

MUSIC 1201 – PIANO SKILLS I

Fall 2015

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PURPOSE: Development of a strong grasp of functional keyboard skills, piano repertoire and musical styles while playing music the student enjoys. Music 1201 is a prerequisite for Music 1301. At the conclusion of these courses the student then will be able to enter the third Piano Skills course, Music 2201.

Piano Proficiency: The music education degree contains a piano skills requirement called *Piano Proficiency*. The student must take piano until the requirements for the Piano Proficiency Exam have been satisfied. This exam may be administered during any semester of Piano Skills I–IV or Private Piano 1311–4311 in which the instructor considers the student's playing level ready for the proficiency examination. The exam consists of the ability to prepare in advance and play one or more parts of elementary choral or instrumental literature (including a three-part vocal score) with correct rhythm and notation, playing major scales and arpeggios in root position for a two-octave performance, playing minor scales and arpeggios in root position for a one-octave performance. The student should play intermediate repertoire comparable to Sonatinas 1-3, Op. 36 of Clementi. Other emphases in the exam include the memorization of two pieces (one contrapuntal and the other a movement from a sonatina), preparation of simple accompaniments of vocal and instrumental pieces and play by ear musically acceptable harmonizations of familiar tunes.

EDUCATION PROGRAM PREPARATION:

This course is required for content preparation in Secondary, Middle Grades and Elementary Education Program(s) and prepares teacher candidates with the knowledge base for MUSIC required in the Kentucky Core Academic Standards and the College Career Readiness Standards. The Conceptual Framework for the Education Program, "Teacher as Leader for the 21st Century", is incorporated. The Division of Humanities and Fine Arts works with the Education Program in preparing the teacher candidates with the knowledge base required to meet Kentucky Teacher Standard I and the Education Program Student Learning Outcome for Content Knowledge. Teacher candidates will be equipped to teach K-12 students and meet requirements for Unbridled Learning.

DIVISION OF EDUCATION STUDENT LEARNING OUTCOMES:

1. Knowledge: Candidates demonstrate in-depth understanding of processes, concepts, knowledge, and 21st century skills in their content area(s).

ESSENTIAL STUDENT LEARNING OUTCOMES:

This course addresses the following Lindsey Wilson College essential student learning outcomes:

5. Learn to apply and integrate knowledge (application and integration).

- OBJECTIVES:**
- a. **Describing** and **articulating** rhythmic patterns.
 - b. **Illustrating** basic elements and concepts of music theory.
 - c. **Performing** fingering patterns, scales and technical exercises.
 - d. **Participating** in music notation reading.
 - e. **Developing** improvisation and ear training.
 - f. **Harmonizing** melodies from lead sheets.
 - g. **Participating** in ensemble activities.

TEXT: Lancaster and Renfrow. Group Piano for Adults, Book I
Alfred Publishing Company.

ATTENDANCE: The student is allowed **only one (1) unexcused and one (1) excused absence**. Violations of this absence ruling will result in the grade being lowered one letter grade for each additional absence.

EVALUATION and GRADING A minimum of forty-five (45) minutes scheduled practice 5 times each week. Compositions studied will be evaluated according to the student's ability to perform along with the accompaniments.

The grade will be based on:

- 1. Demonstrated understanding of Chapter Objectives (listed at the beginning of each chapter), Assignments, and Chapter Review Evaluations;
- 2. Ability to play the exercises, pentascales, arpeggios, chords, etc;
- 3. Commitment to practice time as assigned;
- 4. Memorization and performance of selected repertoire.
- 5. Attendance at piano programs on the LW cultural arts series.

