Course Outline

2885R – Section 001/002 Group String Instruction: Violin/Viola

Western University Don Wright Faculty of Music
Fall Term 2018
Tuesdays & Thursdays 8:30am; 9:30am
MB 241

Instructor Information

Dr. Vanessa Mio, Assistant Professor of 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, assessment, and practice strategies.
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 advocate, recruit, and retain students.

Required Materials


https://www.amazon.ca/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=Strategies+for+Teaching+Strings

Essential Elements for Strings Book 1 – Teachers Manual

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 addressed throughout the course.

Literature Review: Students will choose a technical topic/skill (e.g., bow hold, left hand position, détaché bowing, string crossings, etc.) and write a 3-5 page summary/review of three different teaching perspectives. Candidates will outline the overall pedagogical philosophy of each resource, how they are similar/different, and how instructors may successfully transfer the knowledge to teach the chosen concept to students. Some possible pedagogues include: Paul Rolland, Shinichi Suzuki, Ivan Galamina, Leopold Auer, Simon Fischer, Samuel Applebaum, Robert Gillespie, Gail Barnes, Kurt Sassmannshaus, etc. This assignment will help students develop writing skills, become familiar with various pedagogical resources for future reference, and provide an in-depth study of an applicable pedagogical topic.

In-Class Rehearsal Presentation: Students will choose a violin/viola duet provided by the instructor in advance to analyse 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/scales, time management, and rehearsal techniques as they pertain to the challenges posed throughout the rehearsal.

Final ePortfolio: The ePortfolio will serve as your reference source when you are employed as a string educator. 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 organised 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

**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

**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 analyse 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/scales, time management, and rehearsal techniques as they pertain to the challenges posed 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.

**Literature Review (30%)**

Students will choose a technical topic/skill (e.g., bow hold, left hand position, detaché bowing, string crossings, etc.) and write a 2-4 page summary/review of three different teaching perspectives. Candidates will outline the overall pedagogical philosophy of each resource, how they are similar/different, and how instructors may successfully transfer the knowledge to teach the chosen concept to students. Some possible pedagogues include: Paul Rolland, Shinichi Suzuki, Ivan Galamina, Leopold Auer, Simon Fischer, Phyllis Young, Kato Havas, Samuel Applebaum, Robert Gillespie, Gail Barnes, Kurt Sassmannshaus, Janos Starker, etc. This assignment will help students develop writing skills, become familiar with various pedagogical resources for future reference, and provide an in-depth study of an applicable pedagogical topic.
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:

- Table of Contents
- Class Handouts
- Written Assignments
- Lesson Plan

ePortfolios should include a table of contents and be organized into sections. Late portfolios will not be accepted.

Grading summary:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Attendance</td>
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<tr>
<td>Playing Assessments</td>
<td>(40%)</td>
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<tr>
<td>Written Assignments</td>
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<tr>
<td>Final ePortfolio</td>
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<td>Total</td>
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