

A close-up, black and white photograph of piano keys, showing the repeating pattern of white and black keys. The image is cropped at the top, showing only the upper portion of the keys.

Muap 1112 Harmony & Keyboard II

9:00 – 9:50 TTh

Vicki Conway, Instructor

Spring 2024

FAC 1018

vconway@uttyler.edu

Meet the Instructor: Ms. Vicki Conway



Hello! I'm Mrs. Conway, aka 'the dragon' as nicknamed by graduate Bethany Woolman, who is now a 3rd-year medical student at UT Rio Grand Valley. Piano can be an intimidating instrument, but with guided practice it is very user friendly and a valuable support instrument for all your music classes and eventually your career. It does require a time commitment outside of class but my goal is to help you learn to *practice smarter, not longer - for lasting results with the least amount of effort!*

On a personal note, I live in Longview with my husband, 2 dogs, and 2 cats. I'm also a mom of 3 grown daughters, and a grandma to 5 girls and 3 boys. My hobby is learning! I did almost half the coursework for a doctorate degree at The University of Oklahoma, but family priorities ultimately prevented me from completing it. So I fully understand the challenges of balancing school, work, family and life. If/when you get overwhelmed and need extra time, extra space or extra help, just ask! I love teaching piano and music to all ages and levels and if I'm ever coming across as a 'dragon', it's ok to let me know. Let's have some fun along the way!

Course Objectives & Learning Outcomes

COURSE OBJECTIVES

- Develop and improve functional piano skills necessary for a successful career in any field of music.
- Areas of study
 - reading skills
 - accompanying skills
 - music theory applications
- Fluency in each area will be necessary to pass the Piano Proficiency exam as the final exam of Harmony & Keyboard IV.

LEARNING OUTCOMES

- Perform fundamental technical skills appropriate for two semesters of piano study
- Learn & perform repertoire at a minimum Late Elementary Level 2*
- Sightread at a minimum Level 1*
- Realize and perform lead sheets and harmonic progressions appropriate for the second semester of music theory

*Levels based on *The Pianist's Guide to Standard Teaching and Performance Literature* (Magrath)

Why Piano??

“There probably isn’t a single thing that my musical journey has benefited from more than playing piano.”

Dr. Sarah Roberts

PRACTICAL APPLICATIONS

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Visual and aural aid to help learn important theory concepts such as intervals, chords, and harmonic progressions



Supportive tool in playing/counting rhythms



Supportive tool for student’s primary instrument in assessing pitch and hearing melodies



Build fundamental skills to **play for fun** & support career options in educational, sacred, and performance settings

- Hand Independence for conducting skills
- Student Teaching
- Music/Band/Choral Classrooms
- Praise band keyboard player &/or worship leader
- Enhance score reading abilities

Course Overview

Progress-Based Modules

Minimum 30 minutes
practice 4 - 5 days per
week recommended

No textbook requirement
All materials provided

Module
Introduction/
Class Drills

Individual
Module Test

- Video Submission(s)
- In class

A repertoire excerpt
will be part of each
module
assignment

Course Grading Criteria

Modules avg 66%

- Preparatory Assn/Test

Final exam avg 34%

- 6 Skill Areas

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 0-59

A Grade of C or better is required to pass the course

Course Calendar (Subject to Change)

IMPORTANT DATES

Census Date: January 26

Withdrawal Deadline: March 30

Weeks: Module

1-4: Technique

5-8: Lead Sheets

9-12: Harmonic Progressions

13-14: Pre-Hymns/Review

15: Final Exam

– 8:00 – 10:00 a.m.

