



COURSE SYLLABUS

UTRGV Piano class I MUSI 1114-02
Term (e.g., Fall 2015)

Meeting times 10:50 am-12:05 pm
Room: PAC B.1 131

Instructor Name: Dr. Liudmila Varlamova
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Office room # PAC B.1 126
Office Hours: 1:30 – 2:30 pm MW
1:00-2:00 pm TR

Textbook and/or Resource Material

1. Alfred's Basic Adult Piano Course: Lesson Book, Level One
2. Alfred's Group Piano for Adults. E.L. Lancaster, Kenon D. Renfrow – adapted
(ISBN 0-7390-3526-6)
3. Beginning Piano for Adults, Bastien and Bastien – adapted (ISBN 0-910842-02-7)

In addition to the text, I will be providing handouts for Written and Playing Assignments:

1. Scales, Arpeggios; Chord Progressions
2. Melodies (Harmonization and Transposition)
3. Piano Literature

Please, keep them in your folder with prongs and pockets. You will also need to bring a set of headphones, blank music paper, bulldog clip or paper clip to keep your book open.

Course Description and Prerequisites

First semester of a three semester sequence designed to develop basic keyboard and musicianship skills including technique, sight reading, harmonization, accompaniment, theory, and piano repertoire

Prerequisites: Placement Exam.

Learning Objectives /Outcomes for the Course

By the end of the course, the students will be able to develop the following knowledge, skills and understanding in piano performance:

1. Technique: to demonstrate good hand position and finger coordination
2. Keyboard Facility: to identify keys on keyboard by letter names, numbers of scale degrees
3. Music reading: to identify notes on the grand staff by letter names, numbers of scale degrees, reading notes with rhythm
4. Timing: to perform note values accurately within a given meter
5. Intervals: to recognize steps and skips, 4th and 5th, 6th and 7th, 8ve on the keyboard and on the printed page; understanding the structure of melodies
6. Key Signatures: to name the order of sharps and flats in keys studied
7. Accidentals: to recognize sharps, flats, naturals near (before) the note
8. Scales: to play one-two octave scales in keys with one, two, three flat or sharp
9. Chord Progressions: to identify roman numerals and names of the chords and play
I35-IV35-V35 -I35, I35-V7- I35; I35- V56- I35; I35-dim.VII35; I35-IV35-I64 -V35 -I35
10. Expressive controls: Using changes in dynamics, tempo, and articulations for expressive purposes; knowing musical symbols and terms.
11. Transpose at the keyboard the melodies, harmonization of the melodies

12. Perform elementary piano literature: folk and classical music. Sight Reading studies.

Grading Policies

- a. Care and use of keyboard instruments
- b. Application of Knowledge of musical skills to stages of child and adolescent development
- c. Application of Knowledge of musical skills to teaching and learning in the public schools

Grading Policies

In this course evaluation will be in the following way:

1. Playing/written assignments presented in class according to the calendar
 - scales, arpeggios one-two octaves, hands separately, together in similar motion one - two octaves apart and chord progressions 4 voices in 1-3 #&b major, minor keys
 - harmonization of the melodies from Bastien & Bastien; songs from Alfred 1Each presentation will be valuated: passed (+; +); not passed (-)
2. Playing /written Quizzes-Tests: presented from memory in the key or keys chosen by instructor one octaves scales, arpeggios, hands separately, together in similar motion one/two octave apart; chord progressions 4 voices in 1-3 #&b major, minor keys; harmonization of the melody. Present on time according to the calendar:
 - Test 1 - 4th week; Test 2 - 7th week; Mid-term Grade - 7th week;
 - Test 3 -11th week; Test 4 - 14th week; preparation of Final -15th weekEach Test will be valuated with letter grade: A (+50/+45 points); B (+44 /+40 points); C (+39/+35 points); D (+34/+30 points); F (+ 29 points and below)
3. Performance Project: Variety of interpretation, harmonization of the melodies for solo or duets, trio, quartet; all class group ensemble; Piano Literature present in Recital for students of class piano proficiency in15 week. Presentation in piano recital will be valuated: passed (+; +); not passed (-)
4. Final Exam – 16th week. Students should complete Proficiency 1 test: play in the 1-3 #&b major, minor keys chosen by instructor a) one, two octaves scales, arpeggios, chord progressions from memory; b) harmonization of the melodies with music in the same keys c) Reading and transposition. Final Exam will be valuated with letter grade (the same as Tests)

