

461: GRADUATE SPECIALIZATION IN COLLABORATIVE PIANO

New Program Proposal

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General Information

Give a brief (1-2 paragraphs) overview of the proposed credential, including its disciplinary foundations and connections, its focus and learning objectives for students, and the specific degree (e.g. bachelors, masters, doctorate) and/or credentials (e.g. major, certificate, minor, concentrations) to be offered. This should be based largely on your descriptions in the following sections but it should be shorter than their combined length. Moreover, it should use language that is capable of communicating your ideas to audiences increasingly distant from your academic field as your proposal moves through the review process.

This graduate specialization prepares students to enter the field of Collaborative Piano as professional level performers and educators. (Collaborative Piano, for those unfamiliar with term, refers to pianists who work with others in an incredibly wide variety of formats: Sonatas for Piano and String/Woodwind/Brass instruments, the accompanying of classical singers in art-song & operatic repertoire, Trios/Quartets/Quintets for any combination of piano and other instruments, etc.). Participation in this specialization allows piano students to hone the skills necessary to work with others in a musical setting: balance, communication, rhythmic discipline, voicing, personal skills, etc. Increasingly, in terms of academic positions, there has a movement away from professorships which require only solo piano skills. Also, on the national and international concert scene, there has been movement away from purely solo piano recitals in favor of small ensembles. Thus, on a practical level, those who choose this specialization will be more marketable in terms of working in academia while significantly increasing their professional performance opportunities. The field of Collaborative Piano is one that is relatively new, with the first degrees offered during the 1970s. As a degree it has grown tremendously in the last twenty years, and now every significant music school in the country offers such a degree. This specialization will only be offered to Master of Music and Doctor of Musical Arts students, for undergraduate pianists should primarily focus on developing their own technical/musical skills without the plethora of other considerations inherent to playing chamber music. The most important part of this specialization is honing the student's rehearsal/ensemble/performance skills.

Primary Proposer

Professor David Riley

Is there a co-proposer for this proposal?

No

Home department

Music

College

Music and Dance, School of

Level

Graduate

Program Type

Graduate specialization

Flight Path

No Degree

Primary Location

UO main campus

Program Delivery Format

Traditional classroom/lab

Does the program represent a collaboration of two or more university academic units?

No

Proposed Identification

Full Title

Graduate Specialization in Collaborative Piano

What's your desired effective date?

2021-2022

Program Description

Is there a core set of required courses?

Yes

What is the core set of required courses and what is the rationale for giving these courses this prominent role? What are the central concepts and/or skills you expect students to take from the core?

Eight courses totaling 18 credits:

MUS 521 Collaborative Piano (2 cr)
MUS 522 Collaborative Piano (2 cr)
MUS 523 Collaborative Piano (2 cr)

MUP 650 Piano Chamber Music (2 cr)
MUP 650 Piano Chamber Music (2 cr)
MUP 650 Piano Chamber Music (2 cr)

MUS 567 Solo Vocal Music (3 cr)
MUS 568 Solo Vocal Music (3 cr)

Two Chamber Music Recitals

Year One: A 45-60 minute chamber music/art-song recital.
Year Two: A 60-90 minute chamber music/art-song recital.

Total Credits for Collaborative Piano Specialization: 18

Dr. David Riley

What is the relationship between upper-division courses and the lower-division curriculum? For example, are fundamental principles introduced in the lower division and then applied to increasingly complex problems at the upper-division? This vertical architecture is common in the sciences, but is by no means universal. In the humanities, a more horizontal structure is often appropriate. For example, students might read and analyze literature at each level (100-400), but do so with increasing sophistication and the capacity to draw on a widening array of literary forms and ideas.

There are no lower division courses. All required courses are graduate level.

Are there specific course-to-course prerequisites that help students extend or link ideas or are the intellectual connections among courses in your major more general?

