This is a half semester intensive course that will aim to introduce students to the principals and practice of beginner cello. The aim will be to use their perspectives as pupils in a class to help them gain insights into the basic pedagogical issues, hoping that this will help them towards being effective teachers.

A tentative outline of class content, by the week.

<table>
<thead>
<tr>
<th>Week</th>
<th>Main Technique &amp; Pedagogy</th>
<th>Introducing</th>
<th>Notes</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>1. Seating &amp; posture, with holding the cello 2. Bow hold and bowing, the arm &amp; shoulder.</td>
<td>1. Cello care and structure, very briefly 2. Bass clef and the cello strings</td>
<td>These should be studied independently for some time.</td>
<td>(approx. timings)</td>
</tr>
<tr>
<td>2-4</td>
<td>Left hand and fingering, with arm &amp; shoulder</td>
<td>Pizzicato Using Aural teaching, progressing to printed material</td>
<td>We will merge this with the above when we sensibly can.</td>
<td></td>
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<tr>
<td>3 on</td>
<td>Worksheets that progress from simple exercises to a range of melodies</td>
<td>A complete worksheet per melody. Discussion of your own worksheet.</td>
<td>Learning to apply your combined tech. to music</td>
<td></td>
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<tr>
<td>4-6</td>
<td>Some 10-15 minute explorations of basic technique beyond the scope of the course.</td>
<td>b. Some Special Topics: (e.g. Bow holds of different soloists &amp; students)</td>
<td>To fit in as we may</td>
<td>Cello Quiz Start Week 4 Due Week 5</td>
</tr>
<tr>
<td>5-6</td>
<td>Playing Assessments: Last class or Classes.</td>
<td></td>
<td></td>
<td>Worksheets due in 2nd to last class.</td>
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</tbody>
</table>
Assignments, Learning & Material

- Preparatory material will frequently be made available prior to classes. The same material should then be used after class, with a cello, to ensure that new skills have been worked with and understood. It’s a good time to frame questions for the next class. Repetition of this sequence will be vital to student’s success on our timeline.

- Additional worksheets will be used in class and set for practice. These will lead directly to melodies set as playing assessments in the last week of the course. The full progression of material from basic technique through to the melodies themselves will be present on each worksheet.

- Students will be asked to draw up their own work sheet, along the lines of the ones we will have been using in class. They are to be submitted for assessment 3 classes before the end of the course.

- There will be a simple take home quiz with a week allowed for completion. You are welcome to consult my material and other sources but do not do your quiz with others or copy the answers of others. Plagiarism is a serious Scholastic Offence and there is the possibility of the use of plagiarism checking software.

- The last class or possibly two will largely be given over to individual playing assessments / informal chats / demonstrations of technique and pedagogical ideas. The exact nature of the options open to students will be made clear a couple of weeks before.

- Attendance & engagement are central to this course as in all the secondary instrument classes. 10% of the marks are applied here directly, but both will have a substantial impact upon all of your other assessments as well.

Grade Structure

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>35</td>
<td>Middle and end of course</td>
</tr>
<tr>
<td>Your Worksheet</td>
<td>30</td>
<td>Due 3rd to last class</td>
</tr>
<tr>
<td>Playing assessment etc</td>
<td>25</td>
<td>Held in the last or last two classes (depending on numbers).</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
<td>Register</td>
</tr>
</tbody>
</table>

What you need to bring.

You may need stands & pencils but where possible we will use a data projector to work without stands, for better sight lines. Please have a light folder to keep materials organized. Most importantly bring the fruits of your practice and reflection between classes.

What I will provide.

I will be giving you the printed material to be used in class but all material for the course will be available online and through Owl along with video aural and pdf resources for further study. There are examples of commercial teaching materials for you to collect from the CBO Library.
for us to discuss and assess in class. Also included are some physical and digital copies of a pictorial guide to learning the cello. A book like this could be very useful to you in the future.

**Attendance Policy:** (Common to every Secondary Instrument Class. Please note that for the purposes of attendance the cello & bass course is one course).

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.

Tardiness is something we must take seriously as it too can impact on the whole class. Any latecomers must tune outside, come in quietly and at a suitable moment sit behind the other students. If necessary, just observe.

**Class setup routine.**

We need to be tuned for the class to start at 30 mins past the hour, as for a rehearsal. Please arrive by 25 mins past the hour at the latest for the 8.30 class. For the 9.30 class be as prompt as possible, tune quietly outside and enter when the previous Professor has left. We must start and press on through our material **from 30 minutes past**. Classes will normally start to wind up at 15 minutes past the hour, given our pack up times and to respect the next class. Often there is no class before or after. On these occasions I am available for any help half an hour before and till 10 minutes after class, preferably by arrangement. **The 1st class of semester is an exception: See below, “Instruments”**.

**INSTRUMENTS**

Please note that instrument sign-outs will be held in TC 313, 9.30am-1:30pm Monday, 9.30 till 2pm Wed & Friday. You will be issued with a key. Do not collect your instrument prior to the first class but **do sign out your key**. We will meet in the classroom first on this occasion. This will allow for a brief initial discussion on carrying and handling cellos. They are very fragile and have no cases.
COURSE PREREQUISITES

Students should note the following Senate regulation for ensuring that course prerequisites have been completed successfully or special permission from the Dean obtained: “Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

SCHOLASTIC OFFENCES

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offense, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

ACCOMMODATIONS FOR MEDICAL ILLNESS

The Policy on Accommodation for Medical Illness may be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

This states that “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 appropriate Dean’s office...” (In Music, this means the Associate Dean, Undergraduate)

MENTAL HEALTH

“Students that are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.”

If this seems hard then simply go to Student Health or at the least speak to a friend or Professor.

ELECTRONIC DEVICES

No electronic devices are allowed in class during quizzes, tests and examinations.