



MUS-112: INTERMEDIATE PIANO

Effective Term

Fall 2023

BOT Approval Date

01/12/2023

Discipline

MUS - Music

Course Number

112

Course Title

Intermediate Piano

Short Title

Intermediate Piano

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lab Units**

1.00

Total Units

1.00

Hours**Lab Contact Hours**

48-54

Out of Class Hours Lab

0.00

Total Contact Hours

48 - 54

Total Out of Class Hours

0 - 0

Total Student Learning Hours

48 - 54

Is this an existing Extensive Lab?

No

Do you want to propose this for Extensive Lab?

No

Distance Education

Yes



Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Instructor will provide feedback on student's instrumental performance via comments on audio and/or video files uploaded by the student and/or live virtual performances by the student.

C-ID (Admin Only)

C-ID MUS-171

Catalog Description

This course builds on existing beginning piano technique. Students continue to develop piano proficiency, perform piano music at an intermediate level, and expand their knowledge of music theory.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

MUS-111 (with a grade of C or better) or demonstrate intermediate-level proficiency on piano by audition.

Other Enrollment Criteria

Other Enrollment Criteria

Access to 88-key digital or acoustic piano (available on campus)

Codes

TOP Code (CB 03)

1004.00 - Music

**CIP Code**

50.0907 - Keyboard Instruments.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives**Learning Objectives****Learning Objective**

1. Develop physical techniques necessary to play piano literature of an intermediate level.
2. Demonstrate healthy piano technique and posture.
3. Perform literature that is non-Western classical music in origin.
4. Develop and follow a practice routine that will result in a successful musical performance.
5. Apply an understanding of subtle musical details, such as phrasing, to be able to play the piano expressively.
6. Demonstrate ability to perform piano literature of an intermediate level in front of an audience.
7. Evaluate performances based on execution of keyboard techniques and musicianship.

Learning Outcome Information**Course Learning Outcomes****Learning Outcome**

- Students will perform intermediate piano literature in front of an audience with accurate pitches.
- Students will perform intermediate piano literature in front of an audience with accurate rhythms.
- Students will perform major and minor scales correctly at a medium tempo.

Program Learning Outcomes**Learning Outcome**

1. Build performance skills in instrumental music, voice, piano, and/or guitar.
2. Discover how musical works are composed through the study of foundational elements: melody, harmony, rhythm, form, instrumentation, and texture.
3. Develop an awareness of the aesthetic values in music and the roles music plays in the aesthetics of various time periods, styles, and world regions.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Civic
Personal
and Professional Responsibility

Content**Course Lab Content**

1. Piano Technique
 - a. Review of sitting posture, hand position, and finger numbers
 - b. Review of (dis)ability and injury awareness

- i. physical impairments and accommodations
 - ii. visual impairments and accommodations
- c. Scales and arpeggios
- d. Dynamics, including expressive use of crescendo and diminuendo
- e. Range of articulations
- f. Damper pedal, including overlapping pedal technique
- 2. Music Fundamentals and Theory
 - a. Review of music fundamentals and written notation
 - b. Simple and compound meters
 - c. Rhythms, including tied notes, syncopation, triplets, and dots
 - d. Accidentals including double flat and double sharp
 - e. Major and minor key signatures and scales
 - f. Major, minor and diminished triads in root position, 1st and 2nd inversion
 - g. Navigational symbols, including repeat signs, 1st and 2nd endings, Dal Segno (D.S.) and Da Capo (D.C.)
 - h. Special symbols, including fermatas and 8va
 - i. Transposition
 - j. Examining the limits of Western musical notation and exploring alternate notations
 - i. Braille music
 - ii. Rhythmic nuance and interpretation according to style, such as swing 8th notes
- 3. Effective Practice Techniques and Strategies
 - a. Repetition at performable tempos
 - b. Blocked practice vs interleaved practice
 - c. Avoiding injury and accommodating (dis)ability
 - d. Performance modeling
 - e. Copying instructor technique and musicality
 - f. Learning from and discussing audio/video recordings of significant performers and musical repertoire
 - i. examining historical gender and racial biases in professional Western piano performance and composition, including exceptions to that norm, such as Clara Schumann
 - ii. learning and discussion of significant piano performers with visual impairments
 - g. Peer and self evaluation
- 4. Performance of intermediate piano literature for the instructor and other students
 - a. including literature that is non-Western in origin, such as folk songs
 - b. including concert literature that is composed outside the Western classical tradition

Methods of Instruction

Method

Live Performance Viewing

Integration

Classroom performance consists of students performing well-prepared intermediate piano pieces for the instructor or in front of the class.

