Undergraduate Course Outline

3864B 001 – String Pedagogy: Studio, Classroom, and Community

Western University Don Wright Faculty of Music
Winter Term 2017
Wednesday 7:00pm-9:00pm

Instructor Information

Dr. Vanessa Mio – Assistant Professor (Music Education)

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Course Description and Learning Outcomes

Students will learn the skills necessary to teach beginning string students. Throughout this course, students will:

1. Gain the knowledge of various pedagogical approaches in order to successfully establish and manage a private teaching studio, classroom, or community music program.
2. Observe lessons, group classes, and concerts of the Forest City Talent Education program.
3. Demonstrate an understanding of the fundamentals of proper set up of a beginning string student by teaching an assigned Forest City Talent Education student.
4. Demonstrate knowledge of the Suzuki Book I repertoire, Paul Rolland videos, various teaching resources, literature, and method books through assignments and juries.
5. Gain an understanding of when and how to introduce scale sequences, etudes, advanced bow strokes, shifting, and vibrato exercises.
6. Demonstrate knowledge of appropriate teaching skills through a prepared lesson plan, recorded helper lesson, and self-reflective teaching critique

Required Materials

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

Suzuki Book 1 – Violin (viola, cello if applicable)


Additional articles that focus on research and practice (to be determined)

**Course Requirements**

Attendance and participation in lectures, which will meet weekly (date and time TBA).

Attendance at the Forest City Talent Education – Group Classes and Private Lessons (date and time TBA). **You are responsible for a minimum of 10 hours of group/private observation and 2 hours of helper lesson teaching.** Please keep an accurate record in the log.

Observation of the private lessons of a Forest City Talent Education student to whom you will be assigned. Please keep an accurate record in the log. If you are unable to attend the lessons of your assigned student for scheduling reasons, you must attend lessons of other students (**a schedule of all lessons will be provided**).

Provide helper lessons to the Forest City Talent Education student to whom you will be assigned. You are responsible for arranging these lessons with the parents. Your grade will directly reflect your responsibility in scheduling and attending these lessons.

Two juries, which will consist of a short presentation on a Suzuki Book I piece selected randomly by the student from a hat. **All pieces are expected to be memorized.** The presentation should include pedagogical preparations, scales, as well as detailed information on how to teach the piece.

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

Class presentation and handout outlining one Paul Rolland *Teaching of Action in String Playing* topic/segment from the video series. **The Teaching of Action in String Playing videos are on reserve in the library.**

Write and submit a lesson plan for the recorded helper lesson

Write and submit a 1-2 page critique of your teaching for assessment and feedback (after your own personal viewing of your submitted helper lesson video).

In-Class Method Book/Pedagogical Resource Analysis: All students will be assigned (in small groups) a current method to review and briefly present to the class (5 minutes). All groups will upload a 1-2 page handout onto Google Docs outlining the highlights of the assigned method for students to include in their ePortfolio. The handout should outline the curriculum (scope and content, order of presentation), visual presentation, and accompaniment. A list of criteria for evaluation will be provided for the class and should be addressed throughout the analysis.
Final ePortfolio, which is due at the end of the semester. To be included in your portfolio:

- Suzuki Book I with complete notes transferred from StringPedagogy.com
- A completed teaching/observation log
- *Nurtured by Love* response
- Rolland outlines
- Method Book/Pedagogical Resource Handouts
- Lesson Plan and Self-Reflective Critique

**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:

**Observation of groups and lessons**

10 hours of group/private observation and 2 hours of helper lesson teaching per semester

Logs will be checked at the end of the semester. All logs that are properly documented (signed by the teacher or parent) and up to date will be given full credit. **Incomplete logs will reduce the final grade of the student by 5% per hour not completed.** Not completing the
observation requirements can easily make the difference between passing and failing this course.

**Juries (25%)**

**Jury I (10%)**

Students are responsible to play, by memory, a piece from the Suzuki repertoire covered in class up to Perpetual Motion. Each jury will last approximately 5 minutes. Students will draw a specific piece from a hat, and will be expected to explain/demonstrate: the scale and form of the piece, left hand issues (bow strokes and bow division), right hand issues (finger independence versus plopping), and how to practice difficulties. Students will also be graded on their overall performance/memory.

**Jury II (15%)**

The final jury will cover all material from Allegretto through Happy Farmer. Each jury will last approximately 5 minutes. Students will draw a specific piece from a hat, and will be expected to explain/demonstrate: the scale and form of the piece, left hand issues (bow strokes and bow division), right hand issues (finger independence versus plopping), and how to practice difficulties. Students will also be graded on their overall performance/memory.

**Written Assignments (40%)**

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). The response will be included in the final ePortfolio.

**Rolland Outline (10%)**

All students will be assigned a specific topic/segment from the Paul Rolland *Teaching of Action in String Playing* films, which are on reserve in the library. Students are expected to watch their specific video and present the topic to the class (with a 1-2 page handout). Each presentation should be 10-15 minutes in total. Students must include a demonstration of the exercises and conduct a mini-clinic with the class. Students must also demonstrate how the exercises may be
transferred to all string instruments. All handouts will be shared with the class and included in the final ePortfolio.

