Course Outline
2885T – Section 001/002 Group String Instruction: Violin/Viola

Western University Don Wright Faculty of Music
Winter Term 2017
Tuesdays & Thursdays 8:30am; 9:30am
MB 241

Instructor Information
Dr. Vanessa Mio, Assistant Professor – Music Education
(519) 588-3476
vmio2@uwo.ca

Course Description
In this course, students will work towards developing the skills and knowledge that will enable them to administrate and successfully teach public school string classes from the beginning through advanced levels. Throughout the course, students will also acquire the knowledge of various pedagogical approaches through the practical application of violin/viola technique.

Learning Objectives
To gain practical experience playing non-major instruments (violin and viola).
To demonstrate knowledge of pedagogical objectives for beginning through advanced string classes.
To demonstrate knowledge of string rehearsal techniques.
To evaluate a current method book and demonstrate elements to the class.
To demonstrate an understanding of guidelines for choosing string music.
To gain knowledge of the selection, care, and maintenance of string instruments.
To understand how to build a school orchestra program, including how to recruit and retain students.
To survey alternative musical styles in string classrooms for future use as educators.
**Required Materials**


*Essential Elements for Strings – Violin Book 1; Viola Book 1*

**Optional Resource:** *StringPedagogy.com* (free sign-up for membership).

Instruments are available for both string sections. Please note that instrument sign-outs will be held in TC 313. Office hours for instrument pick up are: Monday 9:00am-1:00pm and Tuesday to Friday 9:00am-2:00pm. You are responsible for the care and maintenance of the instruments. Please inform the instructor immediately if anything is broken or not in proper working condition.

**Course Requirements**

Attendance and participation in lectures, which will meet weekly on Tuesdays and Thursdays (8:30am; 9:30am in MB 241).

**Playing Assessments:** To be completed on violin and viola on the designated days in the semester. A piece studied in class will be assigned for assessment in order for students to demonstrate an understanding of the various pedagogical concepts, scales, and technical/musical skills.

**Method Book Assignment:** All students will be assigned a current method to review and present to the class. A 3-5 page (double spaced) written paper detailing the curriculum (scope and content, order of presentation), visual presentation and accompaniment will be presented. All criteria for evaluation listed in the text (pp. 241-245) should be addressed. The in class-presentation should include a 1-2 page handout with highlights of the assigned method for each student in the class. Students may ask the class to play portions of the book to highlight their discussion. All handouts will be uploaded to Google Docs for the class to include in their ePortfolios.

**In-Class Rehearsal Presentation:** All students will be given a violin/viola duet in advance to analyze and create a formal lesson plan to rehearse with the class. Students will submit the lesson plan on the designated date and then conduct a 20-minute rehearsal for assessment. Students will be assessed based on their choice of warm-ups, scale, time management, and rehearsal techniques as they pertain to the difficulties/need for correction throughout the rehearsal.

**Final ePortfolio:** The ePortfolio will serve as your reference source when you are employed as a string teacher. It should include your class notes, handouts, projects, and any other information
you found useful within the class. Portfolios should include a table of contents and be organized into sections. Portfolios will be due by the final class. Late portfolios will not be accepted.

**University Policies**

**Participation and Attendance Policy:** Your mark will reflect attendance, participation in discussions and class activities, preparation, practice habits, learning attitudes. Participation and attendance are 10% of your grade. Observation marks will be given on a daily basis to assist with this part of the evaluation.

An unexcused absence will result in a loss of 2 marks from the attendance component of your overall evaluation (i.e., one unexcused absence equals 2 out of 10). Failure to appear for a scheduled exam session (without documented medical evidence) will result in a mark of zero for that test/exam. Students with 4 or more unexcused absences will be referred to the Chair of the Department and will be in jeopardy of failing the course. Absences will be excused only if:

1) Student is involved in official UWO business that has been approved by the chair or the instructor
2) Documented family issue
3) Documented family or personal illness

**Tardiness:** Arriving late for two classes is equivalent to one unexcused absence.

**Absences from Tests and Assignments:** For absences from tests and assignments (e.g., Peer Teaching) with medical documentation, a make-up test may be scheduled or some other method of evaluation determined in consultation with the student. Without medical documentation, a mark of zero will be assigned.

