monterey Bay	MPA 210	Keyboard II	1
CSU Chico	MUSC 106	Beginning Piano II	1
CSU Bakersfield	MUS 133	Piano Class II	1
Cal Poly SLO	MU 152	Elementary Class Piano	1

Comparable Courses within the VCCCD

MUS R107B - Class Piano II

MUS V24B - Keyboards II

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Heerema, Elmer. *Progressive Class Piano; A Practical Approach for the Older Beginner*. 2nd ed. Alfred, 1984.

Resource Type

Textbook

Description

Bastien, Jane Smisor. *Music Flashcards*. General Words and Music Co., 1984.

Resource Type

Textbook

Description

George, Jon. *Two At One Piano; Elementary Duets*. Alfred Music, 1995.

Resource Type

Textbook

Description

Clark, Frances. *Themes from Masterworks Transcribed for the Piano from Vocal and Orchestral Repertoire*. Book 1. Alfred Music, 1996.

Resource Type

Textbook

Description

Lindeman, Carolynn. *PianoLab: An Introduction to Class Piano*. 7th ed. Cengage, 2011.

Resource Type

Textbook

Description

Lancaster, E.L., and Kenon Renfrow. *Alfred's Group Piano for Adults, Book 1*. 2nd ed. Alfred Music, 2008.

Resource Type

Other Resource Type

Description

<http://musictheory.net>

This is an online resource providing a similar function to the Bastien flashcards. It has interactive exercises for identifying pitch, key signatures, intervals, etc.

Description

Clark, Frances. *Themes from Masterworks Transcribed for the Piano from Vocal and Orchestral Repertoire*. Book 2. Warner Brothers, 1994.

Library Resources**Assignments requiring library resources**

None.

Sufficient Library Resources exist

Yes

Distance Education Addendum

Definitions

Distance Education Modalities

100% Online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	The instructor will communicate with students through the canvas online portal and via email. Assignments, class discussions, class instruction, and additional online resources will be on the class website throughout this course work. Pre-recorded instruction videos, demonstration, and lecture presentations, will be published weekly and students will submit their assignments in recorded audio and video file format as well as completing online quizzes, short essays and discussions.
E-mail	Immediate feedback and responses will be made available to students within 48 hours.
Video Conferencing	video conference is available to each student to be scheduled with the instructor.

Primary Minimum Qualification

MUSIC

Review and Approval Dates

Department Chair

11/14/2019

Dean

11/15/2019

Technical Review

01/16/2020

Curriculum Committee

01/21/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

01/24/2020

Control Number

CCC000431931

DOE/accreditation approval date

MM/DD/YYYY