



music theory, musicianship, MIDI and/or composition. The course is also appropriate for those interested in Early Childhood Education and in Music Therapy.

Keyboard Skills courses are standard offerings in community colleges and four-year institutions as they are also often desired by many community individuals for personal development and musical enrichment.

B. This class is taught in A-23, our electronic keyboard lab, and is essentially the application of musical skills, knowledge, creativity and performance at the keyboard.

C. Course transferability: Based on evaluations by the njtransfer.org website, this course transfers to most colleges as an Arts elective or a Free elective or as a keyboard proficiency course for music majors.

#### **IV. Place of Course in College Curriculum**

A. Free Elective

B. This course serves as a studio arts elective for AA Liberal Arts Majors

C. The course meets a program requirement for AFA Music

D. To see course transferability for New Jersey colleges and universities, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); for other colleges and universities, go to the individual college website.

#### **V. Outline of Course Content:**

A. Level 2 music fundamentals, notation and ear training

B. Level 2 technical exercises and sight-reading

C. Octave scales (and fingerings) – all major keys – key signatures

D. Intervals and 7<sup>th</sup> chords

E. Primary triads, basic progressions and accompaniments

F. 12-bar blues progression

G. Syncopation

H. Ensemble playing

I. Solo and ensemble repertory as assigned

#### **VI. General Education and Course Learning Outcomes**

##### **A. General Education Outcomes**

The student will:

develop the skills of keyboard playing, enabling further pursuit and engagement in creative expression, personal development, and the aesthetic and technical elements of music. (GE-NJ 1, 6, \*)

##### **C. Course Learning Outcomes**

The student will be able to:

1. use the keyboard as a basic tool for the study of music theory, arranging, composing, digital applications and performance.
2. harmonize basic melodies with primary triads.
3. improvise the 12-bar blues pattern.
4. demonstrate accuracy and precision in the performance of technical exercises and solo and ensemble repertory.
5. incorporate initial applications of damper pedaling.

(\* embedded critical thinking)

**C. Assessment Instruments:**

1. Written examinations – midterm and final – theory and notation
2. Chapter reviews of written theory, musical terms and concepts
3. Weekly progress on assigned materials
4. Performance examinations – assigned materials

**VII. Grade Determinants**

- A. Examinations: written and performance
- B. Weekly progress and individual effort
- C. Attendance/classroom participation

Formats, modes and methods that may be used for teaching and learning:

- A. Lecture/demonstrations
- B. Group instruction and discussions.
- C. Ensemble playing
- D. Individual instruction

**VIII. Texts and Materials**

**Text:** (such as) Caroline A. Lindemann: Piano Lab: An Introduction to Class Piano, latest edition (Wadsworth Pub. Co.; Belmont, CA)

(Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC bookstore is the sole resource for the most up-to-date information about textbooks.)

**Materials:**

Supplementary materials and/or repertory may be supplied by the instructor.

**IX. Resources**

- A. Soundproof music studio/classroom with acoustic piano.
- B. Electronic keyboards: Individual student keyboard stations (12) plus the instructor's demonstration keyboard.

## C. Stereo and media systems