Percentage scores convert into grades according to the following chart:

Attendance - 10%; Participation (every day assignments) - 20%;

Quizzes: Q-T1 – 5%; Q-T2 – 5%; Q-T3 – 10%; Q-T4 – 10%; total - 30%

Performance project/ Performance – Solo; Duet: 10% per each time; total -20%

Final Test - 20%

Pass corresponds to A = 90 - 100 %; B = 80-89 % or credit (“CR”); C = 70-79 %; not pass corresponds to D= 60-69%; F= less than 50% or non credit (“NC”)

Assignments

1. Practice, preparation for the class piano. Play selected pieces from your textbook and handouts accurately and at an acceptable tempo. At least 30 minutes of practice, study, and preparation is required daily. Practice rooms are available in the music building. They are open weekly from about 8:00 A.M. to about dark.
2. Written Assignments. Complete them from your handouts material and present in class time as part of your daily work.
3. Playing Assignments. It is important to be ready to play the assignments for instructor with all class together and present them in small group 3-4 students every class piano according to the calendar listed below.

4. Tests and quizzes. It is very important to present individually each Test on time according to the schedule (4th, 7th, 10th, 13th weeks).
5. Final Test present on final week.
6. Performance Project / preparation, performance in Piano Workshop; Student Recital for Piano Proficiency students. (Piano Literature Repertoire, Instrumental Transcriptions).

Students with disabilities:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Mandatory course evaluation period:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Online evaluations will be available Nov. 18 – Dec. 9, 2015. Students who complete their evaluations will have priority access to their grades.

Attendance:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Absence & Drops: Four absences are allowed in this class without penalty. Each absence after the third one will result in ten point's deduction from your final average. Instructor may drop you after fourth absent.

Late Arrivals: You are expected to be on time. Each late arrival will result in a five-point deduction from your final average. Plan to be on time.

Make-up Work. Students may make up missed class, if the instructor has been notified of the absence prior to the class. For each make up class student will have extra points (up to 10 or more points). Students **cannot make up** missed playing tests.

Course Drops:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

You may drop this course through Wednesday, September 16- Last day to change to noncredit, Wednesday, November 18 - Last day to courses or withdraw through the Office of the Registrar with grade of “DR” or “W” record. After this date student remains enrolled in course and receives whatever letter grade he/she earns.

Scholastic integrity:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence:

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

This syllabus is written according to the “Student learning outcomes”.

Degree Program/Major: B.A. in Music Teacher Certification

1. Demonstrate skills in musical performance, including technical skills, repertory, sight-reading, collaborative performance, experience in ensembles of various sizes appropriate to their individual primary areas of performance, skills in secondary performance area (piano proficiency), and knowledge of foreign languages for those who specialize in voice.
 2. Demonstrate skills in aural and written analysis and synthesis, including understanding of musical elements and how they are organized.
 3. Demonstrate the ability to use their understanding in musical performance and analysis.
 4. Synthesize their performance skills with their knowledge of analysis, music history, and repertory to create and defend their own value judgments about music.
 5. Use knowledge of musical performance and aural skills to create music (composition), both formally and spontaneously.
 6. Demonstrate familiarity with the history of music from earliest times to the present.
 7. Demonstrate knowledge of musical repertory from a wide range of genres.
 8. Demonstrate and apply knowledge of technology in the field of music in general.
 9. Demonstrate teaching competencies, including the ability to teach music to students of various ages and stages of development, knowledge of child development and learning processes, assessment techniques in music, and knowledge of current techniques, materials, and repertory used in teaching music at various levels.
 10. Demonstrate competence in the TExES Standards for all-level (EC-12) certification in Music.
- The syllabus and the following calendar may be adjusted as necessary. You will receive notification of any changes.



