

# CELLO STUDIO OF PROFESSOR TOM WIEBE

## UNDERGRADUATE and GRADUATE COURSE INFORMATION

### 2020-21

Welcome! I hope you have all had a good summer. I am looking forward to working with you all!

First of all, we extend a warm welcome to our new cello students, Masters student Stephen Buck, and first-year undergraduate student Eve Thompson. We are glad you are here at Western, and wish you a good year.

I also welcome all the returning cellists, and hope you all had a good summer, however unusual it has been!

This document lists pertinent information for your cello studies. Please read it carefully. **Also, it is your responsibility to know all the contents of the UWO Music Performance Handbook.** As of August 29, 2020, the 2020-21 handbook had not been published.

#### **HOW TO REACH ME**

Email: [twiebe@uwo.ca](mailto:twiebe@uwo.ca)

Office: 661-2111 ex. 86987

Music Building 319

Please do not text me unless you are unless you are running late for a lesson, or encountering an emergency.

#### **LEARNING OUTCOME**

During your year in this course, I wish for you to gain a greater love and understanding of the music you study, and the work process and skills by which you learn to perform it.

#### **LESSONS**

I give weekly lessons to all of my cello students. This year, because of COVID-19, until and unless I have notified you otherwise, we will have some in-person lessons and performance classes, and some online lessons and performance classes. In advance of each online lesson and performance class, I will send invitation links to you. In the event that all in-person classes are suspended by an emergency such as a new COVID outbreak, my current plan would be switch to all lessons and all performance classes to online.

Cello lessons begin the week of September 8.

Here is my current plan for face-to-face and online lessons (subject to change):

Week of September 9 (September 9 is first day of classes)

Lessons ONLINE

Performance Class September 9, 7 p.m. ONLINE

Week of September 14

Lessons ONLINE

Performance Class September 16, 7 p.m. ONLINE

Week of September 21

Lessons in MB319 IN-PERSON

Performance Class September 23, in MB140 IN-PERSON

Week of September 28

Lessons in MB319 IN-PERSON

Performance Class September 30, in MB140 IN-PERSON

Week of October 5

Lessons in MB319 IN-PERSON

Performance Class October 7 in MB140 IN-PERSON

Week of October 13 (October 12 is Thanksgiving Holiday)

Lessons ONLINE

Performance Class, October 14, 7 p.m. ONLINE

Week of October 19  
Lessons ONLINE,  
Performance Class, October 21, 7 p.m. ONLINE

Week of October 26  
Lessons in MB319 IN-PERSON  
Performance Class, October 28, 7 p.m. in MB140 IN-PERSON

Week of November 2  
READING WEEK

Week of November 9  
Lessons ONLINE  
Performance Class, November 11, 7 p.m. ONLINE

Week of November 16  
Lessons ONLINE  
Performance Class, November 18, 7 p.m. ONLINE

Week of November 23  
Lessons in MB319 IN-PERSON  
Performance Class, November 25, 7 p.m. in MB140 IN-PERSON

Week of November 30  
Lessons in MB319 IN-PERSON  
Performance Class, December 2, 7 p.m. in MB140 IN-PERSON

At the beginning of September, I will email each of you **two** cello lesson sign-up schedules—one for online lessons by ZOOM, and one for in-person lessons, currently scheduled to take place in my studio, MB319. I will ask that you send me ALL of your available times for the time slots in both schedules. Please send me that information as soon as possible.

#### ONLINE LESSONS

For Stephen, Matt and Heather, online lessons are **90 minutes** (unlike in-person lessons). For the other students, online lessons are **60 minutes** (unlike in-person lessons). These lessons will take place over ZOOM. I will send you ZOOM invitation links in advance of each lesson. To optimize sound quality, I will require you to send me YouTube recordings of each assigned part of your lesson. You will need to create your own private YouTube channel, if you don't have one already. Please see instructions below to create a private YouTube account. I will require you to have emailed me the video links of all the assigned parts of your lessons (scales, studies, excerpts, exercises and pieces) **by 5 p.m. the day before your lesson**. This will enable me to listen to your YouTube recordings in advance of the lesson.

