OFFICIAL COURSE SYLLABUS FOR CLASS PIANO III – Music Majors
MUPC-M210 – 001-003  1.0 Credit  10735-10737
Fall 2011

Instructors:  Mrs. Elizabeth Floyd, x3591, CM 137, emessina@loyno.edu
             Office Hours:  MW 11:30 – 12:30 or by appointment
             Mrs. Karen Smith, x3628, CM136, kbsmith@loyno.edu
             Office Hours: By Appointment

Section 001   TR  9:30 – 10:20  CM145  Floyd
Section 002   MW 9:30 – 10:20  CM145  Floyd
Section 003   TR  9:30 – 10:20  CM138   Smith

PREREQUISITES:  Class Piano I and II, Music Theory I and II

OBJECTIVE:
To develop functional keyboard skills, i.e., sight reading, harmonization, accompanying, transposition, choral
score reading and improvisation.

COURSE REQUIREMENTS:
Required textbooks:
Alfred’s Group Piano for Adults Book 2, second edition, Lancaster & Renfrow

Fingernails:  In order to learn proper piano technique, fingernails must be kept trimmed.  If the instructor asks the
student to trim the nails further and the student does not comply, any grade given will automatically be
lowered one letter grade.  This applies to daily grades, test grades and exam grades.

Practice:  In order to prepare for class, students are expected to practice piano assignments for at least 30 minutes
da day, 5 days per week.

CELL PHONE USAGE AND TEXTING ARE STRICTLY PROHIBITED DURING CLASS TIME.  PLEASE MAKE
SURE YOUR PHONES ARE TURNED OFF BEFORE ENTERING THE PIANO LAB!

STUDENT REQUIREMENTS:
Students are expected to make every effort to attend each class, as much of the work will be done in conjunction
with other students.  It is necessary that fingernails be kept trimmed.  If the instructor asks the
student to trim the nails further and the student does not comply, any grade given will automatically be
lowered one letter grade.  This applies to daily grades, test grades and exam grades.

EXAMINATIONS:  Tests are in the course syllabus.  A final exam will be heard by two class piano faculty.

ABSENCES:
There are NO_excused absences for any reason.  Instead, the 3 lowest daily grades will be dropped at the end
of the semester.  Students must be aware that even University functions do not constitute excused absences.
Therefore ANY absences must fall within the 3 dropped daily grades.

LATE ARRIVALS:  Every late arrival will result in the lowering of your daily grade by one letter.  If arrival happens later
than the grading process, the teacher has the option of giving an F or other lowered grade.

GRADING:
40% - DAILY grades will be given at each class meeting based on attendance, preparation, participation, proper
books and materials.  An absence results in a zero for the day.  After the three lowest grades have been dropped, the
remainder will be averaged to constitute 40% of the total grade.
30% - The TEST average will count 30% of the final grade.
30% - The FINAL exam, played for a jury of at least two faculty, will count as 30% of the final grade.

UNEXCUSED ABSENCE FROM A FINAL EXAM RESULTS IN FAILURE OF THE COURSE.
Grading Scale:   A: 100-97, A-: 96-94, B+: 93-91, B: 90-88, B-: 87-85, C+: 84-82, C: 81-79,
               C-: 78-75, D+: 74-70, D: 69-64  F: 63 or below

TEST ABSENCES:  No test will be made up except under the following circumstances:
Official school function, with teacher notified in advance  Full Credit
Documented illness or emergency  Full Credit
Pre-arranged absence, test taken in advance  Full Credit
Undocumented illness                  Drop 1 letter grade

Special Accommodations:
A student with a disability that qualifies for accommodations should contact Sarah Mead Smith, Director of Disability Services at 865-2990 (Academic Resource Center, Room 405, Monroe Hall). A student wishing to receive test accommodations (e.g., extended test time) should provide the instructor with an official Accommodation Form from Disability Services in advance of the scheduled test date.

