

A close-up photograph of piano keys, showing a sequence of black and white keys. The keys are slightly out of focus, creating a sense of depth. A light blue curved line separates the image from the text below.

Muap 2112.001

Harmony & Keyboard IV

8:00 – 8:50 TTh

Vicki Conway, Instructor

Spring 2026

FAC 1018

vconway@uttyler.edu

Meet the Instructor: Ms. Vicki Conway



Hello! I'm Mrs. Conway, aka 'the dragon' as nicknamed by a recent graduate Bethany Woolman, who is now a 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 Bret, 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 include 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.
- Concurrent enrollment in Muap 2001 Piano Proficiency is required to verify a passing grade on the final Piano Proficiency exam.

LEARNING OUTCOMES

- Learn and perform Classical repertoire at a minimum intermediate level 4*
- Sightread at a minimum early intermediate level 3*
- Realize lead sheets, accompanying styles, and harmonic progressions appropriate for 4 semesters of music theory study
- Learn basic comping skills for Jazz Standards

*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!!

- Provide accompaniment for elementary music classroom instruction and programs
- Use piano as supportive tool in middle school band programs to play pitches, melodies, and transposition
- Assist/teach pianists in high school jazz ensembles
- Rehearse individual or sectional voice parts in middle through high school choral programs or church choirs
- Play keyboard for &/or lead a praise band
- Train hand independence for conducting skills
- Enhance score reading skills

“Everything I learned in Piano Proficiency was used at some point during my student teaching”

Gavin Hollingsworth,
BM Instrumental Music Education
Fall 2022

Course Overview

Six Modules

No textbook requirement
All materials provided

Minimum 30 minutes
practice 4 - 5 days per
week recommended

Module
Introduction/
Class Drills

Individual
Module Test

- Video Submission(s)
- In class

A repertoire excerpt
will be part of each
module
assignment

Repertoire & Chorale
module must be
passed with a steady
tempo in order to
take the SR portions
of the final
proficiency exam!

Course Calendar (Subject to Change)

IMPORTANT DATES

Census Date: January 26

Withdrawal Deadline: March 30

Weeks: Module

1-2 Technique

3-5: Chorales

6-7: Lead Sheets/Pop Progressions

8-10: Harmonic Progressions

11-12: Jazz Standards

- 13-14: Incorporate Melody into Accompaniment
- Final Proficiency Exam
– 8:00 – 10:00 a.m.

Reality check!
There is no time for
procrastination!

Module Test

Thursday, Jan. 22

Thursday, Feb. 12

Thursday, Feb. 26

Thursday, Mar. 26

Thursday, Apr. 9

Thursday, Apr. 23

Tuesday, Apr. 28

A repertoire excerpt
will be part of each
module
assignment

See all Due Dates
in Canvas Syllable
Course Summary
Page!

IMPORTANT NOTICE

Failure to complete and/or pass one or more modules may result in denial to take the corresponding part or parts of the final proficiency exam! This will result in having to retake one or both classes.

Absolute hard deadline for any reassessments or late work is NOON on Monday, April 27th

Minimum 2112 Course / 2001 Proficiency Requirements

Students must be concurrently enrolled in Muap 2001 Piano Proficiency

- A score of C or better is required to pass the Muap 2112 course
- Each individual skill area of the final exam must be passed to receive a grade of CR (credit) for Muap 2001.

It is possible to pass one course and not the other

- Students passing Muap 2112, but receiving a grade of NC (no credit) in Muap 2001, will have to repeat Muap 2001 and only retake the portions of the final proficiency exam *not* already passed
- Students receiving a grade of CR in Muap 2001, but not passing Muap 2112 will have to repeat Muap 2112 and take the final exam again since it is a significant percentage of the course grade

If neither Muap 2112 and Muap 2001 are passed, students must repeat both courses concurrently and repeat all requirements