Module Test

Thursday, Feb. 5

Thursday, Mar. 5

Thursday, Apr. 9

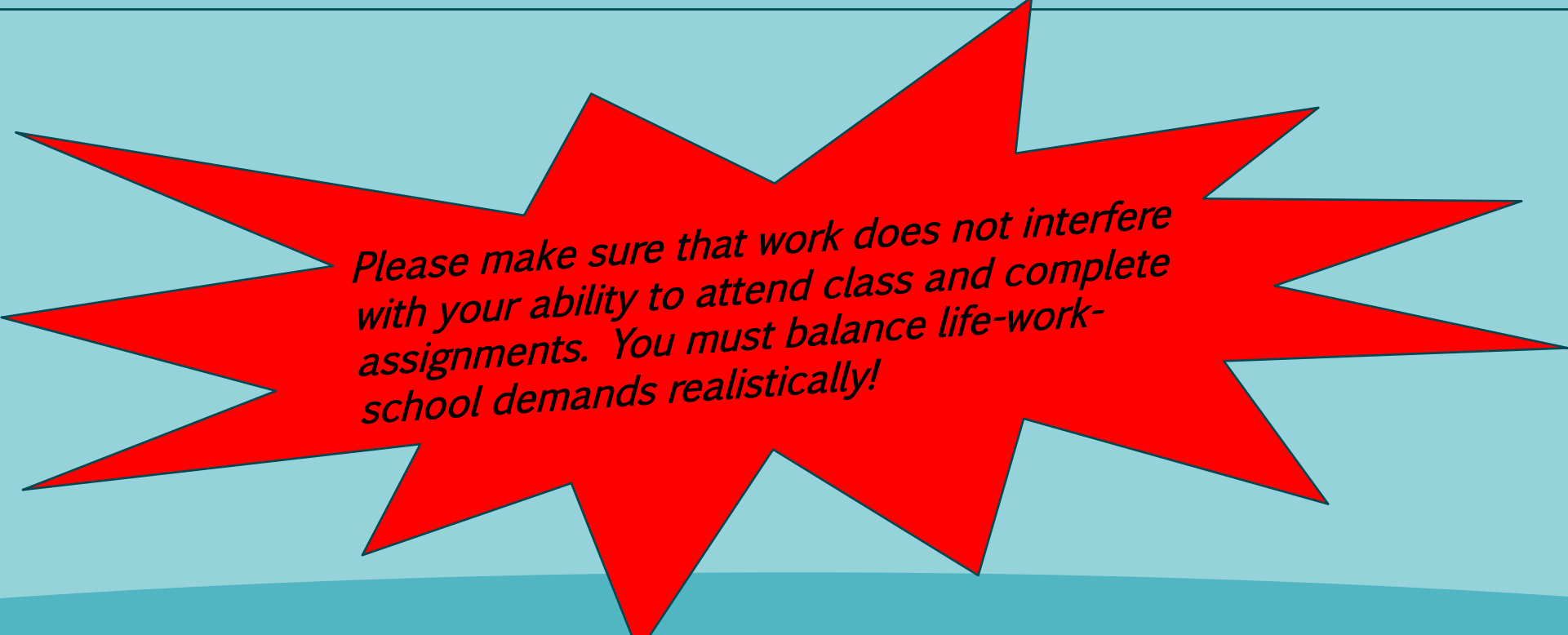
Thursday, Apr. 23

Thursday, April 30

A repertoire excerpt
will be part of each
module
assignment

Attendance Adulting 101!

ATTENDANCE is required at all classes in order to fully understand assignments/grading criteria and to benefit from in-class drills, learning strategies, and feedback. If you are ill, send an email to vconway@uttyler.edu PRIOR to class. Notify all instructors anytime you will be absent, just as you would an employer! Appropriate documentation is required for an excused absence, especially on test days.



Please make sure that work does not interfere with your ability to attend class and complete assignments. You must balance life-work-school demands realistically!

Video Submissions via Canvas

Certain module assignments will be video submissions due by class time (9:00 am) on the date of the module test

Recordings must meet the following criteria

- Camera angle should be an overhead view of hands as if viewing from behind you
 - The back camera generally works better than the front selfie camera and it should be positioned either over your head or beside/behind the piano bench. Do not put camera so that it faces you!
 - In practice rooms, raise the music stand as high as possible so camera is looking down
 - Watch the video to make sure keyboard isn't backward or mirrored (RH on left side/LH on right side)
 - If mirrored, flip it before sending (this frequently happens using the front selfie camera)
 - If keyboard orientation is backward (black keys in front/white keys in back), reposition camera and re-record
- Save the video and title it with an abbreviated assignment name (ex. Harm Prog 2)
- Upload the video to either a YouTube channel or Google Drive and make it shareable
- Copy the link and paste it on the Canvas assignment page

Video Submissions and Late Work

Video Submission Deadlines are firm and tests will be given on the designated dates.