Academic Integrity:
All work you do for this class is expected to be your own, and academic dishonesty (including, but not limited to, plagiarism on papers or cheating on exams) will be punished. A summary of the University’s definitions and procedures concerning academic integrity can be found in the Undergraduate Bulletin.

Evacuation Statement:
Students must log on to the College emergency website (www.loyno.la) and the University Blackboard site (http://loyno.blackboard.com/) within 48 hours of any University evacuation to receive further information regarding contacting course instructors for assignments, etc. Students will be required to do assigned course work for any evacuation of more than 48 hours. Students should also monitor the University site (www.loyno.edu) for general information

Piano Class III – Music Majors
Elizabeth Floyd, Karen Smith – Fall 2011

Required Texts: Alfred Group Piano for Adults, Book 2, 2nd ed., Lancaster & Renfrow
Hal Leonard: Your First Fake Book

Assignment for:
Class 2  
1. Play I-IV6/4-I-V6/5-I chord progression blocked. LH only, chromatically.
2. Play I-IV6/4-I-V6/5-I using 2/4 broken chord bass pattern. LH only, chromatically.
3. Harmonization Handout – “Camptown Races”. Play melody with RH and 2/4 broken chord bass with LH.
4. p. 30 “Song Without Words”.
   a. Block LH
   b. Learn RH melody
   c. Play H.T. w/pedal keeping the LH blocked.
5. p. 36 “A Child of Song”. Follow practice instructions on pg. Sing while playing.

Class 3
1. Play I-IV6/4-I-V6/5-I using 3/4 broken chord bass pattern, LH only.
3. p. 30 “Song Without Words”. Play HT as written.
4. p. 37 ALL. Play as written, then transpose to concert pitch.
5. p. 38 – 40 “I Love a Piano” learn assigned part.

Class 4
1. Play I-IV6/4-I-V6/5-I using 4/4 broken chord bass pattern, LH only.
2. Fakebook p. 145 “When the Saints…”. Play melody with RH and 4/4 broken chord bass with LH.
3. p. 30 “Song Without Words”. HT solidly at tempo.
4. p. 49 “Aura Lee”. Follow instructions on top of page.
5. p. 38 – 40 “I Love a Piano” – review assigned part, be prepared to play aloud in class.

Class 5
1. Play chord progression in several keys using 4/4 arpeggiated bass pattern, LH only.
   (We’re skipping 3/4 arpeggiated bass b/c you’ve been using it for the past few classes in “Song Without Words”)
2. Fakebook p. 95 “Love Me Tender”.
   a. Learn RH melody.
   b. Block LH chords
   c. Arpeggiate LH chords
   d. Play HT with arpeggiated LH chords.
3. p. 49 “Aura Lee” Review
4. p. 30 “Song Without Words” Review.

Class 6
1. p. 30 “Song Without Words” TEST
2. p. 49 “Aura Lee” – Be prepared to play accompaniment as well as melody transposed to concert pitch.
3. Prepare “Camptown”, “Happy Birthday” and “Saints”. Teacher will choose 1.

Class 7
1. Play chord progression in several keys using the alberti bass pattern.
2. Fakebook p. 134 “This Land is Your Land”.
   a. Learn RH melody.
   b. Block LH chords
   d. Play HT using LH alberti bass.
3. p. 42-43 “Sonatina in C Major” Play Exposition HS then HT with correct articulation.
4. p. 50 Follow direction on top of page. When playing parts individually, sing along (la la is okay).
5. p. 95 “Love Me Tender” Review.

