This is a half semester intensive course that will aim to introduce students to the principles and practice of beginner cello teaching. The aim will be to use their perspectives as pupils in a class and as online students 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>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>1. <strong>Seating &amp; posture</strong>, with holding the cello</td>
<td>1. Cello care and structure, very briefly</td>
<td><strong>The 3 Bolded items are fundamental</strong> and should receive attention through the course.</td>
<td>1. “Around the class” session/s. Your opportunity to play to and teach your fellows</td>
</tr>
<tr>
<td></td>
<td>2. <strong>Bow hold and bowing</strong>, using the whole arm &amp; shoulder.</td>
<td>2. Bass clef and the cello strings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-4</td>
<td>3. <strong>Left hand and fingering</strong>, also using the whole arm &amp; shoulder.</td>
<td>3. Pizzicato</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 on</td>
<td>Applying the above in worksheets and melodies. We will work on 3 or 4 in class. Ideally you will tackle others on your own. There are plenty in the booklet.</td>
<td>Aural &amp; Visual methods, progressing to include the use of printed material. Always spend time practicing &amp; teaching in a simply aural &amp; visual way. We will practice understanding the physical context for our actions that makes everything easy.</td>
<td>Learning to apply your combined techniques in real music situations.</td>
<td>2. Your Flipgrid Video submissions through the course</td>
</tr>
<tr>
<td>5-6</td>
<td>Explorations of further techniques, to the extent that we have time.</td>
<td>Shifting and extending. If time: bowing techniques, vibrato -</td>
<td>These rest on the back of the first basic fundamentals</td>
<td>3. Playing a tune with discussion.</td>
</tr>
</tbody>
</table>
Assignments, Learning Modes & Material

- You will be given a course booklet containing information, exercises, worksheets, melodies & more.
- There is a course website with Video Tutorials, Video lessons, my pictorial guide, backing tracks etc. I will prompt you to move on to the appropriate sections as the classes go by.
- This material should be viewed or participated with 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.
- The above is doubly so if we mainly meet online. I will be relying on you to have diligently worked through online material in order that we still progress in a satisfactory way for all.
- After the first 3 to 4 classes worksheets or melodies will be used in class and set for practice. We will choose the melodies for you to play to us in class or via flipgrid giving us mini playing/teaching opportunities, and preparing us for the final playing test and mini viva.
- Short Flipgrid Video submissions through the course will give you the opportunity to demonstrate your engagement with all methods of learning and allow us to see and react to each other’s work whether we are in class or online. It is vital to a course such as this and will constitute the biggest chunk of the marks. Due to current circumstances your testing load will be adjusted as necessary and the weighting similarly adjusted. In the meantime Videos will be marked out of 100.
- The videos will form your personal guide to basic technique and beyond assessing your progress can become part of your portfolios, for your future reference.
- As additional material for future reference you are welcome to download any part of my website material, though it is not designed for further dissemination and I retain the rights to it.
- You get to choose a tune to play as a final assessment in the last class, from a broad selection. We will have a discussion and some questions for you, all part of the assessment.
- **Attendance & engagement** are central to this course as in all the secondary instrument classes. 10% of the marks are applied to attendance here and your engagement will be assessed through the Videos you upload.

Grade Structure

<table>
<thead>
<tr>
<th>Grade Structure</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>One “around the class” playing/teaching sessions</td>
<td>20</td>
</tr>
<tr>
<td>A series of Videos recorded through the course</td>
<td>50</td>
</tr>
<tr>
<td><em>point value of each will be decided as is appropriate and moderated for engagement</em></td>
<td></td>
</tr>
<tr>
<td>Playing of a Melody and Questions</td>
<td>20</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
</tbody>
</table>
What you need to bring.

Ideally you should not need stands & pencils as where possible we will use a data projector to work without stands, for better sight lines. However with distancing we cannot be sure. In any case please bring the course booklet (see below), in case of technical difficulty. When we have classes online you will need your Laptop. Also a music stand and the course booklet.

What I will provide.

I will be giving you the course booklet to be used in class provided I do see you in person at the start of the course but all material for the course will be available online through Owl or the website. If I do not see you in person you will need to print out the course booklet (double sided with two staples to the left for binding, I suggest). Video will only be available through the website which is also the easiest way to access all materials.

Attendance Policy:

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) could 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. This is true of all secondary instrument courses.

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. If tardiness becomes a problem for the class this may be reduced to 5 minutes for the individuals causing the problem.

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. See below under “Instruments” for the routine for the first class.

If classes are online then be sure to be fully ready to participate with a tuned cello and good sight lines etc. We will establish these, and how to set up for sound, at the beginning of the course.

**Instruments.**

Please note that instrument (key) 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. They are not to be removed from the building.

i) **Course Prerequisites:** Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may 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.

ii) **Grading scale:** A+=90-100%, A=80-89%, B=70-79%, C=60-69%, D=50-59%, F=0-49%.

iii) **Academic Consideration for Student Absence:** Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student’s final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student’s final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office. For the Western University policy on Consideration for Student Absence, see: [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf)
and for the Student Medical Certificate (SMC), see:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

iv) **Academic Consideration for Missing Work:** In cases where students are unable to submit work due to medical illness or compassionate grounds, if an online self-reported absence is submitted, or if appropriate supporting documentation is submitted to the Associate Dean’s office, and the accommodation is granted, then the missed assessments may be rescheduled or discounted in the calculation of the final grade for the course, at the discretion of the instructor. If neither a self-reported absence nor an appropriate supporting document is submitted to the appropriate office, then the missed assignments will receive a grade of zero.

v) **Academic Offences:** Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. 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_undergrad.pdf

vi) **Mental Health & Wellness:** Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (https://www.uwo.ca/health/) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in UCC room 76. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in UC11 or to click on the green “I Need Help Now” button on the Health and Wellness page above.** 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.

vii) **Accommodation for Students with Disabilities:** Students work with Accessible Education Western (AEW, formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

viii) **Religious Accommodation:** Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar.

i) **Contingency Plan:** In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online at the discretion of the course instructor.

ii) **Recording of Online Activities:** All of the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.
iii) **Online Etiquette:** Some components of this course may involve synchronous online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- “Arrive” to class on time
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- Unless invited by your instructor, do not share your screen in the meeting
- Be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, select the blue “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question.
- Kindly remember to unmute your microphone and turn on your video camera before speaking.
- Self-identify when speaking.
- Kindly remember to select the “raise hand” function again to lower your hand, mute your mic and turn off your video camera after speaking (unless directed otherwise).

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of “Zoom-bombing” a class, or of other serious online offenses, may be subject to disciplinary measures under the Code of Student Conduct.