

CATALOG INFORMATION

Dept and Nbr: MUSCP 11B      Title: CLASS PIANO 2  
Full Title: Class Piano 2  
Last Reviewed: 4/22/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	2.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	2.00	Lab Scheduled	1.00	6	Lab Scheduled	17.50
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 122.50

Title 5 Category: AA Degree Applicable  
Grading: Grade Only  
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP  
Also Listed As:  
Formerly:

**Catalog Description:**  
This course develops keyboard musicianship through the study of major and minor scales, arpeggios, diatonic chord progressions, sight reading, and performance of beginning- to intermediate-level piano repertoire. Designed for Music majors requiring piano proficiency while also providing non-majors and enrichment students an opportunity to study piano in an atmosphere of academic rigor. (The curriculum of MUSCP 11B corresponds to the materials of MUSC 2B.)

**Prerequisites/Corequisites:**  
Course Completion of MUSCP 11A OR MUS 10B or by department placement exam.

**Recommended Preparation:**  
Concurrent enrollment in MUSC 2B and MUSC 3B

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: This course develops keyboard musicianship through the study of major and minor scales, arpeggios, diatonic chord progressions, sight reading, and performance of beginning- to intermediate-level piano repertoire. Designed for Music majors requiring piano proficiency

while also providing non-majors and enrichment students an opportunity to study piano in an atmosphere of academic rigor. (The curriculum of MUSCP 11B corresponds to the materials of MUSC 2B.) (Grade Only)

Prerequisites/Corequisites: Course Completion of MUSCP 11A OR MUS 10B or by department placement exam.

Recommended: Concurrent enrollment in MUSC 2B and MUSC 3B

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2009	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 2009	Inactive:

**CID:**

**Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, students will be able to:

1. Interpret the symbols of music notation and recognize harmonic and rhythmic patterns.
2. Sight read accurately at MUSCP 11A level.
3. Perform early intermediate-level piano repertoire with expressiveness.
4. Evaluate their performance and the performance of others to develop critical listening.
5. Demonstrate effective practice procedures.
6. Demonstrate technical skills and facility on the piano at an early intermediate level.
7. Apply functional harmony skills to harmonize melodies.
8. Utilize music vocabulary corresponding to notation, technique, and theoretical concepts.

### **Topics and Scope:**

#### **I. Technique and Theory**

- A. All major and minor scales (three forms), hands separately and together (two octaves)
- B. Triads and dominant seventh chords, root position and inversions, blocked and broken
- C. Arpeggios (hands separately): two octaves up and down with finger crossings
- D. Chord progressions in major and minor keys using all diatonic chords

#### **II. Music Reading**

- A. Pieces assigned from the standard keyboard literature
- B. Sight reading at the elementary level

#### **III. Functional Skills**

- A. Harmonizing melodies with primary and secondary chords using broken chords, waltz

bass, Alberti bass, and jump bass

B. Transposing harmonized melodies

C. Playing any two voices of a four-part chorale

#### IV. Repertoire and Performance

A. Performance of early intermediate-level solo keyboard literature from the Baroque to the Contemporary era

B. Study and performance of ensemble pieces

C. Developing performance skills and proper stage deportment

#### V. Practice

A. Developing effective practice routines

B. Procedures for handling difficult passages

C. Expansion of methods studied in MUSCP 11A

### Assignment:

Assignments are sequenced to develop skill in technique, sight reading, harmonizing melodies, improvisation, and performance of repertoire.

#### 1. Technical Skills

a. All major and minor scales (three forms): two octaves.

b. Triads and dominant seventh chords, root position and inversion, blocked and broken, in rhythms to eighth notes (two to four octaves).

c. Arpeggios: hands separately, two octaves up and down with finger crossings.

d. Chord progressions in major and minor keys using all diatonic chords.

e. Etudes by Czerny, Hanon, Duvenoy, or others from the text.

#### 2. Rhythmic exercises in double, triple, and quadruple meters, simple and compound.

#### 3. Sight read in class.

#### 4. Functional Skills

a. Harmonize melodies in various styles using primary and secondary chords.

b. Transpose harmonized melodies.

c. Play any two voices of a four-part chorale.

#### 5. Repertoire

a. Preparation and in-class performance of two or more pieces from the standard solo keyboard literature.

b. Preparation and performance of ensemble pieces.

#### 6. Worksheets in music theory and notation.

#### 7. Final exam by individual appointment testing sight reading, technique, and functional skills.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because problem solving assessments and skill demonstrations are more appropriate for this course.

Writing  
0 - 0%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Harmonizing melodies, transposition

Problem solving  
20 - 30%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Sight reading, technique evaluations, in-class performances

Skill Demonstrations  
60 - 75%

**Exams:** All forms of formal testing, other than skill performance exams.

None

Exams  
0 - 0%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation, worksheets

Other Category  
5 - 10%

### **Representative Textbooks and Materials:**

Essential Keyboard Repertoire, Volume 2. Olson, Lynn Freeman. Alfred: 2006.

Keyboard Strategies - Master Text I. Stecher, Melvin and Horowitz, Norman. Hal Leonard: 1986 (classic text).