Class 8
1. p. 72 “He’s Got the Whole World…” Play using alberti bass. Transpose.
3. p. 64 Follow direction on page.
4. Daily Grade Quiz p. 95 “Love Me Tender”

Class 9
1. Play Extended Bass in several keys.
3. p. 42 – 43 “Sonatina” Learn Coda (note the bass pattern) HS then HT. Drill any problem spots in m. 1 – 32. Play beginning to end.
4. p. 65 follow directions on page.
5. Midterm Project Distributed
Class 10
1. Enhancing the melody with added chord tones in the RH
2. “We Wish You a Merry Christmas” – Add chord tones in RH below the melody notes. Only play the extra tones on beat 1.
3. p. 112 “Never on Sunday” Play HT using extended bass in LH.
4. p. 42-43 “Sonatina” Drill problem spots then speed up.
5. p. 85 #2 Read as written, transpose to concert pitch.
6. p. 86 “It’s Autumn, All Right” Play and sing melody. Learn accomp.
7. Midterm Project – Learn melody and blocked chords for each selection

Class 11
1. “We Wish You a Merry Christmas” – Daily Grade Quiz
2. p. 42-43 “Sonatina” Review
3. p. 86 “It’s Autumn…” Review
4. p. 87 “The Pirate’s Life” Follow practice instructions.
5. p. 102 “March of the Toreadors”. Play as written, transpose to concert pitch.
6. Midterm Project – Play melody in RH and add appropriate bass pattern in LH.

Class 12 Test
1. p. 42-43 Sonatina
2. p. 86 “It’s Autumn”
3. Prepare “This Land is Your Land” and “Never on Sunday”. Teacher will choose 1.
4. Midterm Project Due

Class 13
1. Sight Reading Test - You will either be given a 2 part vocal work or single line transposition of a Bb or Eb instrument to concert pitch.
2. p. 18 “Gypsy Earrings” 1st page H.T. with pedal.
3. p. 103 “Sieh, wie ist….”. Follow practice instructions.

Class 14
1. p. 92 – Five types of 7th chords. Play as written, transpose to G, D, F, Bb, Eb.
2. p. 98 #1. Write in chord symbols above melody. Play HS then HT.
3. p. 100 #1. Notate the chords in the bass staff. Play HS then HT.
4. p. 18 “Gypsy Earrings” M. 17 – 32 H.S. then H.T., review 1st page.
5. p. 115 “Danny Boy” – follow practice instructions

All of the harmonization assignments to follow are to be prepared with a partner singing or playing (on a pitched instrument) the melody unless otherwise noted. In addition to the assigned accompaniment, You the pianist will need to prepare an introduction and if necessary, transpose the selection to accommodate your partner’s range.

Class 15
1. 2-hand accompaniment – Example 1, play in several keys.
2. Fake Book p. 22 “Blueberry Hill”
   a. Play or sing through the melody.
   b. Block chords in R.H. paying close attention to m. 19-23.
   c. Play using 2-hand accomp.shown in example 1
   d. Choose a partner and practice playing accompaniment while partner provides the melody on their chosen pitched instrument. Remember to provide an introduction!
3. p. 18 “Gypsy Earrings” All H.T. with pedal.
5. p. 143 Complete and turn in for a daily grade.

Class 16
1. 2-hand accompaniment – Example 2, play in several keys.
2. Fake Book p. 98-99 “Maria”
   a. Play or sing through the melody.
   b. Block chords in R.H.
   c. Play L.H. alternating between root and fifth.
   d. Play H.T. using 2-hand accomp.shown in example 2.
   e. Choose a partner and practice playing accompaniment while partner provides the melody on their chosen pitched instrument. Remember to provide an introduction!
4. p. 18 “Gypsy Earrings” Review, add dynamics and speed up.

Class 17
2. Fake Book p. 46 “Earth Angel” Play 1st page using a two hand accomp. Use ex. 2 but DO NOT alternate L.H. root to 5th; rather stay on the root tone.
5. Choose between “Blueberry Hill” or “Maria”. Review your choice with your partner.

Class 18
1. p. 18 “Gypsy Earrings”
Test
2. “Blueberry Hill” or “Maria” – Choose 1 to play with your partner. Include an intro. You will be graded on your performance of the accompaniment AND THE MELODY!