For playing assignments which involve piano, you must either:

record a video with your pianist simultaneously in the same physical space, which you then send me  
OR

-receive a pre-recorded track of the piano part from your pianist, with you and your pianist using a platform such as Audacity, to which you add your cello track. The resulting combined track should have the cello and piano sounding simultaneously. For pre-recorded playing assignments involving cello and piano, the recording you send me should combine the piano track and the cello track, as one of the assigned parts of your lesson you submit by 5 p.m. the day before your online lesson.

#### To Have for Online Lessons

-a bound notebook in which you can take notes (I won't write notes in a book for you this year)

-I also strongly suggest that you record our ZOOM lessons, using ZOOM'S "record" feature

If I assign you music that I don't have in my library, before your first lesson playing that music, I will ask you to email me scans of the cello parts you will be playing, **at least one day in advance** of your next lesson. When you play music which I have in my own library, I will follow along in my own music. You don't need to make photocopies of your music for me this year, if I have that music in my library.

-have a metronome handy, and a machine with drones that can sound all twelve note names (one at a time, of course), from C to B.

-you may play for your online lessons in a university practice room, or you may play from your home or another space. I have been informed that Wifi capacity at the university is quite strong, as Wifi goes, to help make ZOOM transmission less spotty. If you play from home, I am told that an Ethernet connection dramatically improves ZOOM transmission beyond what home Wifi can provide. If your home setup is Ethernet-compatible, it's best to have a CAT-6 or CAT-7 Ethernet cable, instead of CAT-5.

-this is optional—not everyone is in a position to afford the following: an external microphone can improve the quality of the sound you put out on ZOOM. You and a roommate or friend may wish to purchase an external microphone together, or borrow one. But again, this is optional.

Here are some links to choices you might consider, if you would like to buy a plug-and-play, USB external microphone (make sure the mic's USB is compatible with your device's USB port):

Blue lineup of USB microphones. Yeti, Yeti Nano, Snowball. <https://www.bluedesigns.com/products/yeti/>  
Shure MOTIV lineup of USB microphones. MV5, MV51, <https://www.shure.com/en-US>  
Samson Meteor USB microphone. <http://www.samsontech.com/samson/products/microphones/usb-microphones/meteoromic/>  
Rode NT USB microphone. <http://www.ode.com/microphones/nt-usb>  
Audio-Technica 2020USB+ [https://www.audiotechnica.com/cms/wired\\_mics/5879a6ca22e5aa7e/index.html](https://www.audiotechnica.com/cms/wired_mics/5879a6ca22e5aa7e/index.html)

#### CREATING A YOUTUBE ACCOUNT

To create a YouTube account, then Channel – you need a Google account. In a browser go to [YouTube.com](https://www.youtube.com). Sign in if you have a Google account. If not, then select Create account filling in the information. (Note - you do not need a Gmail account to create a Youtube account). Once you have a YouTube account, you need to create a YouTube Channel allowing the uploading of videos. To do this log into your YouTube account, then choose the icon button of a video camera with a + sign in the middle. Select Upload video and follow the instructions. Please post your video choosing the Unlisted option, then copy/paste the video link.

#### IN-PERSON LESSONS

In-person lessons are currently scheduled to take place in my studio, Music Building 319. **All students and all pianists must normally wear masks** for my in-person lessons. Failure to wear a mask for an in-person lesson may result in the forfeiture of a lesson. I will also always wear a mask for in-person lesson, until and unless we are no longer required to wear masks.

For **Stephen, Matt and Heather**, I intend to hold in-person lessons that are **45 minutes, followed by a 15-minute break**, during which time you must leave the studio, and I will sanitize the studio with the door open. The break will be followed by **another 45 minutes in lesson**. For the **other students**, lessons are **45 minutes**, after which time I will sanitize the studio. Each term I will attempt to schedule an additional online or in-person lesson for each of you, except for Stephen, Matt and Heather, beyond your regularly scheduled lessons, to make up for the brevity of your regular in-person lessons.

