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>
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<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>2. Your Flipgrid Video submissions through the course</td>
</tr>
<tr>
<td>2-4</td>
<td><strong>3. Left hand and fingerling</strong>, also using the whole arm &amp; shoulder.</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></td>
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</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></td>
<td></td>
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</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></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. Your testing load will be adjusted as necessary according to current circumstances 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>Activity</th>
<th>%</th>
<th>% Cello/Bass</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or Two “around the class” playing/teaching sessions</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>A series of Videos recorded through the course&lt;br&gt;&lt;br&gt;<strong>point value of each will be decided as is appropriate and moderated for engagement</strong></td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Playing of a Melody and Questions</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
<td>5</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. If 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.

**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.
University of Western Ontario  
Don Wright Faculty of Music

MUSIC 2886T 001

Lectures: Tuesday 8:30-9:20 & Thursday 8:30-9:20  
Room: MB321  
Instructor: Mitch Tyler  
E-mail: styler9@uwo.ca  
Phone: 519-661.2111 x82043 (office)  
226.456.2063 (text only)  
Office: TC323  
Office Hours: Online or in-person by appointment

Course Content:

This course should enable you:

1. To develop the requisite performance ability to correctly demonstrate basic double bass techniques for beginning students. You will find that playing the double bass is physically demanding, and consequently some daily practice, and regular attendance (and therefore monitoring) is essential to build strength.
2. To develop the capacity to recognize the performance deficiencies of beginners quickly, prioritize them and convey effective solutions. To recognize and appraise more advanced students.
3. To understand some abstract principles of fingering and bowing, and to apply them in editing music appropriate for beginning and intermediate players.
4. In general, to launch a beginner successfully and to be knowledgeable about the double bass as an orchestral or jazz instrument to the level of a secondary school orchestra or jazz ensemble.

This course is not designed to explore the history of the instrument, its solo literature or its leading historical and contemporary performers, except incidentally. You are, however, encouraged to read the article and related links in New Grove Online and to listen to recordings by such artists as Joel Quarrington, Gary Karr, Thomas Martin, Ludwig Streicher, Ray Brown and Esperanza Spalding. While jazz techniques and repertoire will not be a main focus of this course, the basics of producing quality tone through pizzicato playing will be introduced.

Course Materials:

You will need a key for the bass padlocks available from Len Ingrao and a copy of Essential Elements for Strings Double Bass Book 1 which is available for you to borrow from the music library.

Supplemental materials and announcements will be available on the OWL course page (http://owl.uwo.ca/portal). Be sure to check the course page regularly for updates.
Marking Scheme:

Although this is not a performance-based class, a minimum performance standard must be reached in order to help better understand the learning process and problems that a beginning student will encounter. The performance material will be taken primarily, but not exclusively from the Essential Elements series that is used by many local secondary schools. It is very likely that you will encounter this series (or one very similar to it) in your future employment as a music educator. We will work every day from this book (and from supplemental resources I will give you) and divide the grading in the following manner:

**Performance** 60% of final mark for Bass portion of course (30% of final Cello/Bass course total)

6 short performance assessments as follows (10% each):

- **Week 1:** One Octave Bb or F Major Scale in ½ position (pizzicato)
  - Selected piece
- **Week 2:** One Octave G or A major scale in 1st position
  - Selected piece
- **Week 3:** One octave C Major Scale
  - Selected piece
- **Week 4:** 2 Octave D Major Scale
  - Selected piece
- **Week 5:** Melody from “St. Thomas” (pizz. or arco)
  - Comp the changes for “St. Thomas” (pizz.)
- **Week 6:** Selected final piece

Since we have very limited classroom time together, I may post online links to example videos and tutorials to help further explain the content of the material required for this course. Please review and familiarize yourself with the content prior to each class in order to maximize our time together.

**Analysis** 20% of final mark for Bass portion of course (10% of final Cello/Bass course total)

Students will develop a graphical checklist of “look-fors” which can be used as an analytical tool to assess beginning bass players in four main categories: Posture (standing and seated), L.H. shape and positioning (up to 3rd position), R.H shape for pizzicato playing and bow hold. This assignment will be submitted electronically and will be due on the final day of bass class.

**Teaching, coaching, participation** 20% of final mark for bass portion of course (10% of final Cello/Bass course total)

Individual students will be called upon to teach a simple concept to their peers as follows (10% each):

- **Week 2:** Teach a partner 1 on 1
- **Week 5:** Teach the class
i) Course Prerequisites: MUSIC 2886T 001 FW22. 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 & Missing Work (>10%): Students are responsible for making up any missed classes or assignments as soon as possible. The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, 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 their academic responsibilities.

Documentation shall be submitted, as soon as possible, to the Office of the Associate Dean, Undergraduate (TC210), together with a request for relief specifying the nature of the accommodation being requested. Students are directed to read the Senate policy on accommodation for medical illness at the following website for further details regarding requirements and procedures for the supporting documentation:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

iv) Academic Consideration for Missing Work (<10%): In cases where students miss work that is worth less than 10% of the total course grade (ie. two or fewer assignments) due to medical illness or compassionate grounds, if documentation is voluntarily submitted to the Associate Dean’s office and the Associate Dean grants an accommodation, then the missed assignment(s) or quiz(zes) will be discounted in the calculation of the final grade for the course. If documentation is not voluntarily submitted then the missed assignment(s) will receive a grade of zero. Students who have been denied accommodation by an instructor may appeal this decision to the Associate Dean’s office but will be required to present appropriate documentation.

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.

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.

ix) **Contingency Plan:** Although the intent is for this course to be delivered in-person, the changing COVID-19 restrictions may necessitate some or all of the course to be delivered 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 assessments affected will be conducted online as determined by the course instructor.

x) **Examinations & Attendance:** Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.