Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: School of Music  
Course Title: Keyboard Skills I

Type of Request: New  One-time Only  Renew*  Change  Remove

Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

1-2 credit hour courses in music conform to commonly accepted practices in higher education in Schools of Music for applied learning and include skills courses, laboratory ensembles, and studio work. This mode includes activities where students receive hands-on learning experience continually supervised by the instructor. Work is normally completed in the learning environment, but may include out-of-class assignments. The contact hours are devoted primarily to practice, mastery, clarification, and application of material, rather than presentation of new or theoretical material.

II. ENDORSEMENT / APPROVALS

* Instructor: Professor Steven Hesla  
  Phone / Email: X6055 steven.hesla@umontana.edu

Signature  
Date 2/22/16

Program Chair: Dr. Kevin Griggs, Interim Director

Signature  
Date 2/22/16

Dean: Dr. Stephen Kalm

Signature  
Date

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble.
Music reading, techniques, and harmonization skills acquired through the study of solo and ensemble repertoire in contemporary electronic piano laboratory. The objective of the group piano program for non-keyboard majors at the UM is to develop functional skills to enable students to cope with practical situations at the keyboard. In addition to learning repertoire and technique, we will address such topics as sight-reading, harmonization, improvisation, accompanying, transposition and other creative activities. You will begin to develop your musical knowledge and understanding of functional theory and harmony through piano instruction. This foundational course provides the student the opportunity to acquire introductory skills in a group setting and to engage in the creative process. This "learning by doing" course offering involves the student by way of interpretive performance and critical assessment of their own work and assists in the cultivation of an appreciation of the humanities and history of different global cultures. The thrust of the course is active involvement of the student in the creation or performance of a work of art. Required in the music major: Bachelor of Music, Bachelor of Music Education, Bachelor of Arts

IV. CRITERIA
BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance.

   Fundamental issues dealing with basic techniques as related to the keyboard medium and interpretation are studied and explored for a perspective of aural, visual and kinesthetic involvement. The student is asked to engage in the creative process by way of performance during the keyboard course and within the context of discussions with the instructor. In addition, they are asked to engage in critical assessment of their own work during practice and after class performances.

2. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

V. STUDENT LEARNING GOALS
BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Express themselves in the making of an original work or creative performance.

   Goals: Students are asked to express themselves at each practice sessions/rehearsal; to perform the selection or technique to be learned or explored. Material presented for study represents styles and genres from a global perspective. Western and non-western composers and styles are presented as well as music from a wide varied of historical time periods. In addition, students are asked to apply a fundamental knowledge of music theory and history to their performances, the structures and forms of the artistic language to convey meaning. Students present the product of their work at several class performances throughout the academic year. Critiques and reviews are done after each performance.

2. Understand the genres and/or forms that have shaped the medium.
3. Critique the quality of their own work and that of others.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

Assessment for Expressive Arts Courses in Music.

Assessment is accomplished by way of performance critiques by the professor and the student. Each class meeting incorporates culminating performances through rehearsal, individual performance that are evaluated as to improvement of technique, understanding of the musical language, development of artistic expression and the musical structure of the composition or musical style. Ensemble courses (MUSI 108A, 110A, 111A, 112A, 114A, 122A, 123A, 131A, 135A, 136A, 155A, 160A) have culminating public performances several times each semester (www.umarts for semester calendar of the Student Ensemble Series). In addition, chamber music courses (MUSI 162A) have culminating semester performance as well (www.um.edu/music/events). MUSI 102A (Performance Study) builds into each class meeting culminating in individual performances that are critiqued by the professor. This is the nature of "private instruction" or "private study" and the rubric can be found in each professor’s syllabi.

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1.

2.
C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Expressive Arts Group must be included on the syllabus. An electronic copy of the original signed form is acceptable. The University of Montana
School of Music
University of Montana

Piano Lab, Room 202
Fall Semester, 2015

Instructors: Adam Sears (Sections 1, 5, 6); Megan Makeever (Section 2)
Office hours: upon request
Adam Sears – Phone: 406-214-0588 E-mail: ajsears93@gmail.com
Megan Makeever – Phone: 406-599-5364 E-mail: meganmakeever@gmail.com

**Req. Text:** Alfred’s Group Piano for Adults, Book 1, 2nd Edition. Lancaster & Renfrow

**Objectives**
The objective of the group piano program for non-keyboard majors at the UM is to develop functional skills that enable students to cope with practical situations at the keyboard. In addition to learning repertoire and technique, we will address such topics as sight-reading, harmonization, improvisation, accompanying, transposition and other creative activities. You will begin to develop your musical knowledge and understanding of functional theory and harmony through piano instruction.

**Grading:** Grades are based on playing examinations and weekly in-class quizzes.

25% WEEK FOUR EXAM—Scheduled during the fourth week of class
25% WEEK NINE EXAM—Scheduled during the ninth week of class
25% FINAL EXAM
25% DAILY WORK, CONCERT ATTENDANCE AND WEEKLY IN-CLASS QUIZZES
(In-class quizzes will be given at the beginning of the first class of each week. Be certain you are present, on time and prepared!)

**Attendance**
Regular class attendance is significantly important for making steady progress. Since all concepts are introduced and reinforced in class, you will want to make class attendance a priority. As incentive to attend, more than three recorded absences will result in a lowered grade. Please make every effort to notify the instructor in advance if you have a schedule conflict or a legitimate reason to miss class so assignments can be made up and absences may be forgiven.

**Practicing**
You are expected to practice regularly between classes, for this is the only way you will ensure progress. DO NOT TRY TO CRAM! Improvement at the piano requires training your fingers and muscles to work in new ways, as well as getting accustomed to reading piano music. Be sure to write down all assignments and practice each assignment thoroughly. A minimum of five practice sessions per week will be expected.

**Academic Misconduct and the Student Conduct Code**
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students should review the Student Conduct Code, which can be found online at [http://www.umt.edu/vpsa/policies/student_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)