

9824b DMA String Pedagogy Winter 2022

Instructor

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Seminar Dates and Times

Mondays, beginning January 3, 9:30 a.m.-12:30 p.m., unless otherwise noted
TC340, unless otherwise noted

Normal Office Hours (appointments recommended)

Thursdays, 11:30 a.m.-12:30 p.m.; Fridays 1:30 p.m.-2:30 p.m.

Course Description

An examination of the principles supporting the teaching of undergraduate university bowed string students. We shall explore communication and relationships between teacher and student, and the teaching of physical setup, the principles of sound production, playing techniques for both arms, interpretation and performance preparation. We shall use manuals by established string teachers (see "Texts" below) as points of reference.

Attendance is mandatory.

Learning Outcomes

After they are finished this seminar, I wish for students to have greater exposure to ideas on how to organize their teaching, and how to choose which ideas to embrace. I also wish for students to have a greater appreciation for the complexity of teaching, and at the same time, to understand, organize and communicate that complexity as clearly and simply as possible.

SEMINAR 1 Jan. 10

Introduction

Individual Stories of Studying and Teaching

Rationale for Teaching and Playing

Communicating as a Teacher

Assignment #1 Chart of Interrelationships between arm, rest of body, and instrument (angles, shapes, sensations)

Due Day Before SEMINAR 3

10% of Grade

SEMINAR 2 Jan. 17

Finding instrument/Bow

Buying instrument/Bow

Planning a Lesson

Room Setup

Posture, Chair, endpin

Mobility

Where Instrument Meets Body

Hands Separate or Together?

SEMINAR 3 Jan. 24 Bow Arm

Going over Assignment #1

Sequence of Items:

-bow hold

-arm (fingers, wrist, forearm, elbow, upper arm, shoulder)

SEMINAR 4 Jan. 31

Topic Possibilities: An analysis of a book of etudes, methods or exercises (logic? Sequence? What it covers?) 5 Pages Double-Spaced, 12-point type

Strokes (Sevcik, Schradieck, Dounis, other manuals?)
Open Strings?

SEMINAR 5 Feb. 7 Left Arm

Deadline for Declaration of Paper Topic

Fingers/thumb; wrist, forearm, elbow, shoulder

Intonation

Sequence of Items:

-same Position Same String

-same Position Different String

Assignment #2 Chart Indicating What Intonation you would use in different Situations (solo, chamber, with piano, concerto, in orchestra) and why

10% of Final Grade

SEMINAR 6 Feb. 8 Left Arm

Shifting (same string different position) Sevcik, extra notes, preparation, pulse

Vibrato

SEMINAR 7 Feb. 28 Scales, Arpeggios, Double Stops (Intonation Systems, Bowings, Rhythms, Different Scale Systems)

Paper Due

30% of Final Grade

SEMINAR 8 March 7 Etudes

SEMINAR 9 March 8 Interpretation

Selecting Repertoire

Score Study (For Score)

Bowings and Fingerings

SEMINAR 10 March 21 Performing

Psychology

Drawing on non-repertoire exposure

Memorizing

SEMINAR 11 March 28 Lessons

50-minute lessons with seminar participants teaching each other

SEMINAR 12 April 4

Presentations (Based on Paper Topic) 20%

Lesson Feedback/Paper Presentations/Paper Feedback

GRADE BREAKDOWN

Assignment 1 10%

Assignment 2 10%

Paper 30%

Presentation 20%

Participation 20%

Attendance 10%

TEXTS

IN MUSIC LIBRARY

Galamian, Ivan;; Neumann, Frederick. *Contemporary Violin Technique*, New York: Galaxy, 1966.

MT262.G17

Galamian, Ivan *Principles of Violin Playing and Teaching*. Dover, 2013.

MT260.G35 2013

ON IMSLP (Public Domain in Canada)

Dont *Etudes or Caprices*, New York: Fischer.

Dounis *Daily Dozen*, New York: Harms.

Dounis *Fundamental Technical Studies*, op. 23, Philadelphia: Presser, 1935.

Dounis *The Artist's Technique of Violin Playing*, op. 12

Duport *21 Etudes*, Leipzig: Peters, 1895.
Feuillard *Daily Exercises*, Mainz: Schott, 1919.
Flesch *Das Skalensystem*, Berlin: Ries and Erler, 1926.
Kreutzer *40 (42) Etudes or Caprice*, New York: Schirmer, 1894.
Piaatti *12 Caprices*, Moscow: Muzgiz, 1959.
Popper *High School of Cello Playing*, op. 73, Leipzig: Hofmeister, 1901.
Rode *24 Caprices*, New York: Schirmer.
Schradiack *School of Violin Technics, Books 1-3*, New York: Schirmer, 1899.

Enrollment in this course is restricted to graduate students in the Doctor of Musical Arts program.

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 https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Statement on Health and Wellness

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Statement on Accommodation for Medical Illness (adapted from the Senate policy on Academic Consideration for Student Absences– Undergraduates) at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

The Graduate Program in Music recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by illness or injury. In order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's course grade shall be granted only in those cases where there is documentation indicating that the student was seriously affected 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), not to the course instructor.

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.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Additional Statements

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 Guidelines for Graduate Courses

Below is the grading scale for all programs in the School of Graduate and Postdoctoral Studies. Note that final grades must be numeric.

A 80 – 100%

B 70 – 79%

C 60 – 69%

F 00 – 59%

Please consult the Associate Dean (Graduate Studies) if you have questions about student averages in relation to progression and funding status.

A grade of INC (incomplete) may be used in exceptional circumstances if a student is unable on medical or compassionate grounds to complete the course requirements within the normal time. Grades of INC must be approved by the Associate Dean (Graduate Studies).

Instructors assigning a grade of INC are asked to determine with the student a timeline for completion of the course requirements. A grade of INC will be changed to a numeric grade if the work is completed by the grade submission deadline for the term following the one in which the INC was awarded. If a numeric grade is not submitted by this deadline, the INC automatically becomes a Failure