**Statement on Accommodation for Medical Illness:** In order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the office of the Associate Dean (Graduate Studies). Students with special learning needs or other circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be considered. The Policy on Accommodation for Illness may be found at: [http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

**Statement on Academic Offences:** Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic offence, as found at: [http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

**Statement on Health and Wellness:** As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health-related services to help students achieve optimum health and engage in
healthy living while pursuing a graduate degree. Students seeking help regarding mental health concerns are advised to speak to someone in whom they feel comfortable confiding, such as a faculty supervisor, a program advisor, or the Associate Dean (Graduate Studies). Campus mental health resources may be found at: http://www.health.uwo.ca/mental_health/resources.html

**Statement on the Use of Electronic Devices:** Students are encouraged to make informed decisions regarding technology use during class and assessment. Some devices are distracting during learning and can disrupt the learning of others. Off-task use of technology (e.g., communicating with friends or family; using social networking sites; playing games; accessing the internet on websites that do not relate to the course; reading an electronic book that is not related to the course; playing music or video, etc.) during instruction, which are distracting to self or others are prohibited.

**Plagiarism:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, http://turnitin.uwo.ca/.”

**Grading**

Grading will be based on the successful completion of all course requirements, which include the following:

**Attendance (10%)**

**Playing Assessments (40%)**

Violin Playing Test (10%)

On the designated date, a piece studied in class will be assigned for assessment in order for students to demonstrate an understanding of various pedagogical concepts, scales, and technical/musical skills. In addition, students will be asked to play either C major, G major, D major, or A major scale with the appropriate bowing asked by the instructor.

Viola Playing Test (10%)

On the designated date, a piece studied in class will be assigned for assessment in order for students to demonstrate an understanding of various pedagogical concepts, scales, and technical/musical skills. In addition, students will be asked to play either C major, G major, D major, or A major scale with the appropriate bowing asked by the instructor.
In-Class Rehearsal (20%)

All students will be given a violin/viola duet in advance to analyze and create a formal lesson plan to rehearse with the class. Students will submit the lesson plan on the designated date and then conduct a 20-minute rehearsal for assessment. Students will be assessed based on their choice of warm-ups, scale, time management, and rehearsal techniques as they pertain to the difficulties/need for correction throughout the rehearsal.

Written Assignments (40%)

All assignments must be submitted electronically on OWL by midnight on the scheduled due date. Late assignments will be penalized by a 20% reduction of the assignment grade per day late. If the student is absent on the day of a presentation, a legitimate reason must be provided.

Method Book Assignment (30%)

All students will be assigned a current method to review and present to the class. A 3-5 page (double spaced) written paper detailing the curriculum (scope and content, order of presentation), visual presentation and accompaniment will be presented. All criteria for evaluation listed in the text (pp. 241-245) should be addressed. The in class-presentation should include a 1-2 page handout with highlights of the assigned method for each student in the class. Students may ask the class to play portions of the book to highlight their discussion. All handouts will be uploaded to Google Docs for the class to include in their ePortfolios.

Lesson Plan (10%)

All students will submit a prepared lesson that will be followed throughout the in-class rehearsal. Lesson plans will be assessed according to: the warm-ups, goals (bowing skills, left hand skills, aural skills); the teaching strategies to attain these goals; repertoire covered; and time spent on each portion of the lesson. Lesson plans will be included in the final ePortfolio.

Final Semester ePortfolio (10%)

The Semester ePortfolio will serve as your reference resource when you are employed as a string teacher. It should include your class notes, handouts, projects, and any other information you found useful within the class. Portfolios should include a table of contents and be organized into sections. Portfolios will be due by the final class. Late portfolios will not be accepted.

The ePortfolio must be submitted electronically and contain:

- Class Notes and Handouts
- Method Book Assignment and Handouts
- Lesson Plan
ePortfolios should include a table of contents and be organized into sections. Late portfolios will not be accepted.

Grading summary:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>(10%)</td>
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<tr>
<td>Playing Assessments</td>
<td>(40%)</td>
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<tr>
<td>Written Assignments</td>
<td>(40%)</td>
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<tr>
<td>Final ePortfolio</td>
<td>(10%)</td>
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<tr>
<td>Total</td>
<td>100 %</td>
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Class Schedule and Assignments

1. This outline is a guide only. Changes from week to week may occur.

2. There is no video or audio recording permitted in class unless prior written permission is requested.

Jan. 9
Introduction
Discussion of Syllabus and Course Expectations
Read Teaching Beginning String Classes (Read text pp. 1–44)
Watch video clips 1–18

Jan. 11
The First Lessons – Setting up the Violin/Viola
Selection, Care, and Maintenance of Instruments
Left Hand Position; Shaping the Right Hand; D String
Essential Elements: p. 4–9
Optional Video: https://www.youtube.com/watch?v=ZnvAaaQ3198

Jan. 16
A String; Bowing; Putting It All Together
Essential Elements: p. 10–18
Read text pp. 53–65

Jan. 18
4th Finger
Essential Elements: p. 19–25
Read text pp. 44–51
Watch video clips 19–29

Optional Video: https://www.youtube.com/watch?v=hLkfEHq3KUY

* Method Book Selected and Presentation Dates Determined – All projects due Feb. 8 and presentations to be assigned