DE Adaptations for MOI

Students will upload a video of their performance to the CMS and/or perform live for the class over virtual video technology. Other students will comment on this performance through the CMS sparking a deeper discussion on best strategies for musical practice, presentation and performance.

Method

Film/video Viewing and Discussion

Integration

Students observe and discuss video recordings of significant performers and piano repertoire, to broaden and improve their musical sensitivity.

DE Adaptations for MOI

Films will be available for students to view through the CMS and discussions will take place on discussion boards within the CMS. Discussions as a class or in small groups will be used to encourage students to exchange ideas and findings and comprehend course material in a learning environment where students feel safe and respected expressing differing views. This will give students opportunities to exchange ideas and reflect upon ways to promote diversity, inclusion and equity in music. In addition, all discussions will take place in the CMS features (discussion, chat, and accessible video conferencing tools). All video and multimedia will meet accessibility requirements, such as accessible, downloadable slide presentations, PDFs, and closed-caption videos.

Method

Individualized Instruction

Integration

Individualized instruction consists of the instructor observing student practice and performance of assigned repertoire, offering suggestions and strategies for improvement. Instructors and students work together to develop an effective individualized practice strategy, setting appropriate performance goals and standards.

DE Adaptations for MOI

This will be done via one-on-one instructor meetings with the student over virtual video technology during normal course hours and/or during instructor office hours. It can also be done asynchronously via student submission of recordings over the CMS and the instructor's evaluation/feedback on these recordings.

Method

Lab Activities

Integration

Lab activities consist of students practicing assigned pieces and technical exercises on digital pianos, using headphones. The instructor checks on students individually to make sure they are using proper technique, playing with good musicality, and practicing effectively.

DE Adaptations for MOI

The instructor will check on students individually using virtual video technology and assessment of students' video and audio recordings uploaded to the CMS.

Method

Lecture

Integration

Lectures consist of brief introductions to basic music theory. The instructor also demonstrates piano techniques, such as proper hand position and use of chords, and will perform examples of student pieces to serve as a model for proper technique and musicianship.

DE Adaptations for MOI

The instructor will upload text, audio, and video examples to provide this lecture content. Audiovisual and multimedia materials will be used to stimulate discussions and coursework relating to the technical and aesthetic aspects of piano practice and performance. This will be accomplished by posting the videos, multimedia, and related assignment information in the assignment area and linked to a learning unit module. In addition, all video and multimedia will meet accessibility requirements, such as accessible, downloadable slide presentations, PDFs, and closed-caption videos.

Methods of Evaluation**Method**

Class Participation

Integration

Class participation is evaluated based on the student's ability to stay on task and work towards their individualized practice goals.

DE Adaptations for MOE

Student participation will be gauged via one-on-one interaction with the instructor, completion of practice journal entries and other assignments, as well as audio/video uploads of the students' practice/performance. The instructor will monitor students' progress weekly and respond to students' questions and concerns by commenting through the CMS. The instructor will reach out individually to students who are not participating in an effort to regain their participation. A zero grade on a weekly practice journal entry might also alert the student to their lack of participation.

Method

Class Work

Integration

Class work consists of students using class time effectively to continually improve their piano playing. Class work is evaluated during weekly one-on-one time with the instructor and is based on the student demonstrating clear improvement throughout the course.

DE Adaptations for MOE

The instructor will check-in with students during real-time class sessions and/or office hours, as well as through the student's submission of practice journals and audio/video recordings through the CMS.

Method

Final Performance

Integration

Final performances consist of the student performing a complete, well-prepared intermediate piano piece in front of the class. The instructor evaluates the performance based on the student's use of proper hand position, body posture, correct notes and rhythms, articulation, dynamics, and tempo.

DE Adaptations for MOE

Students will upload a video of their performance to the CMS and/or perform live for the class over virtual video technology. The instructor will grade based on accuracy of rhythm, pitches and overall technique and provide feedback within one week of the performance being posted.