SEMESTER ASSIGNMENT CALENDAR

Unit 1: Week 1	<p>Rhythm Reading (p. 10)</p> <p>Two-Black-Key Groups (p. 11)</p> <p>Three-Black-Key Groups (p. 12)</p> <p>Naming White Keys (p. 14)</p> <p>Finding White Keys (p. 15)</p> <p>C-D-E Groups (p. 16)</p> <p>F-G-A-B Groups (p. 17)</p> <p><i>Summer Night</i> (p. 18)</p>
Week 2	<p>Playing by Ear (p. 19)—Play one melody by ear.</p> <p>Playing the Chromatic Scale (p. 20)</p> <p>Naming Notes and Playing Melodic Patterns (p. 23)</p> <p>Reading Melodies (p. 25)</p> <p>Reading on the Grand Staff (p. 26)</p> <p>Review Worksheet (pp. 27–28)</p>
Unit 2: Week 3	<p>Melodic Intervals (p. 29)</p> <p>Harmonic Intervals (p. 30)</p> <p>Naming and Playing Intervals (p. 30)</p> <p><i>Miniature Waltz</i> (p. 33) and/or <i>Minuet</i> (p. 34)</p> <p>Rhythm Reading #1–2 (p. 35)</p> <p>Reading #1 (p. 36)</p> <p>Harmonization #1 (p. 38)</p> <p>Technique #1 (p. 38)</p>
Unit 3: Week 4	<p>Playing Major Five-Finger Patterns (p. 42)</p> <p>Playing Major Five-Finger Patterns and Chords #1–2 (p. 43)</p> <p><i>Dance</i> (p. 46) and/or <i>Bright Lights Boogie</i> (p. 47)</p>
Week 5	<p>Rhythm Reading #1–2 (p. 48)</p> <p>Technique #1–2 (p. 49)</p> <p>Reading #1 (p. 50)</p> <p>Harmonization #1 (p. 52)</p> <p>Rhythm Reading #3–4 (p. 48)</p> <p><i>Waltz</i> (p. 55) and/or <i>Barcarolle</i> (p. 56)</p>
Unit 4: Week 6	<p>Major Five-Finger Pattern Groups 1 and 2 (p. 59)</p> <p>Playing Major Chords #1–2 (p. 60)</p> <p>Rhythm Reading #1–2 (p. 61)</p> <p>Reading #1 (p. 62) and #5 (p. 63)</p> <p><i>Little Scherzo</i> (p. 64)</p>
Week 7	<p>Harmonization #1 (p. 65)</p> <p>Playing by Ear (p. 65)—Play one melody by ear.</p> <p>Forty-Finger Ensemble (pp. 66–67)—perfect individual parts.</p> <p>Harmonization with Two-Hand Accompaniment (p. 68)</p> <p>Review Worksheet (pp. 69–70)</p>

Unit 5: Week 8	Playing Major and Minor Five-Finger Patterns (p. 73) Reading #1–2 (pp. 76–77) <i>Etude</i> (p. 80) Technique #1–2 (p. 81)
Week 9	Harmonization #1 (p. 82) Individual Solo Repertoire <i>Erie Canal</i> (p. 83)— perfect individual parts. Individual Solo Repertoire
Unit 6: Week 10	Playing Major and Relative Minor Five-Finger Patterns (p. 85) Playing Major and Parallel Minor Chords (p. 85) Rhythm Reading #1–2 (p. 86) Harmonization #1 (p. 87)
Week 11	<i>Toccatina</i> (pp. 88–89) Reading #1–2 (p. 90) <i>Prelude</i> (p. 93) Individual Solo Repertoire Review Worksheet (pp. 95–96)
Unit 7: Week 12	Playing Major and Augmented Chords (p. 97) Rhythm Reading #1–2 (p. 99) <i>Topsy-Turvy</i> (pp. 100–101)
Week 13	Reading #1 (p. 102) Technique #1 (p. 104) Harmonization with Two-Hand Accompaniment #1 (p. 105) Individual Solo Repertoire
Unit 8: Week 14	Playing Tetrachord Scales in Sharp Keys (pp. 108–109) Intervals of 6ths, 7ths and 8ths (octaves) (p. 112) Technique #1–2 (p. 114) Harmonization with Two-Hand Accompaniment (p. 115)
Week 15	<i>Dream Echoes</i> (pp. 116–117) Reading #1 (p. 118) Reading #3–4 (p. 119) Individual Solo Repertoire