

MUE 2442 Strings Skills II
University of Florida
School of Music

Spring 2019
T / R 7:25 – 8:15 (Period 1)
Music Building, 121

Instructor:

Ms. Elizabeth S. Schultz

Email: schultz.e@ufl.edu

Telephone: (352) 273-3147

Office: Steinbrenner Band Hall, Band Library (downstairs)

Office Hours: Monday from 9:35-11:35 or by appointment

Please do NOT be afraid to stop by for help either in person or via email!

Course Description

The purpose of this course is to help pre-service music educators to develop foundational strings performance and teaching skills. Students will develop skills, knowledge, and techniques needed to both play and teach stringed instruments.

Course Objectives

Through full participation in this course, students should be able to achieve the following objectives:

- Develop an understanding of proper fundamental performance skills on cello and string bass.
- Develop appropriate pedagogical approaches to teaching posture, left hand technique, bow hold, beginning to intermediate bow technique, and common error fixes for beginning and intermediate strings students.
- Demonstrate an understanding of beginning and intermediate skills on string instruments, beginning and intermediate repertoire for string orchestra, and pedagogical approaches to teaching beginning and intermediate strings courses.
- Reflect on their experiences both performing and teaching in order to improve pedagogical and performance skills.

Required Textbook

Hamann, D. L. & Gillespie, R. (2013). *Strategies for teaching strings: Building a successful string and orchestra program* (3rd ed.). New York, NY: Oxford University Press.

- The bookstore has the 4th edition of this book, which will be fine to use, it is just more expensive.

- The 4th edition should also be available as an e-book, which is fine to use.
- Feel free to purchase EITHER the 3rd or 4th edition.

Essential Elements Book 1 (cello/string bass) – please wait to purchase this book until after our first class

Strongly Recommend Books

Though these books are recommended for purchase, readings for class will be provided as available resources on Canvas.

Green, E. A. H. (1990). *Orchestral bowings and routines*. Fairfax, VA: American String Teachers Association.

Selby, C. R. (2017). *Habits of a successful orchestra director*. Chicago, IL: GIA Publications.

Assignments

All assignments are due at the start of class time unless otherwise noted. Assignments turned in after the class start time will be marked as late and 10% of the final grade will be taken away for each day late.

Assignment	Points per Assignment	Total Points
Informal Teaching Assignment	50	50
Fingering Charts (2)	10	20
Other worksheets and assignments (4)	10	40
Strings Teaching Discussion	15	15
Strings Teaching Pedagogy Lesson	25	25
Individual Playing Tests (2)	10	20
Master Class Questions (4)	5	20
		Total: 190

Individual Playing Test

Students will make appointments to complete a brief playing test to demonstrate performance skills. Students will write a reflection to receive full credit for these playing tests.

Fingering Charts

Students will create fingering charts for both cello and string bass. This can either be done ‘by hand’ or electronically. Look at a few different available examples and find a chart that makes sense for you. Notes and positions will be added as we learn them on each string.

Other Worksheets and Assignments

Throughout the semester there will be small homework assignments to complete. Additional descriptions of assignments will be on the assignment page in Canvas. These will all be due in Canvas and should all be organized to be included as a part of your Digital Resource Binder.

- Cello open string locations in bass clef
- String bass open string locations in bass clef
- Music reading activity in bass clef

- List of model cello/bass performers (from varying genres of music)

Informal Teaching Lessons

Students will demonstrate both teaching and assessing another person's skills by finding a partner that plays a different 1st instrument selection and doing the following: planning of teaching assigned skills, teaching those skills, uploading video of the mastered skill/skills to a external drive/OneDrive/Google Drive/other similar platform, and writing reflective responses to questions regarding the teaching process. Students will submit a Word document (Times New Roman, 12-point font, double spaced, no title page, name in top right corner) that uses the provided lesson plan template and reflective questions. The link to the videos can be included at the bottom of this assignment or emailed to Ms. Schultz prior to the deadline. Students will then make a 20-minute appointment with Ms. Schultz to review the videos, lesson plans, and success of teaching strategies.

Strings Teaching Discussion

This discussion will focus on pedagogical decisions and structuring classroom learning for future students. Students will answer guiding questions and use at least 3 outside resources to support their decisions. Students will receive full credit for fully answering all questions and responding to at least two other student posts. More instructions will be in each of the discussion assignment.

Strings Teaching Pedagogy Group Lesson

Students will divide into groups and explore aspects of assigned common strings teaching pedagogies. Within the groups, students will research about the pedagogy, how to teach using the pedagogy, and design a 5-10 minute lesson to teach to the class that demonstrates using that pedagogy in a classroom setting.

Digital Resource 'Binder'

Students will maintain a digital collection of all notes, skills, worksheets, fingering charts, etc., in order to have a place to organize all materials used during this course. Students should keep this organized by topic as it makes sense to them. By keeping a digital binder organized and accessible after graduation, students will be able to locate, understand, and use their work from this class. Students will submit a link to a Google Drive File, Office 365 folder, Dropbox file, or USB drive by the beginning of class time the day it is due. If you choose to use a USB drive I will return the drive to you once your grade is complete. Your grade will be given based on the completeness and organization of your work, but keep in mind that the main purpose of this digital binder is for you to have access to this information for years to come.