All students entering this specialization will enter the program with appropriate performance and educational skills from their undergraduate study. MUS 521-3 should be taken before the three terms of MUP 650. MUS 567/8 (Solo Vocal Music) can be taken at any time (these courses are currently offered biannually).

Course of Study

Course of Study

Eight courses totaling 18 credits:

MUS 521 Collaborative Piano (2 cr)
MUS 522 Collaborative Piano (2 cr)
MUS 523 Collaborative Piano (2 cr)

MUS 521-3 consists of a one-hour weekly chamber music coaching and a weekly performance class. The student will be assigned a variety of instrumental/vocal works (Duos, trios, etc.) At the end of MUS 523 the student will perform a 45-60 minute public chamber music recital in Beall Hall.

MUP 650 Piano Chamber Music (2 cr)
MUP 650 Piano Chamber Music (2 cr)
MUP 650 Piano Chamber Music (2 cr)

MUP 650 consists of a one-hour weekly chamber music coaching and a weekly performance class, albeit with more advanced repertoire than is required for MUS 521-2. The student will be assigned a variety of instrumental/vocal works (Duos, trios, etc.) At the end of the third term of MUP 650 the student will perform a 60-90 minute public chamber music recital in Beall Hall.

MUS 567 Solo Vocal Music (3 cr)

MUS 568 Solo Vocal Music (3 cr)

These two courses cover the entire breadth of artsong literature, from Mozart to the present day. Major composers covered include Schubert, Schumann, Brahms, Faure, Poulenc, Ives, Quilter, Strauss, etc. Knowledge of artsong history is essential for a pianist who wishes to work as a vocal accompanist, thus these two courses are absolutely essential.

Two Chamber Music Recitals

Year One: A 45-60 minute chamber music/art-song recital.

Year Two: A 45-60 minute chamber music/art-song recital.

Total Credits for Collaborative Piano Specialization: 18

Dr. David Riley

Expected Learning Outcomes For Students And Means Of Assessment

Only one learning outcome should be listed per row. Additional fields are added once a row has been filled.

| Principle Learning Outcome (Concept or Skill) | Part of curriculum where this is introduced | Part of curriculum where this is developed | How students demonstrate mastery |
|--|---|--|---|
| Provide students with skills to teach and work as professional chamber musicians. | MUS 521, 522, 523 | MUS 521, 522, 523 | Weekly lessons, Weekly performance class, End of year recital (45-60 minutes). |
| Provide students with skills to teach and work as professional chamber musicians, albeit at a higher level than MUS 521-3. | MUP 650 (three terms) | MUP 650 (three terms) | Weekly lessons, Weekly performance class, End of year recital. (60-90 minutes & more difficult repertoire) |
| Provide students with comprehensive knowledge of artsong repertoire (typically Mozart to the present day). | MUS 567, 568 | MUS 567, 568 | Weekly classes, exams, projects, etc. |
| 2 Public Recitals in Beall Hall | End of MUS 523 & end of third term of MUP 650 | MUS 521, 522, 523 MUP 650 (three terms) | A committee of three UO SOMD piano faculty members will attend and evaluate each recital. In addition, each recital will be preceded by a pre-recital hearing three weeks prior to the proposed recital date, where the student will show, through a private performance of the recital in front of the committee, that the recital is at a sufficiently high level of artistry both musically and technically. |

If needed, explain particular items in the grid:

N/A

If needed, describe your curriculum map in narrative form, as an alternate to the grid:

N/A

What is the nature and level of research and/or scholarly work expected of program faculty which will be indicators of success in those areas?

N/A

Explain the methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

N/A

Need for this Credential

What is the anticipated fall term headcount over each of the next five years?

Fall Term Headcount = number of students with major declared in Fall term.

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------|--------|--------|--------|--------|
| Approximately 3-5 students | | | | |

What are the expected degrees/certificates over the next five years.

How did you arrive at the above estimates? Please provide evidence. (e.g. surveys, focus groups, documented requests, occupational/ employment statistics and forecasts, etc.)