Course Grading Criteria – Muap 2112 / Muap 2001

MUAP 2112
Harmony &
Keyboard IV

Module Test avg	66%
Final exam avg	34%

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

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

MUAP 2001
Piano
Proficiency

Equivalent to the final exam of Muap 2112
CR/NC

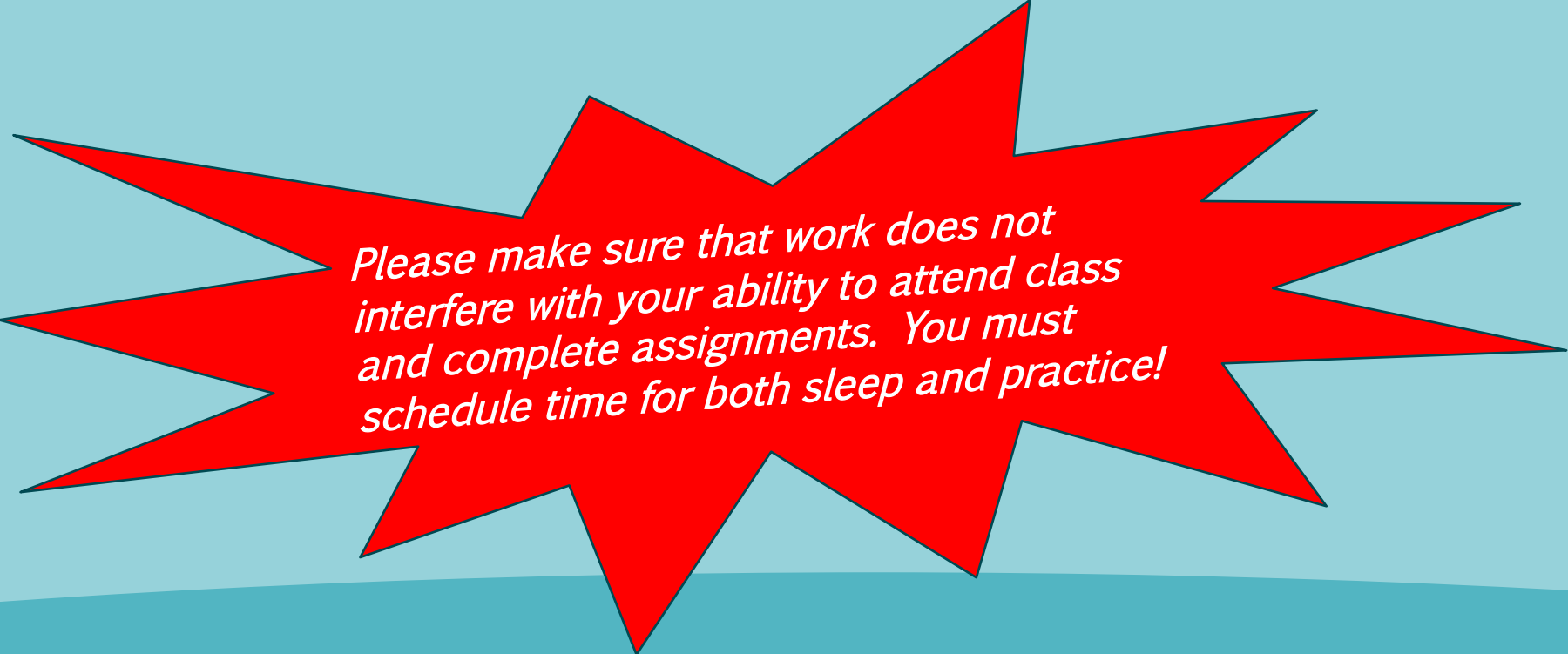
CR: Score of 70 or better on each portion of the final exam

NC: Score of less than 70 on one or more portions of the final exam

- Note specific prerequisites that may deny Sightreading portions of the exam

Attendance

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 schedule time for both sleep and practice!

Special Course Notes (Attendance/Late Work)

Deadlines are firm and tests will be given on the designated dates. Additional attempts to pass or improve a module score are allowed without penalty, *provided the test was taken on the due date*. Late video 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. Always come to class even/especially if you don't feel prepared!

Individual module video assignments will be marked Complete/Incomplete in Canvas and your grade will be in the comments. An incomplete grade means that it is either missing OR your grade was not passing. Submit or resubmit as soon as possible to avoid getting behind in the class.

