

Minor Instrument (Piano) I

**MODULE HANDBOOK**

**Katsunori Ishii**

Term: Spring-Fall Semesters

Numbering CIN1173

Credits 4

## **CONTENTS**

This handbook provides information about the module and its operation. Please study it carefully.

### **Section**

- 1 INTRODUCTION / WELCOME**
- 2 MODULE DESCRIPTION**
  - 2.1** Overall Module aims
  - 2.2** Subject Specific Module Aims
  - 2.3** Skills and Abilities
  - 2.4** Applied Learning
- 3 LEARNING OUTCOMES**
  - 3.1** Learning Outcomes - overall
  - 3.2** Learning Outcomes - specific
- 4 THE MODULE TEAM**
- 5 INDICATIVE SYLLABUS**
- 6 DELIVERY INFORMATION**
- 7 INDEPENDENT STUDY – PREPARATION FOR LECTURE**
- 8 ASSESSMENT AND PRACTICAL TASKS**
- 9 FURTHER READING SOURCES**

## **1. Introduction / welcome**

This module is designed to introduce students, whose major areas of study are not keyboard instruments, to a range of basic study of piano performance and to an extensive way of attaining the interpretations of different styles of piano repertoire. The focus is on giving a solid grounding in the traditional Western tonalities, as well as an understanding of the roles the piano plays in different situations in music education. It is not required that the students start the course having had experience and knowledge in this area. The module will allow those from various backgrounds to gain the core skills needed for university-level music studies. As students progress through their studies, they will have increasing freedom to respect specialized repertoire in different kinds of music fields and approaches to studying it. They can also choose to apply their pianistic studies in the field of teacher-training course.

## **2.0. Module Description**

### **2.1 Overall Module aims:**

The module aims to explain that its practical lessons will introduce students to basic issues involved in understanding the music for the piano; to the variety of piano techniques; and to a selection of harmonic procedures that can be applied to piano accompaniment methods. Alongside the lessons, a structured program of different styles of piano music will give students a conceptual perception of music history, together with realistic experience of a wide range of repertoire.

### **2.2 Subject Specific Module aims:**

The course is designed to give students practical experience in learning basic piano performance techniques. The lessons will focus on building repertoire and learning aspects on the conventional interpretive methods. The theoretical subjects studied in this course should be of use for students hoping to work in various music scenes, including the realm of educational environment.

### **2.3 Skills and abilities**

The module informs students with various approaches to the study of piano. Beginning with topics in music theory, different scales and cadences are practiced in order of difficulty. The lessons will introduce key issues of repertoire, from Baroque to Modern periods. Then an appropriate composition, according to each student's technical and artistic capabilities, will be recommended. Students will learn to practice and prepare for formal performance examinations.

### **2.4 Applied learning**

The students are introduced to a range of genres of music from Western music history and wider contemporary styles, together with issues involved in their study. Covering technical and analytical

approaches, students will learn how to think about piano music in the context of evolving history. By learning the concept of tonality through the completion of all major and minor keys, students will be able to connect the knowledge to improvised song accompaniment technique in teacher-training course.

### **3.0. Learning outcomes**

#### **3.1. Learning outcomes – overall**

On completion of this module, students should be able to:

- demonstrate and apply appropriate basic piano technique and interpretive knowledge to the performance of piano music
- comprehend, apply and critique key concepts in a range of different musical perspectives
- draw connections between each element of the module and with concurrent and previous studies

#### **3.2. Learning Outcomes - Specific**

On completion of this module, students should be able to:

- prepare one piano composition for performance examination at the end of each semester
- recognize different approaches to the styles of Baroque, Classical, Romantic and Modern repertoire
- play from memory a certain number of major and minor scales and cadences

### **4.0 The module team**

The address for the Department within which your module is situated is:

Tokyo College of Music  
1-9-1 Kami-meguro,  
Meguro-ku, Tokyo

Staff involved in the organisation and delivery of this module are as follows:

*Katsunori Ishii*

*Module Leader*

*ishii\_katsunori@tokyo-ondai.ac.jp*

#### **Module Leader**

The Module tutor has the overall responsibility for organising, delivering and assessing a module. It is the Module Leader who you should see with any queries or problems related to a specific module, if the Course administrative officer cannot help.

**Course administrator**

The Course Assistant has responsibility for providing a full and responsive administrative service in support of the processes and procedures associated with student and course administration.

**5.0 Indicative Syllabus**

This course is made up of weekly individual piano lessons. Each lesson consists of explanation of major and minor scales and cadences to be selected according to each student's musical training background. Then piano repertoire of different styles is introduced for study and for preparation of end-of-semester examination. Students are expected to practice on their own prior to each lesson.

