Course Outline
2885R – Section 001; 002 Group String Instruction: Violin/Viola
Western University Don Wright Faculty of Music
Fall Term 2016
Tuesdays & Thursdays 8:30, 9:30am

Instructor Information
Dr. Vanessa Mio, Assistant Professor – Music Education
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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 players.
To survey alternative musical styles in string classrooms for future use as educators.
**Required Materials**

All students are required to utilize the *StringPedagogy.com* resource (free sign-up for membership).


*Suzuki Book 1 – Violin and Viola*

Instruments are available for both string sections. Please note that instrument sign-outs will be held in TC 313, from 10:00am–1:30pm. 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 and 9:30am).

Playing Assessments: to be completed on violin and viola on the designated days in the semester. A short sight-reading assignment will be provided in order for students to demonstrate an understanding of the various scales and pedagogical concepts covered in class.

Brief typed response to *Nurtured by Love* by Shinichi Suzuki

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, and rehearsal techniques as they pertain to the issues/need for correction throughout the rehearsal and time management.

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:

**Playing Assessments (40%)**

Violin Playing Test (10%)

On the designated date, students will be given a short sight-reading assignment in order to demonstrate an understanding of the various pedagogical concepts covered in class. In addition, students will be asked to play either C major, G major, D major, or A major scale with the appropriate bowing permutation asked by the instructor.

Viola Playing Test (10%)

On the designated date, students will be given a short sight-reading assignment in order to demonstrate an understanding of the various pedagogical concepts covered in class. In addition, students will be asked to play either C major, G major, D major, or A major scale with the appropriate bowing permutation 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, and rehearsal techniques as they pertain to the issues/need for correction throughout the rehearsal and time management.

**Written Assignments (50%)**

All assignments must be submitted electronically before the beginning of class 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 an assignment, a legitimate reason must be provided.

*Nurtured by Love* Response (10%)

Students will write a brief response (2-3 pages double spaced). Students will be assessed according to: the Suzuki philosophy summary, connections to personal teaching experiences, critical thinking, depth of discussion, and writing (grammar/mechanics).

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; time spent on each portion of the lesson; and assignments for practice. Lesson plans will be included in the final ePortfolio.

**Final Semester ePortfolio (10%)**

The Semester 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.

**The ePortfolio must be submitted electronically and contain:**

- Class Notes
- *Nurtured by Love* Response
- Method Book Assignment and Handouts
ePortfolios should include a table of contents and be organized into sections.

Late portfolios will not be accepted.

Grading summary:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Playing Assessments</td>
<td>(40%)</td>
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<tr>
<td>Written Assignments</td>
<td>(50%)</td>
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<tr>
<td>Final ePortfolio</td>
<td>(10%)</td>
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<tr>
<td><strong>Total</strong></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

Sept. 8  Introduction

Discussion of Syllabus and Course Expectations

Read Teaching Beginning String Classes (Read text pp. 31–44)

Watch video clips 1–18

Read and watch StringPedagogy.com Volume 1 – Introduction and Parts 1, 2, 3 and 4

Sept. 13  The First Lessons – Setting up the Violin/Viola and Bow

Beginning Tunes

Read and watch StringPedagogy.com, Volume 5

Optional Video: https://www.youtube.com/watch?v=ZnvAAAQQ3198

Assignment: Read Nurtured by Love and type a brief response (2-3 pages, double spaced). Due Sept. 27

Sept. 15  Selection, Care, and Maintenance of Instruments (Read text pp. 1–30)

Beginning Tunes Continued

Method Book Selected and Presentation Dates Determined – All projects due Oct. 11 and presentations to be assigned
Sept. 20  Continuation of Beginning String Pedagogy – Setting Up the Left Hand (Read text pp. 47–51)

Watch video clips 19–29

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

Sept. 22  Continuation of Beginning String Pedagogy – Setting up the Bow (Read text pp. 53–65)

Watch video clips 30–41

Read and watch StringPedagogy.com Volume 1A – Teachers Guide to Suzuki Book I (through to Perpetual Motion). Transfer notes to Suzuki Book I.

Sept. 27  *Nurtured by Love* Responses Due

Early Suzuki Pieces: Lightly Row, Song of the Wind, Go Tell Aunt Rhody, O Come Little Children, May Song, Long Long Ago, Allegro


Optional Video: https://www.youtube.com/watch?v=QGx_9sqVjvs

Sept. 29  Perpetual Motion; Moving to Different Keys – Allegretto, Andantino, Etude

Early Scale Sequence

Introducing Theory, Note Reading, Tuning, and Method Selection (Read text pp. 65–71, 241–246)

Oct. 4  Violin Playing Test – All students will be asked play a scale (A major, D major, C major, or G major) and sight-read a piece at the corresponding level of proficiency
Oct. 6  Use of Technology: Online Resources and Smartphone Applications
The First Big Pieces – Minuets I, II, III, and Happy Farmer

Read StringPedagogy.com Volume 1A – Suzuki Book I Checklist

Optional Video: https://www.youtube.com/watch?v=7G-j1zmnAik

Oct. 11  Method Book Project Presentations

Oct. 13  Method Book Project Presentations

Oct. 18  Method Book Project Presentations

Oct. 25  Method Book Project Presentations

Oct. 27  NO CLASS

Nov. 1  Intermediate Curriculum and Techniques
Objectives/Extended Bow Strokes (Read text pp. 71–76)

Optional Video: https://www.youtube.com/watch?v=1V_RtnZFYDk

Nov. 3  Intermediate Curriculum and Techniques
Shifting (Read text pp. 76 – 96); Video clips 58–68

Read and watch StringPedagogy.com (Volume 2) all shifting links
Nov. 8  Intermediate Curriculum and Techniques
Vibrato (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)

Nov. 10  Advanced String Instruction (Read text pp. 113–148)
Metacognition and Deliberate Practice – Steps to Learning a New Piece
Practice Strategies at Various Levels of Proficiency – open discussion

Nov. 15  Viola Playing Test – All students will be asked to play a scale (C major, D major, A major, or G major) and sight-read a piece at the corresponding level of proficiency

Nov. 17  Planning the Rehearsal (Read text pp. 167–195)
Rehearsal Techniques (Read text pp. 195–209)
*Assign violin/viola duets for each student for In-Class Rehearsal Project – all lesson plans due Nov. 29 and rehearsal dates will be assigned
Optional Video: [https://www.youtube.com/watch?v=-wGkQ3109EE](https://www.youtube.com/watch?v=-wGkQ3109EE)

Nov. 22  Remedial Pedagogy Discussion – How to Assess and Correct Deficiencies at a Variety of Technical/Musical Proficiencies

No. 24  Remedial Pedagogy Discussion – How to Assess and Correct Deficiencies at a Variety of Technical/Musical Proficiencies (Continued)
Nov. 29  Lesson Plans Due

In-Class Rehearsal Presentations

Dec. 1  In-Class Rehearsal Presentations

Dec. 6  In-Class Rehearsal Presentations

Dec. 8  In-Class Rehearsal Presentations

Submit Final ePortfolio, which should include:

- Class Notes
- *Nurtured by Love* Response
- Method Book Assignment and Handouts
- Sample 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!