In case of excused absence on the date of a module test, students must 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 Course Information

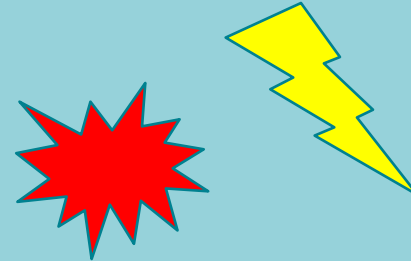
Instructor Contact information

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

Office Location: FAC 1221

Office Hours

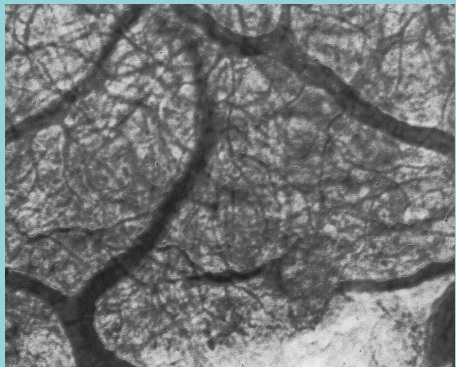
- Posted beside office door after all applied lessons scheduled
- By Appointment - send an email request with your available times



FREE TUTORING!!!

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

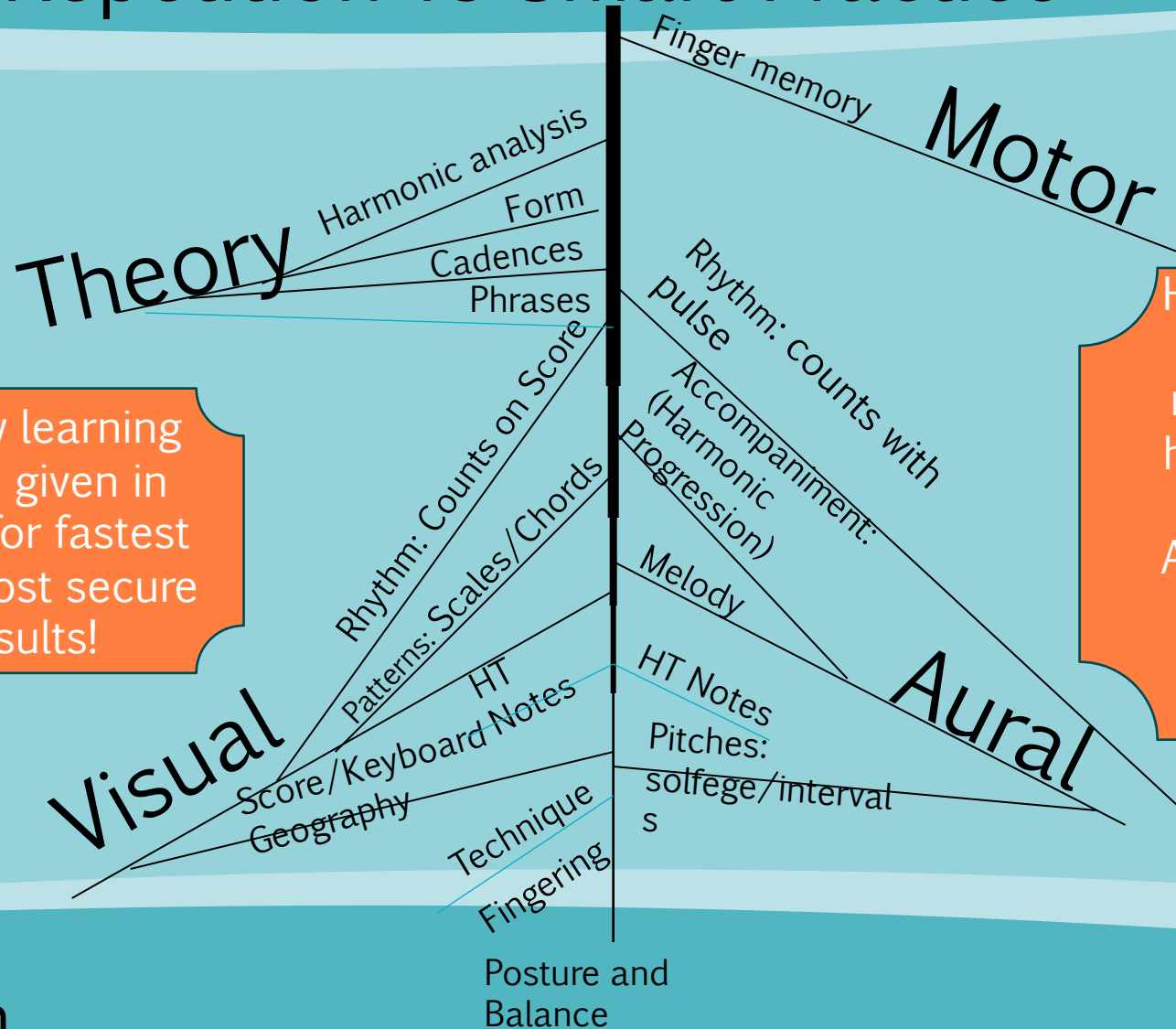
Mindless Repetition vs Smart Practice



Neural Networks

Repetitions with
random details

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

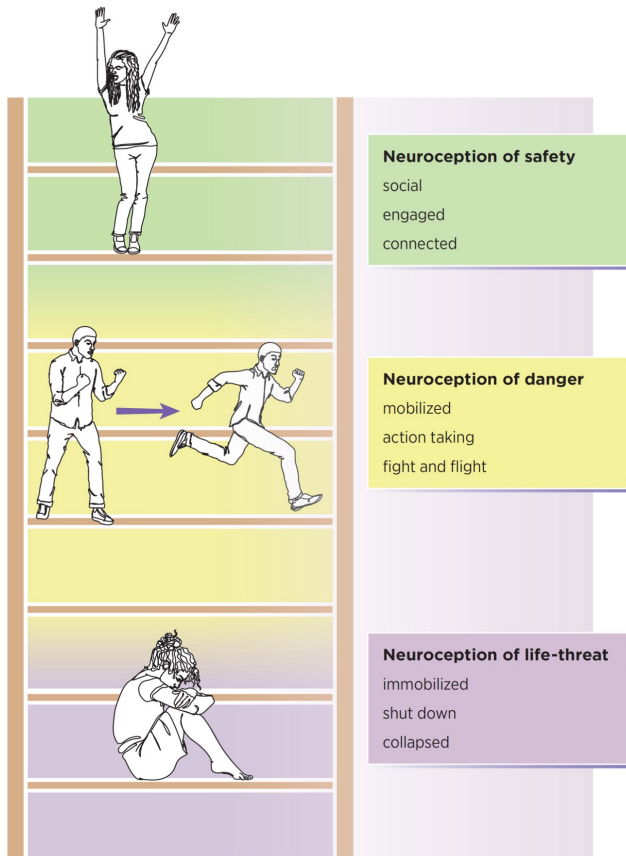