Jan. 23  G String; Slurs
Essential Elements: p. 26–31
Watch video clips 30–41

Jan. 25  Low 2nd Finger
Essential Elements: p. 32–35

Jan. 30  E string
Essential Elements: p. 36–39
Optional Video: https://www.youtube.com/watch?v=QGx_9sqVjvs

Feb. 1  Staccato Bowing; Hooked Bowing
Essential Elements: p. 40–42
Read text pp. 65–71, 241–246

Feb. 6  Review
Essential Elements: p. 43–46
Optional Video: https://www.youtube.com/watch?v=7G-j1zmnAik
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Feb. 8</td>
<td>Method Book Project Presentations</td>
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<tr>
<td>Feb. 13</td>
<td>Method Book Project Presentations</td>
</tr>
<tr>
<td>Feb. 15</td>
<td>Review for Violin Playing Test</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>READING WEEK</td>
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<tr>
<td>Feb. 22</td>
<td>READING WEEK</td>
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<tr>
<td>Feb. 27</td>
<td>Violin Playing Test – All students will be asked play a scale (A major, D major, C major, or G major) and perform a piece for assessment at the corresponding level of proficiency</td>
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<tr>
<td>Mar. 1</td>
<td>Viola Intro</td>
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<td>Essential Elements: p. 4–15</td>
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<tr>
<td>Mar. 6</td>
<td>Essential Elements: p. 16–23</td>
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<td>Read text pp. 167–209</td>
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<td>Optional Video: <a href="https://www.youtube.com/watch?v=-wGkQ3109EE">https://www.youtube.com/watch?v=-wGkQ3109EE</a></td>
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<td>*Assign violin/viola duets for each student for In-Class Rehearsal Presentation. All lesson plans due March 22nd and rehearsal dates will be assigned</td>
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<tr>
<td>Mar. 8</td>
<td>CLASS CANCELLED (make-up class during exam week)</td>
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Planning a Rehearsal; Rehearsal Techniques; Steps to Learning a New Piece

**Mar. 15**  
Essential Elements: p. 31–35  
Developmental and Remedial Tips and Techniques for String Instructors  
**Read text pp. 96–105; Video clips 43–47; 54–68**  
**Read and watch StringPedagogy.com (Volume 2) all vibrato links**  
**Optional Video:** [https://www.youtube.com/watch?v=-wGkQ3109EE](https://www.youtube.com/watch?v=-wGkQ3109EE)

**Mar. 20**  
Essential Elements: p. 36–39  
How to Effectively Teach Bow Technique in String Instruction  
**Read text pp. 113–148**  
**Read text pp. 71–96; Video clips 58–68**  
**Read and watch StringPedagogy.com (Volume 2) all shifting links**  
**Optional Video:** [https://www.youtube.com/watch?v=1V_RtnZFyDk](https://www.youtube.com/watch?v=1V_RtnZFyDk)

**Mar. 22**  
**Lesson Plans Due**

Essential Elements: p. 40–46  
Vibrato and Shifting Technique

**Mar. 27**  
**In-Class Rehearsal Presentations**

**Mar. 29**  
**In-Class Rehearsal Presentations**
Apr. 3  In-Class Rehearsal Presentations

Apr. 5  In-Class Rehearsal Presentations

Apr. 10 Review for Viola Playing Test

Apr. 17 Viola Playing Test – All students will be asked play a scale (C major, D major, A major, or G major) and perform a piece for assessment at the corresponding level of proficiency

Submit Final ePortfolio, which should include:

- Class Notes and Handouts
- Method Book Assignment and Handouts
- Lesson Plan

If extra time:

Purchase Order Class Activity

Students will write work in small groups of 2-3 and complete the following scenario: You have just been hired to teach beginning strings. You will have a group of 5th graders (10 violins, 4 violas, 6 cellos and 4 basses). Compile a purchase order for these instruments (in proper sizes), and any equipment that you will need to teach this class. Assume you start with nothing. Using web resources, include two different “bids” from instrument dealers for equivalent equipment. Be detailed in your lists.

Sample Program Project Class Activity

Students will design a concert program for a given group of students (1st, 2nd or 3rd year string classes). The program may have a specific theme (Halloween, Holiday, Spring, etc.) or can be generic. Students must include copies of the scores with the program, as well as a detailed written description of what pedagogical ideas are important in each piece included.

School Orchestra Defense

Students will write a letter pertaining to the following scenario: There is a big budget crisis in the school district in which you have just been hired and the string program is in danger of being cut. Write a letter to the superintendent, school board, and principal of their school explaining why it is important to keep the string program thriving in the district. Make it convincing!