Performance and Teaching Final

Students will make appointments in pairs and demonstrate technical skills, performance of repertoire, teaching skills, sight reading, as well as error detection and feedback with their partner. Students will complete a final reflection in order to receive full credit for this assignment.

Grading Scale

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Additional information on grades and grading policies is available here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Attendance

Class attendance is expected and reflective of professional interest and commitment. Students will be allowed **TWO** missed unexcused absences, but **for each unexcused absence after 2, the student's course grade will be lowered by THREE percentage points per absence.** Absences may be excused when accompanied by a doctor's note, in the event of a documented emergency or death in the family, or for other events when arranged in advance with the instructor. **You must notify the instructor of your absence prior to the start of class.** *Extenuating circumstances will be considered on an individual basis.*

Students are expected to be prompt and ready to begin at the designated start time. This includes having your instrument and other materials out and ready for class to start promptly at 7:25. Attendance will be taken at the beginning of class and those arriving after the start of class will be marked late. **Three late arrivals will equal one unexcused absence.**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Work

Assignments submitted after the assigned date and time will receive 10% off of the grade for each day late. A late submission on the same day will receive 10% off of the grade. If a student needs more time with an assignment, this must be communicated PRIOR to the deadline. Accommodations, modifications, and extensions will be provided on a case-by-case basis. No work will be accepted beyond two weeks after the stated deadline. Due dates stated in the syllabus are subject to change based on class progress and needs.

Communications

Students are expected to check their UF email account daily for course announcements. All communication is expected to be professional and courteous. When contacting a professor, TA, or classmate, please begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to Ms. Schultz during the week (M-F), you can expect a reply within 24 hours (barring any extenuating circumstances). I will reply on weekends as I am able.

Electronic Use Policy

Laptops and tablets may be used for taking notes during class at the discretion of the instructor. Cell phones must be silenced and put away in a pocket or bag. Students found to be using electronics for purposes not related to the class (e.g., checking Instagram, Facebook, Snapchat, or texting) will no longer be permitted to use their devices during class time.

Students Requesting Accommodations Due to Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor or TAs in this class.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Course Calendar

	<u>Tuesday</u>	<u>Thursday</u>
1	<p>January 8</p> <ul style="list-style-type: none"> - Understanding the differences between the ‘chins’ and ‘pins’ in the string orchestra. - Assigning instruments <p><u>To Do:</u></p> <ol style="list-style-type: none"> 1. Get instrument (cello/bass) 2. Gain access to EE book 	<p>January 10</p> <p style="text-align: center;">F M E A (<u>no class</u>)</p> <p><u>To Do:</u></p> <ol style="list-style-type: none"> 1. Place finger tapes on instrument: <ul style="list-style-type: none"> - Cello: 1, 2, 3, 4 - Bass: 1, 4, and D on G string (This requires knowing shifting locations) 2. SUBMIT: Open string locations ON THE STAFF. 3. SUBMIT: Music reading activity in bass clef.
2	<p>January 15</p> <p>1st instrument:</p> <ul style="list-style-type: none"> - Posture - Left hand technique - Pizz. <p><u>To Do:</u></p> <ol style="list-style-type: none"> 1. Practice bow hold on straw. 2. Practice “pinky push-ups” on instrument. 3. Make pairs and begin planning 1st informal teaching episode. 4. WATCH: posture and set up videos for 1st instrument through H&G book companion website. 	<p>January 17</p> <p>1st instrument:</p> <ul style="list-style-type: none"> - Bow hold and placement on strings - Bow weight, pressure, speed
3	<p>January 22</p> <p>1st instrument:</p> <ul style="list-style-type: none"> - D scale segments - Refining bow technique - Getting comfortable playing out of the book <p><u>To Do:</u></p> <ol style="list-style-type: none"> 1. Notes in 1st position on instrument. Complete the fingering chart BEFORE class. 	<p>January 24</p> <p>1st instrument:</p> <ul style="list-style-type: none"> - Shifting - D scale 1 octave - Playing in the key of D <p><u>To Do:</u></p> <ol style="list-style-type: none"> 1. Complete 1st informal teaching with partner on opposite instrument BY 1/28/19.

		2. SUBMIT: prepare at least 2 well thought out questions about string bass playing to Ms. Schultz by Monday, January 28 th at 5 pm.
4	January 29 Kevin Casseday Master Class (String Bass)	January 31 1 st instrument: - Scale segments - Bow lanes - Playing tunes
5	February 5 1 st instrument: - Playing tunes and songs out of method books and other exercises <u>To Do:</u> 1. Return 1 st instrument by 2/8/19 and make plans to get 2 nd instrument BY 2/11/19.	February 7 No class (Ms. Schultz at a conference) <u>To Do:</u> 1. Complete 2 nd informal teaching to prepare for instrument switch. 2. Acquire and place finger tapes on 2 nd instrument: - Cello: 1, 2, 3, 4 - Bass: 1, 4, and D on G string (This requires knowing shifting locations) 3. SUBMIT: Model performers on 1 st instrument (cello or string bass). 4. WATCH: posture and set up videos for 2 nd instrument through H&G book companion website.
6	February 12 2 nd instrument: - Posture, left hand, and bow hold review from informal teaching. - Understanding bow weight, speed, and levels on new instrument.	February 14 2 nd instrument: - D scale segments - Refining bow technique - Getting comfortable playing out of the book
7	February 19 2 nd instrument: - Shifting - D scale 1 octave	February 21 2 nd instrument: - Scale segments - Bow lanes