Hands together
playing first
requires **SLOW**
hands separate
processing!
Avoid HS motor
memory at all
costs!

Consistent layering

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!



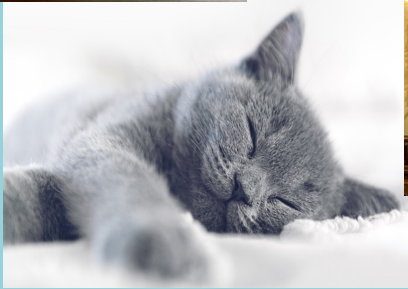
Utilize free counseling services at UT Tyler!

Wellness – Don't forget to take care of YOU

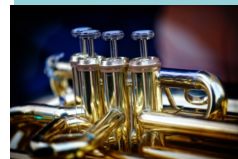
Adulting requires balance and resilience!



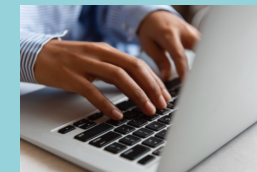
Nutrition
and Sleep



Faith
Family
Friends
Fun



Practice and
Classwork



Harmony & Keyboard Grading Rubric
All Modules and Final Exam

Exceptional Performance 95-100	Exceeds expectations 88-94	Meets expectations 70-87	Approaches expectations 50-69	Not yet meeting expectations 30-49	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.