- Late assignments are accepted but will be limited to an 85 as the highest possible grade within one week and a 75 if later than one week.
- In case of excused absence on the date of a module test, students must submit any videos for late assignments *and* schedule a make up test *within one week* to avoid a late penalty. Extended illness considerations will be given on a case-by-case basis.
- Additional attempts to pass or improve a module test are allowed without penalty, *provided the test was taken on the due date*. You must however, move on to the next module with the class.

Video submission assignments will be graded as Complete/Incomplete in Canvas and your grade will be given in the Comments. A check mark means the assignment received a passing score. An 'x' indicates the assignment is either missing or received a grade below 70. All assignments with an 'x' should be made up asap to raise your average and prepare for the final exam.

Additional Course Information

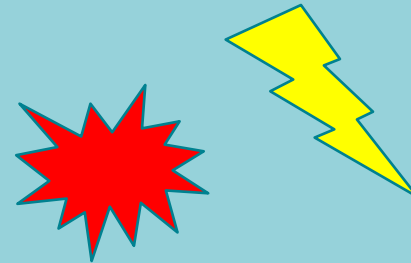
Instructor Contact information

- vconway@uttyler.edu (preferred - anytime)
- 903-566-7293 (office)
- 903-238-6121 (text) – please avoid nights/weekends

Office Location: FAC 1221

Office Hours

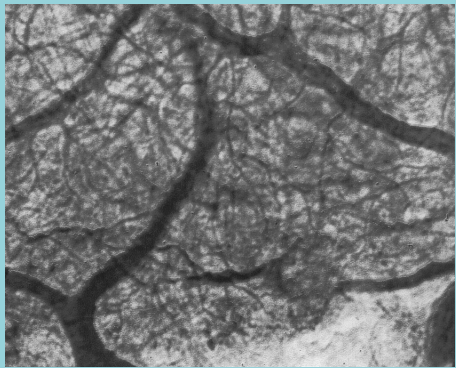
- Posted beside office door after all applied lessons scheduled
- By Appointment - send an email request with your available times



FREE TUTORING!!!

- Daniel Holmes
 - 214-949-7126
 - dholmes@patriots.uttyler.edu

Mindless Repetition vs Smart Practice



Neural Networks

Repetitions with
random details

Follow learning
steps given in
class for fastest
and most secure
results!

Theory

Harmonic analysis
Form
Cadences
Phrases

Visual

Score/Keyboard Notes
Geography
HT
Patterns: Scales/Chords

Technique
Fingering

Posture and
Balance

Consistent layering

Finger memory

Motor

Rhythm: counts with
pulse
Accompaniment:
(Harmonic
Progression)

