This is a half semester intensive course that will aim to introduce students to the principles 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.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Main Technique &amp; Pedagogy</th>
<th>Introducing or Including</th>
<th>Notes</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1-3  | 1. **Seating & posture**, with holding the cello  
2. **Bow hold and bowing**, using the whole arm & shoulder. | 1. Cello care and structure, very briefly  
2. Bass clef and the cello strings  
3. Pizzicato | **Bolded items** should continue to be studied independently throughout the course. | Throughout the course there will be a couple of opportunities to practice playing to the class: Giving and receiving Feedback |
| 2-4  | **3. Left hand and fingering**, also using the whole arm & shoulder. | Aural & Visual methods, progressing to use of printed material. Always spend time practicing & teaching in a simply aural & visual way. | We will left & right techniques when we sensibly can. | Personal Guide part1 |
| 3 on | Worksheets that progress from simple exercises to a range of melodies. In class we will work on 2 or 3. | A complete worksheet per melody. We will analyze drafts of your own worksheets in class. | Learning to apply your combined tech. to music | Personal Guide part2 |
| 5-6  | Some 10-15 minute explorations of further tech. backed up by online lessons | Shifting and extending. If time: bowing techniques, vibrato. | To fit in as we may | Quiz. Your Worksheet. Playing Assessments. |
Assignments, Learning & Material

- You will be given a course booklet containing information, exercises, worksheets, melodies & more. You will also be able to download my own pictorial guide to playing the cello. I will prompt you to move on to the appropriate sections as the classes go by.
- This material should be read prior to class, and used after class with a cello, to ensure that new skills have been worked with and understood. Then is a good time to frame questions for the next class. Repetition of this sequence will be vital to the student’s success on our timeline. There is no time to fall behind as each stage is dependent on those before and 6 weeks is a very short time to cover even the very basics.
- You will create your two personal guides to basic technique and this will be my means of assessing your progress as well as potentially being part of your portfolios, for your future reference. There will also be a quiz, completed in your own time not in class.
- After the first 3 to 4 classes worksheets will be used in class and set for practice. These will lead directly to the melodies set for you to play to us in class. The full progression of material from basic technique through to the melodies themselves will be present on each worksheet. The nature of the technical or musical challenge will vary.
- Students will be asked to draw up their own worksheet, 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. You are welcome to consult my material but please credit other sources. Plagiarism is a serious Scholastic Offence and there is the possibility of the use of plagiarism checking software.
- We will get used to playing to each other as individuals in class, with feedback, and you will be set some scales and a tune to play as an assessment in the last two classes. There will be feedback at the time.
- 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.

<table>
<thead>
<tr>
<th>Grade Structure</th>
<th>%</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>Basic Technique Guides</td>
<td>50</td>
<td>Through the course</td>
</tr>
<tr>
<td>Your Worksheet</td>
<td>20</td>
<td>Due 3rd to last class</td>
</tr>
<tr>
<td>Scales and Tune</td>
<td>20</td>
<td>Through the course</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 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.)

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. Please note that for the purposes of attendance the cello & bass course is one course: The 3 classes you could miss without being referred to the Chair build up over the whole semester. If you miss 2 before reading week you can only miss one further that semester. 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 and is recorded as such. For the purposes of the cello register you are tardy if you arrive 10 minutes after the start of class.

Tardiness is something we must take seriously as it can impact on the whole class. Any latecomers must tune outside, come in quietly and wait to be invited to take a seat. 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 it at all possible. We must start and press on through our material from 30 minutes past. Often there is no class before or after. On these occasions I am available for any help 30 minutes before and up to 30 minutes after class, preferably by arrangement. See below under “Instruments” for the routine for the first class.

Instruments.

Please note that instrument sign-outs will be held in TC 313, likely 9.00am-1:00pm Monday, 9.00 till 2pm Tuesday to Friday but check times on the door. 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/pdfacademic_policies/appeals/scholastic_discipline_undergrad.pdf

ACCOMMODATIONS FOR MEDICAL ILLNESS

Students are directed to the Policy on Accommodation for Illness found under “Rights and Responsibilities” at: https://www.uwo.ca/univsec/pdfacademic_policies/appeals/Academic_Consideration_for_absences.pdf

Accommodation on Medical or Compassionate Grounds

According to new Senate policy, it is the instructor’s responsibility to determine if and how work missed due to medical or compassionate grounds will be accommodated. This new Senate policy allows students in undergraduate programs to self-report up to 2 short (48 hours or less) absences for work worth 30% or less of their final grade. If the student has already self-reported absences, or if the duration of an absence is more than 48 hours or the work missed greater than 30%, the student will be required to file appropriate documentation, as soon as possible, to the office of the Associate Dean, Undergraduate in order to receive academic consideration. Students are not allowed to self-report absences during official exam periods.

Students are expected to contact their instructors within 24 hours following an absence in order to set up a time to discuss next steps for completing the work.

Any documentation, when required, is processed through the office of the Associate Dean and should be sent directly to this office, not to the instructor. Appropriate accommodation will be determined in consultation with the instructor. A typical accommodation for a student might involve postponing a due date for an assignment. Where a postponement is not possible or reasonable from the instructor’s perspective, the student might be excused from an assignment or quiz and the remaining course requirements prorated in calculating the final course grade.

Statement on Mental Health

The following statement must appear: “Students that are in emotional/mental distress should refer to Mental Health@Western https://www.uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.”

I strongly urge anyone struggling to cope for any reason to at the very least speak to a trusted friend or Professor. Ideally do just walk into the Wellness Education Centre for good advice and direction. Also, each of us can try to be aware of those around us. A simple “are you ok?”, followed by gentle encouragement to seek help perhaps.