Method

Quizzes

Integration

Quizzes are used to evaluate students' understanding of music theory as it pertains to the keyboard.

DE Adaptations for MOE

Quizzes will be delivered through the CMS. The instructor will grade the students on their accuracy at music theory and notation as it relates to piano performance and provide feedback within one week of the assignment due date.

Method

Self-Evaluation

Integration

Self-evaluations consist of practice journals, kept by the student, that evaluate the quality of the student's performance, keep track of goals, and document their improvement throughout the course.

DE Adaptations for MOE

Students will keep and update their journal through the CMS. The instructor will monitor students' progress weekly and respond to students' questions and concerns by commenting through the CMS. The instructor will evaluate journals as regards to student appraising their growth during the semester, evaluating their overall performance, discussing skills they have strongly acquired as well as skills they intend to develop and a plan on how to do so.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Keep a practice journal that records the pieces and exercises assigned by the instructor. Once a week, make an entry in the journal that reflects on your progress on these pieces and exercises, and records your goals for the coming week. Discuss your growth during the semester, including your overall performance as well as skills you have strongly acquired, skills you intend to acquire/develop and how you plan to do so.

How assignment will be adapted in online format

Students will keep, submit and update their journal through the CMS. Students will keep and update their journal through the CMS. The instructor will monitor students' progress weekly and respond to students' questions and concerns by commenting through the CMS. The instructor will evaluate journals as regards to student appraising their growth during the semester, evaluating their overall performance, discussing skills they have strongly acquired as well as skills they intend to develop and a plan on how to do so.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Together with the instructor, decide on a piece to prepare and perform in front of the class. Your performance should be well-prepared and representative of your current technical ability on piano.

How assignment will be adapted in online format

Students will upload a video of their performance to the CMS and/or perform live for the class over virtual video technology. The instructor will grade based on accuracy of rhythm, pitches and overall technique and provide feedback within one week of the performance being posted.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Choose a video of a professional piano performance from the list provided by the instructor. Write a short (one page) response about the video that describes some of the things you enjoyed about the music and describes aspects of the performer's technique and musicality.

How assignment will be adapted in online format

Links to the videos will be provided by the instructor through the CMS; student will upload their written response to the CMS. All video and multimedia will meet accessibility requirements, such as accessible, downloadable slide presentations, PDFs, and closed-caption videos. The instructor will grade and provide feedback within one week of the performance being posted.

Course Materials

Textbooks

Contemporary Class Piano, Elyse Mach, Oxford University Press, 2022 ISBN 9780190078294

Intermediate Romantic Era Favorites: The Classical Piano Sheet Music Series, Hal Leonard Corporation, 2022, ISBN 9781540089038

Open Educational Resources

Public domain sheet music available at IMSLP.org

Class Size Information

Class Size

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Students will be exposed to video and audio examples of diverse piano performances- both in the performer and in the composer -and style of music performed. For example, female composers will be highlighted, along with non-Western music such as folk songs from Asia and Africa. Students will find their own examples of diverse piano music and performers and share/discuss these with the rest of the class. Additionally, new sections to the course content addressing physical and visual (dis)ability and accommodation have been added and will be taught to all students, regardless of ability, thus spreading awareness and inclusiveness.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

By nature, the evaluation in this course is very personalized, taking into account the level of each student and their progress. There is no one standard students are judged by. Interactions between students and between the instructor and students keep this in mind and simply serve the purpose of furthering the student in their own musical journey. Course content, including compositions from diverse composers, eras, and styles, helps to reflect, include and celebrate the diversity of our students.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will provide constructive criticism on one another's performances. Students may also practice the same material together, allowing them to share practice tips and encouragement. In the online environment, students can use the discussion board to post their performances, comment on their fellow students' performances, and share practice tips/strategies.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will work with students one-on-one to further their understanding of the material through demonstration, commenting and providing constructive criticism of the student's performance/practice.

Explain how the course will incorporate student-to-content interaction.

Students will interact with audio and visual content of the instructor and of significant piano performers and literature. They will most significantly interact with the specific piano technical exercises and literature they will be practicing and performing.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will have to develop a practice routine to prepare course material for performance and will keep a practice journal to reflect on their progress.

Key: 2238