#### Bring for In-Person Lessons

**-your own music stand to every lesson. I will not allow you to use a music stand from my studio.** If you use a wire stand, I strongly suggest you also bring a hard surface which you can place on your stand behind your sheet music, so you can write on the music more easily  
-a bound notebook, so you can take notes (I won't write notes in a book for you this year)  
-I also strongly suggest that you bring a recording device to record your in-person lessons  
-if, for your next lesson, I assign you repertoire which I don't have in my library, I will request, at the time of the assignment, that you email me scans of the cello parts you will be playing, at least one day in advance of your next lesson. When you play music which I have in my own library, I will follow along in my own music. You don't need to make photocopies of your music for me this year.

For online or in-person lessons, unless you are sick the day of the lesson, you must call or email me at least 24 hours in advance to cancel a lesson. I am **not** obliged to make up lessons you have cancelled. I **am** obliged to make up lessons I have cancelled. If you cancel because you are sick, please notify me by email before the lesson's start time. Please do not text me or call my cell phone unless it's an emergency—like if you're running late.

Whether your lesson is in-person or online, I expect you to appear on time for your lessons. If you are more than ten minutes late for a lesson, that lesson may be forfeited.

Normally, for both online and in-person lessons, I will give you specific tasks to prepare for your next lesson. Your mark will depend in part on how you carry out those tasks.

**You must be warmed up for at least 20 minutes before a lesson. I will not hear you before you have warmed up for 20 minutes.**

#### VISION STATEMENT

Each of you is required to email me a 360-word-or-shorter vision statement, articulating: a) what you would like to be doing after you are finished your studies; and b) *why* you want to do it. The statement is due **Monday, September 28**. Submitting it late may impact your grade.

**REQUIRED ITEMS** (the external microphones mentioned above are *NOT* required--only recommended, as your circumstances permit)

- a portable music stand (you **must** bring this to all in-person lessons)
- a good video+audio recording device for recording your in-person lessons and in-person, performance class performances.
- a metronome/pitch device with drone for each pitch and pitch indicator, such as a Korg TMR-50, or equivalent technology on a smart phone app.
- a Bärenreiter edition of the Bach Suites
- Feuilliard's Daily Exercises (Schott)
- Popper's High School of Cello Playing, op. 73

#### PERFORMANCE CLASSES

This year, some weekly performance classes will be online and some will be in-person. Weekly performance classes are currently scheduled to be held **Wednesdays at 7 p.m.**, either in-person, in **Music Building 140**, or online (please see above schedule). In-person classes will last 45 minutes. Online classes will last **60 minutes**. The first performance class will be **September 9, 7 p.m., online**. I will attempt to schedule an additional online or in-person performance class or two, beyond our Wednesday, 7 p.m. sessions, to make up for the brevity of the in-person Wednesday classes. All undergraduate students in 1920, 2920, 3920, 3921, 4920 and 4921 must attend each class, whether they are online or in

person. *All others are encouraged and welcome to attend, and to play in class when scheduled.* I will send out invitation links in advance of each online performance class.

The final decision on who plays in class rests with me. If you want to play on a specific week, let me know.

Near the beginning of each term, I will email you a schedule, or post a schedule on OWL, announcing who plays when for the rest of term. It is **your responsibility** to be ready to play on the dates when your name appears. It is also **your responsibility** to prepare for your performance, once you are scheduled to play on a given date.

Please see below regarding performances with pianist for online Performance Classes.

### **PIANISTS**

#### **IN-PERSON CLASS PERFORMANCES WITH PIANIST**

If the piece you play for an in-person class requires a pianist, it is **your responsibility** to ensure the pianist is available for the class. If the pianist is not available, let me know at least two weeks in advance, so I can reschedule you when your pianist is available.

#### **ONLINE CLASS PERFORMANCES WITH PIANIST**

If the piece you play for an online class *requires a pianist*, it is **your responsibility** to ensure that:

-you have recorded simultaneously with the pianist in the same physical space; OR that the pianist has submitted her/his recorded track to you in advance of the class

-you have added your recorded track to that of the pianist, producing a recording of you and the pianist playing together.