FALL 2015

Instructor Dr. L. Varlamova
Tentative Calendar of Class Piano 1

Weeks 1-4: Assignments for practice together with class, present with small group (3-4 students) every class, then present individually Quiz-Test 1 during week 4

Week 1 – 8/31 – 9/4 Monday, August 31 – First Day of classes

Introduction to basic Theory and piano technique, reading (work together in class):

- a) Written Theory assignments
 - Circle of Major keys up to 3 sharps, key signatures; 1 octave scale - whole and half steps, notes and numbers of scale degrees, intervals and inversions;
 - Names of the scale degrees – Tonic (I scale degree), Dominant (V scale degree), Subdominant (IV scale degrees);
 - Main triads of Tonic, Dominant, Subdominant with inversions
 - Chord progressions I-V with music in major keys - C; G; D; A
- b) Playing assignments for basic theory structures and piano technique –
 - Scales in Major keys up to 3 sharps, finger position hands separately
 - Five note scale and triads of Tonic (I scale degree), Dominant (V scale degree)
 - Main triads of Tonic, Dominant with inversions 3-4 voices
 - Chord progressions I-V with music in major keys - C; G
- c) Melody, harmonization from Alfred 1 and hand out:
 - Exercises 5-6 note scale, Chord progression I35-V6-I35 in C, G
 - Brother John – hand out in C (p.19)
 - Merrily We Roll – hand out in G (p.21)

Practice together with all class:

Unit 1 – C major scale, arpeggios, one-two octaves hands separately

Chord progression I-V with music 3 voices

Melody and Harmonization: Brother John in C major

Week 2 – 9/7-9/11 Monday, September 7.

Labor Day – Holiday, no classes, Campus closed

Practice together with class:

- a) Playing assignments for basic theory structures and piano technique
 - Circle of Major keys up to 3 sharps: 1 octave scale as low and high part of two octave scale play hands separately, together
 - Main triads of Tonic, Dominant with inversions 3-4 voices
 - Chord progressions I-V with music in major keys – G, D

- b) Melody, harmonization and transposition from Alfred1 and hand out:
 - Brother John - D (hand out)

Present with small group (3-4 students) **in class time:**

Unit 2 – G major scale, arpeggios, one-two octaves hands separately, together,
chord progression I-V with music;
Melody and Harmonization: Merrily We Roll in G major

Week 3 – 9/14 - 9/18 Wednesday, September 16 Twelfth class day. Census Date
Review and presentation with small group of playing assignments for
preparation of Quiz-Test 1:

- a) Playing assignments for basic theory structures and piano technique –
 - Main triads of Tonic, Dominant with inversions 3-4 voices
 - Chord progressions I-V with music in major keys – D, A
- b) Melody, harmonization and transposition from Alfred1 and hand out:
 - Brother John - D (hand out)
 - Merrily We Roll – A (hand out)

Present with small group **in class time:**

Unit 3 – D major scale, arpeggios, one-two octaves hands separately,
chord progression (I-V) 3 voices with music.
Melody and Harmonization: Brother John in D major

Unit 4 – A major scale, arpeggios, one-two octaves hands separately,
chord progression (I-V) 3 voices with music;
Melody and Harmonization: Merrily We Roll in A major

Transposition of the Melodies including exercises 5 note scale, triads in C, G, D, A

- Puer Nobis (Tonic-Dominant);
- Minuet by Bach, measures 1-4 (Tonic-Subdominant)

Week 4 – 9/21-9/25 Quiz-Test 1 present individually in the keys chosen by instructor
Tuesday 9/23 - Last day to change to noncredit

- Scales, Arpeggios one-two octaves up to 3 sharps play with music hands
separately, together in the key chosen by instructor: G, D, A
Chord progressions I-V play with correct notes, fingers
- Melody, harmonization and transposition play with correct notes, rhythm and
fingers using music (Songs from hand out):
Brother John – C; D Merrily We Roll – G, A in one key chosen by instructor.

Performance Project/Preparation: Variety of interpretation of Brother John
Reading of music: major keys C–D; G–A (Duets, solos chosen by instructor)

Weeks 5-7: Assignments practice together with class and present with small group (3-4 students) every class, then present individually Quiz-Test 2 during week 7

Week 5 – 9/28- 9/30, 10/1-10/2

Introduction to basic Theory, piano technique and reading (work together in class):

- Scales, arpeggios one, two octaves hands separately, together with music and from memory in major keys - G; (C)
Chord progressions (I-V; I-IV) 3-4 voices with music in major keys - C; G
- Harmonization of the melodies work together from hand out and B&B:
Billy Boy (p.114) in C - hand out (Bastien & Bastien)
- Harmonization, transposition, variety of interpretation of the melody:
The Gift to Be Simple (C-G) – hand out; Alfred 1, p.47