	<ul style="list-style-type: none"> - Playing in the key of D 	<ul style="list-style-type: none"> - Playing tunes <p><u>To Do:</u></p> <ol style="list-style-type: none"> 1. Complete 3rd informal teaching (on new instrument).
8	<p>February 26</p> <p>2nd instrument:</p> <ul style="list-style-type: none"> - Playing tunes and songs out of method books and other exercises 	<p>February 28</p> <p>2nd instrument:</p> <ul style="list-style-type: none"> - Typical beginning mistakes and how to correct them. - Playing tunes and songs out of method books and other exercises
9	<p>March 5</p> <p style="text-align: center;">S P R I N G B R E A K</p>	<p>March 7</p> <p style="text-align: center;">S P R I N G B R E A K</p>
10	<p>March 12</p> <p>2nd instrument:</p> <ul style="list-style-type: none"> - Refining Beginning to intermediate technique on familiar tunes - Intonation development techniques 	<p>March 14</p> <p>2nd instrument:</p> <ul style="list-style-type: none"> - Developing and understanding bow control - Playing tunes and songs out of method books and other exercises <p><u>To Do:</u></p> <ol style="list-style-type: none"> 1. Choose a specialty instrument and have it ready for class on 3/19 (that means you have to get it BY 3/18 from Trent). You will also need access to a physical copy of Essential Elements book 1 for your chosen instrument. <ul style="list-style-type: none"> - Place finger tapes as needed for yourself. 2. SUBMIT: Model performers on 2nd instrument (cello or string bass) prior to class on 3/14/19. 3. SUBMIT: Complete 4th and final informal teaching. The reflection will also need to be completed. The entire document should then be uploaded to Canvas by 3/17/19 by 11:59 pm.

11	<p>March 19</p> <p>On specialty instrument:</p> <ul style="list-style-type: none"> - Playing as an ensemble from the beginning of the book - Posture, left-hand, and right-hand technique coaching in full ensemble. 	<p>March 21</p> <p>On specialty instrument:</p> <ul style="list-style-type: none"> - Balance, blend, and intonation - Playing as an ensemble with scale segments, full octave scales, and pieces <p><u>To Do:</u></p> <ol style="list-style-type: none"> 1. SUBMIT: prepare at least 2 well thought out questions about viola playing to Ms. Schultz by Tuesday, March 26th at 5 pm.
12	<p>March 26</p> <p>On specialty instrument:</p> <ul style="list-style-type: none"> - Shifting technique across the ensemble. - Matching styles using different bow strokes. <p><u>To Do:</u></p> <ol style="list-style-type: none"> 1. SUBMIT: prepare at least 2 well thought out questions about cello playing to Ms. Schultz by Friday, March 29th at 5 pm. 	<p>March 28</p> <p style="text-align: center;">Lauren Hodges Master Class (Viola)</p> <p>* Alternate day/time needed for this presentation. Once this is decided the course schedule will be updated.</p>
13	<p>April 2</p> <p style="text-align: center;">Stephen Thomas Master Class (Cello)</p>	<p>April 4</p> <p>On specialty instrument:</p> <ul style="list-style-type: none"> - Read sheet music
14	<p>April 9</p> <p>On specialty instrument:</p> <ul style="list-style-type: none"> - Read sheet music 	<p>April 11</p> <p>On specialty instrument:</p> <ul style="list-style-type: none"> - Read sheet music

15	<p>April 16</p> <p>Strings Teaching Pedagogy Group Project</p> <ul style="list-style-type: none"> - Research Day 	<p>April 18</p> <p>Strings Teaching Pedagogy Group Project</p> <ul style="list-style-type: none"> - Teaching Demonstrations <p><u>To Do:</u></p> <ol style="list-style-type: none"> 1. SUBMIT: Strings Teaching Discussion post 1 by Thursday, April 18 at 11:59 pm. The 2 response posts should be made by Sunday, April 21st at 11:59 pm.
16	<p>April 23</p> <p>On specialty instrument:</p> <ul style="list-style-type: none"> - Read sheet music <p><u>To Do:</u></p> <ol style="list-style-type: none"> 1. SUBMIT: Digital binder in its completed form. This should include information for violin, viola, cello, and string bass. Please see Canvas for more specific details. 	<p>April 25</p> <p style="text-align: center;">R E A D I N G D A Y</p>
	<p>FINAL EXAM:</p> <p><i>Playing and Teaching Final</i> scheduled by appointment before our scheduled final ends on May 1 at 10 pm.</p>	

This syllabus is a guide and will likely be adjusted as needed during the semester.