-that you send me your cello/piano recording at least one hour in advance of the class

#### **ONLINE CLASS PERFORMANCES WITHOUT PIANIST**

If the piece you play for an online class is *unaccompanied*, it is **your responsibility** to ensure that you send me your YouTube performance links at least one hour in advance of the class.

This year, each performer does not need to provide photocopies of the cello part for their colleagues to follow. They also do not need to verbally introduce their piece before they play.

Normally, all pieces that are not sonatas or orchestral excerpts must be performed for memory in class, whether the class is online or in-person. If you have any question whether your piece should be performed for memory, please consult me.

For in-person class performances, each student must record their performances in class with a recording device. They should hear a recording of their performance within 48 hours after the class.

### **PLAYING WITH PIANISTS**

Pianists will be allowed into MB319 to play with you for your **30 minutes per sitting** during your in-person lessons. Like you and me, they must normally wear masks for in-person lessons until and unless the university allows us not to wear masks during in-person lessons.

*If you are playing a degree recital this year, please consult me before booking a pianist.*

*Here are some pianists I recommend to play with you, including if you give a degree recital. You would have to pay them their rate:*

*Debbie Grigg*

*Natalia Skomorokhova*

*Yolanda Tapia*

If you need their contacts, please ask me.

Our Faculty of Music offers an undergraduate accompanying-for-credit program. If you need a pianist, and are not playing a degree recital this year, *let me know before classes begin.* I may be able to find a pianist through this program. Pianists in this program do not charge to play with you.

### **STUDIO RECITALS**

Cellists from my studio are allowed to hear their cello colleagues in cello studio recitals. Unfortunately, no other people are allowed to hear studio recitals, as things currently stand. I will still attempt to book space for at least two recitals this year. Students play at least one movement of a piece they're working on, or a short piece. Sometimes, recitals feature only some of my cello students. Normally, each student plays at least once in a studio recital during the school year.

### **DEGREE RECITALS**

Our Faculty of Music currently plans to have live, in-person degree recitals in its performance spaces. Stephen, Heather and Matt are eligible to play degree recitals in the 2020-21 school year.

Cellists from my studio are allowed to hear their cello colleagues' cello degree recitals. Unfortunately, no other people are allowed to hear degree recitals, as things currently stand. These degree recitals will be recorded.

### **JURIES**

All non-graduate students must play a cello jury in December (Matt and Heather) or April (all other undergraduates). The juries are currently expected to be in-person, with adjudicators listening in-person.

### **CONCERT ATTENDANCE**

There will be no concert attendance cards in the 2020-21 school year.

### **GRADING**

I will keep a weekly lesson log for each of you. I will grade each of your lessons unofficially out of 100. At the end of each month, I will tell you what your average lesson grade was for that month. In the event that your juries are cancelled because of COVID or another emergency, normally, the average of your lesson grades—in addition to your performance class grade, if you are required to attend performance class—would comprise your *entire* grade for this course. If you perform your jury, your lesson grades will still normally comprise the *lesson component* of this course's grade. Your studio grade will be determined by your promptness and attendance for lessons, how receptive you are during lessons, and how much you retain from lesson to lesson. I will give each of you a studio grade in December and April.

Here is the normal breakdown of the grading system for the undergraduate cello studio lesson course, listed by course number:

COURSE NUMBER	JURY MARK	PERFORMANCE CLASS MARK	STUDIO INSTRUCTOR	
			Term 1	Term 2
1920,2920,2921,2922,3920,3922,4920	25%	10%	32.5%	32.5%
3921,4921,4922,4923	20%	10	35%	35%
1925,2925,3925,4925,3924y,3929,4924y,4929	25%	No performance class required	37.5%	37.5%

***Please consult the Mandated Notes below.***

***I greatly look forward to our year together. However unusual this year is, I wish you all a meaningful and productive 2020-21!!***

#### **I. Mandated Notes:**

i) **Course Prerequisites: [Music XXXX or None].** 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](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](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](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.

<http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>