Class 19
1. Review I vi ii V I progression
2. Fake Book p. 46 “Earth Angel” continue to the end.
3. p. 156 #1-2. Play in original key. Transpose to concert pitch.
4. p. 186 “Bagatelle” m. 1 – 16 HS

Class 20
1. 2-hand accomp. ex. 3A and 3B, play in several keys.
2. Fake Book p. 66 “Hey Jude”
   a. Play or sing through the melody.
   b. Block chords in R.H.
   c. Play H.T. using 2-hand accomp. shown in example 3A or 3B.
   d. Choose a partner and practice playing accompaniment while partner provides the melody on their chosen pitched instrument. Remember to provide an introduction
4. p. 186 “Bagatelle” m. 1 – 16 HT, m. 17-32 HS.
5. p. 169 “Heidenroslein” – Play vocal line, learn accompaniment H.S.

Class 21
1. p. 169 “Heidenroslein” – review vocal line, accompaniment H.T.
2. p. 168 “Gloria Tibi” – Review
3. Fake Book p. 66 “Hey Jude” – Review
4. p. 186 “Bagatelle” HT all
5. **Daily grade quiz “Earth Angel” with partner**

Class 22
1. 2-hand accomp. ex. 4 and 5, play in several keys.
2. Fake Book p. 16 “Beauty and the Beast”
   a. Play or sing through the melody.
   b. Block chords in R.H.
   c. Play H.T. using 2-hand accomp. shown in example 4 or 5.
   d. Choose a partner and practice playing accompaniment while partner provides the melody on their chosen pitched instrument. Remember to provide an introduction
3. p. 186 “Bagatelle” add dynamics and speed up.
4. Final Project guidelines to be distributed and discussed
5. p. 169 “Heidenroslein” – practice with partner

Class 23
1. Review “Beauty and the Beast” or “Hey Jude” with partner.
2. Choose final project pieces and decide on accompaniment patterns
4. p. 169 “Heidenroslein” – Review for test
5. p. 192 “Pilgrim’s Chorus”

Class 24
1. p. 186 “Bagatelle”
TEST
2. “Hey Jude” or “Beauty and the Beast” Choose 1 to play with partner.
3. p. 169 “Heidenroslein” play with a partner.
Class 25 1. Final Project – Plan to demonstrate portions of your accompaniment patterns
   2. p. 178-179 learn assigned parts only. Be prepared to play aloud as a group.
   3. p. 191 “Glory to God” – follow practice instructions on top of page.
   5. Christmas harmonization - tba

Class 26 1. Final Project – practice with partner.
   3. Fake Book p. 12 “America the Beautiful” – play melody with R.H., still using the r.h., add an extra chord tone below the melody note on beat 1 of each measure. Play h.t. with l.h. playing root tones.
   4. Christmas harmonization - tba

Class 27 1. Exam Grade – Plan to play at least one of your final project harmonizations for the class, for an exam grade. (If you can’t coordinate exam times w/ your partner, you should plan to choose the partnered harmonization to present on this date.)
   3. Fake Book p. 12 “America the Beautiful” – review h.t.
   4. Christmas harmonization - tba

Exam 1. Final Project Harmonizations
   2. pgs. 191 “Glory to God”, 193 “Carnival of Venice”, p. 202 “Dies Irae” – prepare all 3, instructor will choose one to be performed and graded.
   3. Fake Book p. 12 “America the Beautiful” – play melody and added chord tones w/R.H., play root tones w/L.H.
For the course requirements, you must complete the record of learning for the courses required for certification and provide a copy of your course certificates. UN-2. Candidates intending to follow a University course require the matriculation certificate or MATSEC to satisfy the general entry requirements and the special course requirements for entry to particular courses. UN-2. Each course has different requirements – usually a mix of qualifications, subject or exam grades. Learn more about them here. Each course, and most universities and colleges, have different requirements – usually a mix of qualifications, subjects, or exam grades. Learn more about them here. Relevant to. Undergraduate. Entry requirements.