**6.0. Delivery Information:**

<b>Week</b>	<b>Title</b>	<b>Synopsis</b>
1	Course orientation, goal setting and introduction	Yearly plan is structured according to each student's pianistic skills and performance experiences
2	Scales and cadences	Scale fingerings and the function of chords in cadences are explained
3	Reading scores	Importance of reading scores correctly and applying appropriate fingerings is emphasized
4	Practicing methods	There should be a right way of practicing the piano for each student
5	Finger and physical exercises	Training of fingers and using physical movements
6	Legato and staccato	Understanding legato and staccato playing
7	Beats and pulse	Understanding time signature and its functions and feeling the pulse
8	Physical elements in performance	Conceiving appropriate posture, body center, arm position, and hand position
9	Particular physical elements	Relaxing body, arm, elbow, and wrist
10	Attack and touch	Supporting attack and touch by correctly forming wrists and fingers

11	Musical form and harmony	Studying sonata form and harmonic structure in classic compositions
12	Articulation	Understanding and playing various articulations
13	Breathing and nuances	Controlling breathing to attain musical nuances in performance
14	Dynamics	Understanding dynamics in details of music and in overall structure
15	Examination repertoire	Finishing the examination repertoire comprehending to the work's style
16	Summary of the examination	Reflecting on the result of the spring semester examination
17	Repertoire for fall semester	Researching an appropriate repertoire for the fall semester
18	Reading scores	Careful rendition of the new repertoire
19	Review of physical elements	Reexamining the relaxation of body
20	Scales and cadences	Challenging scales and cadences of more complexity
21	Fingerings	Considering and searching for practical fingerings appropriate for a composition
22	Tone colours	How to make different tone colours on the piano
23	Analyses and expression	How the formal and harmonic analyses can be applied to musical expression
24	Direction and flow	How to feel and create musical direction and flow in a composition
25	Pedals	Finding suitable pedaling according to necessary musical expression
26	Balance	Creating right balance between the hands
27	Singing and expression	How to sing and express melodic features on the piano
28	Agogic accentuation	Creating natural agogic accents
29	Examination repertoire	Finishing the examination repertoire comprehending to the work's style
30	Summary and confirmation	Determining the level of understanding

## 7.0 Independent study – Preparation for lecture

Students are expected to spend about half an hour each week prior to and after all lessons. Points of preview and review will be given at the end of each lesson. Students' progress in key module skills is monitored throughout the course. Following the performance examinations at the end of the semesters, the module leader will provide students with formative feedback on their comprehension and performance progress.

## 8.0 Assessment and practical tasks:

### **Assignment:**

Final evaluation will be based on completion of the following: Class participation (2/3 attendance is required to participate in the performance examinations) and the score result of the performance examinations.

Module Grading Bands		
S	90% +	<p>Excellent demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• well structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• critical understanding/application is evident through systematic and relevant coverage of content</li> <li>• clearly communicated in a style appropriate to the assessment brief</li> <li>• accurate and predominately consistent use of a recognised referencing system</li> <li>• wide range of appropriate sources</li> </ul>
A	80-89%	<p>Very good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• well structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• critical understanding/application is generally evident in the coverage of content</li> <li>• clearly communicated in a style appropriate to the assessment brief</li> <li>• predominantly consistent and generally accurate use of a recognised referencing system</li> <li>• good range of appropriate sources</li> </ul>
B	70-79%	Good demonstration of scholarly application / critical understanding of

		<p>subject area knowledge</p> <ul style="list-style-type: none"> <li>• fairly well structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• some critical understanding/application is evident through coverage of content which is also descriptive</li> <li>• good communication in a style appropriate to the assessment brief</li> <li>• predominantly consistent and generally accurate use of a recognised referencing system</li> <li>• a range of appropriate sources</li> </ul>
C	60-69%	<p>Adequate demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• adequately structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• largely descriptive with some critical understanding/application evident through coverage of content</li> <li>• communicates in a style appropriate to the assessment brief</li> <li>• attempts to use a recognised referencing system but may have occasional systematic errors</li> <li>• a limited selection of appropriate sources</li> </ul>
D+ Fail	40-59%	<p>Limited demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• poorly structured assignment that does not completely address the module learning outcomes and specific criteria</li> <li>• work is descriptive in its coverage of the content</li> <li>• poor communication that does not use a style appropriate to the assessment brief</li> <li>• use of recognised referencing system is systematically inaccurate throughout the document</li> <li>• an insufficient range of appropriate sources</li> </ul>
D Fail	10-39%	<p>Poor demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• poorly structured assignment that does not address the learning outcomes and specific criteria for the module</li> <li>• coverage of the content is inadequate or incomplete</li> <li>• poor communication that does not use a style appropriate to the</li> </ul>



		assessment brief <ul style="list-style-type: none"> <li>• recognised referencing system is not used</li> <li>• sources are very limited or absent, or over reliance on one or two sources</li> </ul>
D-Fail	0-9%	Very poorly structured assignment that does not address any of the learning outcomes or the specific criteria for the module

## 9.0 Further Reading Sources

Editions of the piano compositions are to be announced and recommended by lesson instructors  
TCM "Scales and Cadences" sheets