Melody

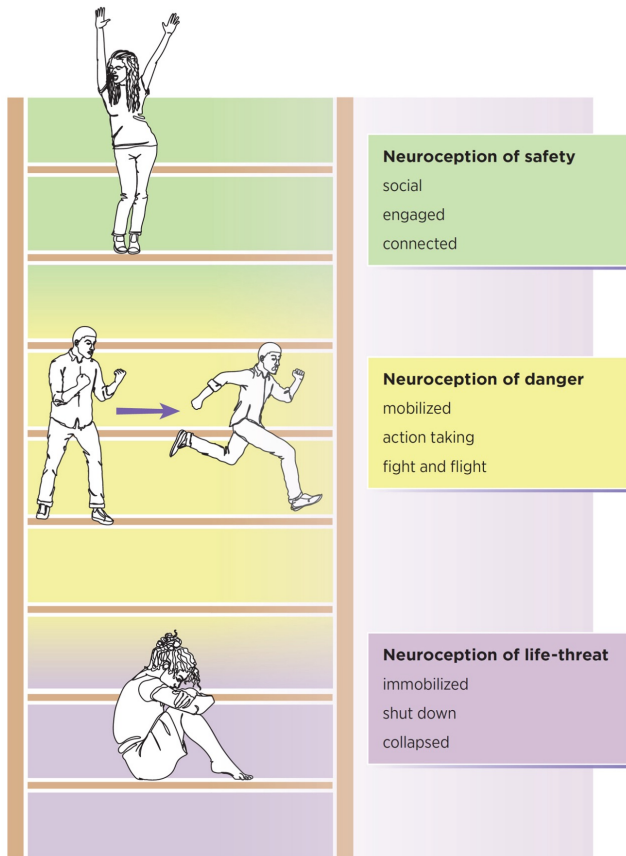
Aural

HT Notes
Pitches:
solfege/interval
s

Hands together
playing first
requires **SLOW**
hands separate
processing!
Avoid HS motor
memory at all
costs!

Understanding your Autonomic Nervous System (ANS)

The Autonomic Ladder



Learn to recognize and honor what your 'body' is telling you

- Vagus nerve is the longest nerve in the body and 80% of messages go from body to brain

Lower states can hijack or interfere with learning/performing

- Hard to focus or access what has been practiced
- Why motor memory fails under pressure

Strategies

- Smart practice for secure learning
 - Drill short segments and plan what to think
 - Repeat the process allowing it to naturally get faster
- Take full deep breaths/stretch/have realistic expectations and do your best!



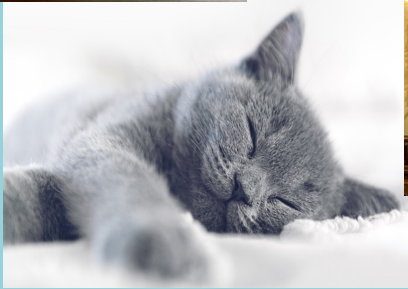
Utilize free counseling services at UT Tyler!

Wellness – Don't forget to take care of YOU

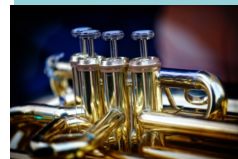
Adulting requires balance and resilience!



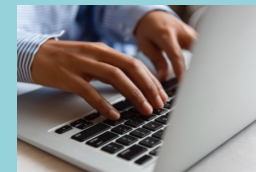
Nutrition
and Sleep



Faith
Family
Friends
Fun



Practice and
Classwork



Grading Rubrik

Harmony & Keyboard Grading Rubric All Modules and Final Exam

Exceptional Performance 96-100	Exceeds expectations 90-95	Meets expectations 80-89	Approaches expectations 70-79	Not yet meeting expectations 50-69	Missing (0)
Exceptional performance in accuracy, fluency, articulation details, fingerings, and musicality	Performance meets all stated goals and tempo expectations with only occasional errors in note accuracy, articulation, fingering, or rhythm	Performance demonstrates preparation and practice and can be performed within a reasonable amount of time	Performance demonstrates early stages of understanding and skill development suggesting that performance can meet expectations with more practice	Performance shows significant lack of preparation or attention to required details	Not yet submitted or assessed
Submitted/performed by the stated due date	Performance demonstrates confidence and excellent preparation	Performance lacks overall continuity and contains multiple errors in notes, articulations, fingerings, or rhythm	Performance is extremely slow or significantly lacking in one or more elements of note accuracy, articulations, fingerings, or rhythm (if required)	Performance shows lack of understanding of assignment directions or goals	Performance is completely unacceptable
		Speed is too fast for stated assignment goals such as articulations, fingerings, or processing time/learning strategy	Speed is too fast causing constant mistakes and complete inattention to assignment details	Skill development is insufficient to complete assignment within a reasonable amount of time	

Special Course Notes: Artificial Intelligence (AI)

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, AI is permitted, but any use for written work must be acknowledged and properly documented.