Lesson Plan (10%)

All students will submit a prepared lesson that will be followed throughout the recorded helper teaching video. 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.

Self-Reflective Teaching Critique (10%)

Students are expected to review their video and submit a brief response (1-2 pages double spaced). Students will be assessed according to: the critique of their teaching, connections to material covered throughout the semester, critical thinking, depth of discussion, and writing (grammar/mechanics). The self-reflective teaching critiques will be included in the final ePortfolio.

Helper Teaching Video (25%)

Students will submit a video of one 30-minute helper lesson for assessment. Students will be graded on their organization of the lesson through a prepared lesson plan, material covered, communication skills, diagnosis of problems/issues that need to be practiced, the quality of effective practice strategies and home practice assignments, and overall video presentation. Weekly teaching is highly recommended from the date of assignment and students are encouraged to record their teaching on a regular basis. Students are expected to keep a teaching log throughout the semester.

Final ePortfolio (10%)

The ePortfolio must be submitted electronically and contain:

- Suzuki Book I with complete notes transferred from StringPedagogy.com
- A completed teaching/observation log
- *Nurtured by Love* response
- Rolland outlines
- Method Book/Pedagogical Resource Handouts
- Lesson Plan and Self-Reflective Teaching Critique

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>Helper Teaching Video</td>
<td>(25%)</td>
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<tr>
<td>Written Assignments</td>
<td>(40%)</td>
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<tr>
<td>Juries</td>
<td>(25%) 10% and 15%</td>
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<tr>
<td>Final ePortfolio</td>
<td>(10%)</td>
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<td>Total</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.

Week 1

Introduction

Discussion of Syllabus and Course Expectations

**Assignment:** Create a handout and present topic/segment of your assigned Rolland video to the class through a mini-clinic. Presentations times TBA.

**Reading:** Read and watch *StringPedagogy.com* Volume 1 – Introduction and Parts 1, 2, 3 and 4; Selected excerpts from *Helping Parents Practice*

Week 2

Establishing the Triangle (parent/teacher/child) – Discussion about Role of Parent

Paul Rolland Discussion

The First Lessons – Setting up the Violin and Bow

**Reading:** Read and watch *StringPedagogy.com* Volume 1 – Parts 5, 6 and Volume 1A - Pre-Twinkle Checklist
**Week 3**  
**Paul Rolland Presentations: Films 1-4**  
Pre-Twinkle Tunes

**Week 4**  
**Paul Rolland Presentations: Films 5-8**  
Discussion of Mimi Zweig Philosophy and her Pedagogical Influences  
How to Establish a Beginner Group Class  
  
**Assignment:** Read *Nurtured by Love* and type a brief response (2-3 pages, double spaced). Due date TBA.  
**Reading:** Read and watch *StringPedagogy.com* Volume 1A – Teachers Guide to Suzuki Book I (through to Perpetual Motion). Transfer notes to Suzuki Book I.

**Week 5**  
**Paul Rolland Presentations: Films 9-14**

**Week 6**  
Discussion of Suzuki Philosophy  
Early Suzuki Pieces: Lightly Row, Song of the Wind, Go Tell Aunt Rhody, O Come Little Children, May Song, Long Long Ago, Allegro

**Week 7**  
**READING WEEK**

**Week 8**  
Perpetual Motion  
Introducing Theory and Note Reading  
**Review before Jury I**  
**Jury I**  
  
**Week 9**

Moving to Different Keys – Allegretto, Andantino, Etude

The First Big Pieces – Minuets I, II, III, and Happy Farmer

Early Vibrato and Shifting Exercises

**Week 10**

How to Handle Student/Parent Issues Within the Professional Studio Environment

How to Write Lesson Policies/Handbook for Parents

**In-Class Group Activity:** Comprehensive Review of a Variety of Pedagogical Approaches and Method Books – Ivan Galamian, Phyllis Young, Kato Havas, Simon Fischer, Robert Gillespie, Gail Barnes, Kurt Sassmannshaus, etc.

**Assignment Due:** *Nurtured by Love* Response

**Assignment Due:** Submit helper teaching video (by email or upload YouTube link)

**Suggested Reading:** Read StringPedagogy.com Volume 1A – Suzuki Book I Checklist

**Week 11**

In-Class Group Activity Continued – Presentations

**Review before Jury II**

**Jury II**

**Week 12**

Remedial Pedagogy Discussion

Use of Technology: Online Resources and Smartphone Applications

**Submit Final ePortfolio, which should include:**

- Suzuki Book I with complete notes transferred from StringPedagogy.com
- A completed teaching/observation log
- *Nurtured by Love* response
- Rolland outlines
- Method Book/Pedagogical Resource Handouts
- Lesson Plan and Self-Reflective Critique