Present with small group by Wednesday or Thursday:

Unit 5 – G major scale, arpeggios, one-two octaves hands separately, together,
chord progression I-V; I-IV play with correct notes, fingers (with music)
Melody, Harmonization, transposition: The Gift to Be Simple (C-G) – hand out

Week 6 – 10/5-10/9 work together with class and present every class with small group

Introduction to basic Theory, piano technique and reading (work together in class):

- Scales, arpeggios one, two octaves hands separately, together with music and from memory in major keys - F; in minor keys – a; d
Chord progressions (I-V; I-IV) 3-4 voices with music in major keys - F
- Harmonization of the melodies:
Billy Boy (p.114) in C; Red River (p.115) in F - hand out (Bastien&Bastien)
- Harmonization, transposition of the melody, variety of interpretation
When the Saints Go Marching In (C-F) – hand out; Alfred 1, p.27, 29;
- Reading (from Alfred 1): Cuckoo, p.35; Mary Ann, p.23; Happy Birthday, p.45;
Alouette, p.50 (from hand out) solo and duets

Present with small groups:

Unit 6 – F major scale, arpeggios, one-two octaves hands separately, together,
chord progression I-V; I-IV play with correct notes, fingers (with music)
Melody, Harmonization, transposition: When the Saints (C-F) – hand out

Week 7 – 10/12 - 10/16 Quiz - Test 2 present individually in the key chosen by instructor

- Scales, Arpeggios one, two octaves play hands separately and together,
- Chord progressions I-V; I-IV with music and from memory in major keys
- The Gift to Be Simple in G; When the Saints in F (hand out)

Presentation of Performance Project:

- Song solo, duet or group from the list of the melody, harmonization written above (chosen by students)

Assignments for preparation, presentation of Quiz-test 3 (Weeks 8-10)

Week 8 – 10/19 - 10/23 practice with class, present in class with small group

Introduction to basic Theory, piano technique and reading (work together in class):

- Scales, arpeggios one, two octaves play hands separately and together with music and from memory in major keys – (G, D, A)
- Chord progressions I-V; I-IV play with music in major keys – D, A
- Harmonization of the melodies (hand out; Bastien & Bastien):
Old Folks at home (p.116) in D; Good Night Ladies (p.1 14) in A;
Lark in G

Present Unit 7 with small group by Monday or Tuesday:

- D major scale, arpeggios, one-two octaves hands separately, together
- Chord progressions with music in major key – D
- Melody, harmonization: Old Folks (D major – hand out)

Present Unit 8 with small group by Wednesday or Thursday:

- A major scale, arpeggios, one-two octaves hands separately, together
- Chord progressions with music in major key – A
- Melody, harmonization: Good Night Ladies (A major) – hand out

Week 9 – 10/26 - 10/30 practice with class, present in class with small group

Introduction to basic Theory, piano technique and reading (work together in class):

- Scales, arpeggios one, two octaves play hands separately and together with music and from memory in minor keys – e; b (a, d - review)
- Chord progressions I-V; I-IV play with music in minor keys – a, d, e, b
- Harmonization, transposition of the melodies (hand out and Alfred 1)
Go Down Moses p.85 a/b; Raisins and Almonds p.88 d/e

Present Unit 9 with small group by Monday or Tuesday:

- D, E minor scale, arpeggios, one-two octaves hands separately, together
- Chord progressions with music in minor keys – d, e
- Raisins and Almonds p.88 (d minor /e minor)

Present Unit 10 with small group by Wednesday or Thursday:

- Minor scale, arpeggios, one-two octaves hands separately, together - A, B
- Chord progression I-V; I-IV play with correct notes, fingers with music
- Melody, Harmonization, transposition: Go Down Moses (a, b minor)

Week 10 – 11/2 - 10/6 Quiz –Test 3 present individually in one major and one minor key chosen by instructor

- Scales, Arpeggios, Chord progressions I-V; I-IV play with correct notes, fingers from memory (with music) – D major, A major; A minor, D minor
- Melody, harmonization play with correct notes, rhythm and fingers using music (from hand out chosen by instructor):

- Old Folks at home (p.116) in D; Good Night Ladies (p.1 14) in A
- Melody, harmonization, transposition play with correct notes, rhythm and fingers using music Go Down Moses p.85 a/b Raisins and Almonds p.88 d/e