I currently have 4 DMA students who have expressed great interest in this specialization.

What are the characteristics of students you expect this program to attract (e.g., resident/out-of-state/international; traditional/nontraditional; full-time/part-time)? Will it appeal to students from particular backgrounds or with specific careers in mind?

All students will be full time, all different backgrounds (Resident/Out-of-state/International). This specialization will appeal to any MM/DMA student who is looking to increase their performance opportunities and resume in regards to obtaining and academic position upon graduation.

What are possible career paths for students who earn this credential? Estimate the prospects for success of graduates in terms of employment, graduate work, licensure, or other professional attainments, as appropriate.

This specialization will appeal to any MM/DMA student who is looking to increase their performance opportunities and resume in regards to obtaining and academic position upon graduation.

Describe the steps that have been taken to ensure that the proposed program(s) does not overlap other existing UO program(s) or compete for the same population of students. [Provide documentation that relevant departments or areas have been informed of the proposal and have voiced no objections.]

There is no overlap with an existing program and therefore this specialization does not compete with any existing student population.

Program Integration And Collaboration

Are there closely-related programs in other Oregon public or private universities?

No
N/A

If applicable, explain why collaborating with institutions with existing similar programs would not take place.

Describe the potential for impact on other institution's programs.

N/A
Please contact the Office of the Provost for instructions prior to contacting another institution about this program proposal.

If the program's location is shared with another similar Oregon public university program, provide externally validated evidence of need.

N/A

Describe how students will be advised in the new program.

I, Professor David Riley, will be the sole advisor for all persons entering this specialization.

What other additional staff are needed to support this program?

None

Are special facilities, equipment, or other resources required because of the change (e.g., unusual library resources, digital media support,

None

Financial Sustainability

What financial resources are needed to support this proposal? Identify the resources currently available as part of existing UO programs or reallocations within existing budgets. Are additional resources needed?

N/A

Provide a plan that shows how long-term financial viability of the program is to be achieved, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

Business Plan Description

N/A

Describe your plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program.

N/A

If grant funds are required to launch the program, what does the institution propose to do with the program upon termination of the grant?

N/A

Specialization Description

Structural elements of the specialization:

Indicate whether the specialization is open only to students in specific graduate degree programs, or if it is open to students from any graduate program. Also indicate the type of degree that the specialization may accompany (Ph.D., MA, D.Ed., etc.)

This specialization is open all graduate level piano majors: MM Piano Performance, MM Piano Pedagogy, DMA Piano Performance .

If there are guidelines or accreditations for such programs, include them and describe how the proposed Graduate Specialization will meet the established standards.

N/A

Describe the role of the faculty in the conduct of the specialization. What participation will be required in terms of faculty from other programs? (Provide letters documenting willingness to participate.)

N/A

Other Program Characteristics

Must courses be taken for a letter grade and/or passed with a minimum grade to count toward the proposed major? If so, please list the courses and the requirements of each. Although there is variation in detail, UO majors typically require that most of the courses be taken for a letter grade (not "pass/no pass") and that the grade be C- or better.

All courses must be taken for a letter grade.

How much course overlap will be allowed to count toward both the major and some other credential a student might be earning (a minor, certificate, or another major)? If there are specific credentials with overlap limits, please list those and the limits.

N/A

Does your proposal call for new courses, or conversion of experimental courses into permanent courses? If so, please list courses in the text box below and indicate when they will be submitted to UOCC for approval:

No

What type of degree(s) and major(s) may this specialization accompany?

N/A

Will admission to the program be limited?

No

Will students be required to apply for entry to this program?

No

Additional Requirements (Will Appear in Catalog)

This specialization is available to all MM Piano Performance, MM Piano Pedagogy, & DMA Piano Performance Majors. Exceptions may be made with permission of the UO SOMD Director of Collaborative Piano

Residency Requirements (Will Appear in Catalog)

N/A

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