Assignments for preparation, presentation of Quiz-test 4 (Weeks 11-13)

Week 11 – 11/9 - 11/13

Introduction to basic Theory, piano technique and reading (work together in class):

- Scales, Arpeggios, play with correct notes and fingers from memory (with music) in minor keys – g, c
- Chord progressions I-V; I-IV play with music in minor keys – g, c
- Harmonization, transposition of the melodies (hand out; Alfred 1):
On Top of Old Smoky, p.68 C/c; The Can-Can, p.71 G/g

Present Unit 11 with small group by Monday or Tuesday:

- Scale, arpeggios, one-two octaves hands separately, together in g-minor
- Chord progression I-V; I-IV play with correct notes, fingers with music - g minor
- Melody, Harmonization, transposition: Can-Can (G/g minor)

Present Unit 12 with small group by Wednesday or Thursday

- Scale, arpeggios, one-two octaves hands separately, together in c minor
- Chord progression I-V; I-IV play with correct notes, fingers with music - c minor
- Melody, Harmonization, transposition: On Top of Old Smoky (c minor)

Week 12 – 11/16 - 11/20

Introduction to basic Theory, piano technique and reading (work together in class):

- Scales, arpeggios one, two octaves play hands separately and together - Bb, Eb
- Chord progressions I-V; I-IV music and from memory in major keys - Bb, Eb
- Harmonization of the melodies (hand out; Bastien & Bastien):
Silent Night (p.116) in Bb; Lullaby (p.115) in Eb; Jericho (p. 116) in d

Present Unit 13 with small group by Monday or Tuesday:

- Bb major scale, arpeggios, one-two octaves hands separately, together,
Chord progression I-V; I-IV play with correct notes, fingers with music
- Melody, Harmonization: Silent Night (Bb major)

Present Unit 14 with small group by Wednesday or Thursday:

- Eb major scale, arpeggios, one-two octaves hands separately, together,
chord progression I-V; I-IV play with correct notes, fingers with music
- Melody, Harmonization, transposition: Lullaby (Eb major)

Week 13 – 11/23 – 11/27 Quiz –Test 4 – present individually in one major and one minor key chosen by instructor

- Scales, arpeggios one, two octaves play hands separately and together,
Chord progressions I-V; I-IV with music and from memory in major keys Bb, Eb
and in minor key – g, c

- Harmonization of the melodies (hand out; Bastien & Bastien):
Silent Night (p.116) in Bb; Lullaby (p.115) in Eb; Jericho (p. 116) in d
- Reading with transposition of the melodies (hand out, Alfred 1):
On Top of Old Smoky in c-minor; The Can-Can in g-minor

Assignments for Preparation of Final Examination; Performance Project 2

Week 14 – 11/30 - 12/1- 4 Preparation of Final and Piano proficiency recital

Practice to review the scales, arpeggios, chord progression, song in the same keys:

Scales, arpeggios, chord progressions (from memory): C/c; G/g; D/d; A/a; F; Eb; Bb; e; b

Melody & harmonization (with music from hand out):

1/C - Billy Boy; 2/ F - Red River; 3/ D -Old Folks;

4/A- Good Night Ladies; 6/Bb- Silent Night; 7/Eb - Lullaby

Alfred 1 (with music): p.68 On Top C/c; p.71 Can-Can G-g;

p.85 Go Down- a/b; p.88 Raisins and Almonds - d/e

Performance Project / Presentation 2 – song solo or duet from the list written above
chosen by students

Week 15 – 12/7 - 12/9 Review for Final

- Reading of Piano Literature. Preparation for **Piano Proficiency Recital**

Thursday, December 10 - Study day. No classes

Piano Proficiency Recital (15th week- Friday or Saturday, time TBA)

- Present performance projects, piano literature repertoire

16 week (Final Examination – Final Grade)

15-16th week – Friday, 12/11 – Thursday, 12/17 Fall 2015 semester final examinations,
Final grades

Weeks 16 – December 8-12 Fall semester final examinations

Students of class piano proficiency 1 are strongly encouraged to participate in spatial events - Workshops Fall 2015 (time TBA)

8th week: Monday, October 19 – Friday, October 23 /Saturday 10/24

11th week: Monday, November 9 – Friday, October 23 /Saturday 11/14