

MUE 2440 Strings Skills 1
University of Florida
School of Music

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

Instructor:

Ms. Elizabeth S. Schultz

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Office: Steinbrenner Band Hall, Band Library (downstairs)

Office Hours: Mondays 10:00 – 11:30 or by appointment

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 violin and viola.
- Develop appropriate pedagogical approaches to teaching posture, left hand technique, bow hold, beginning to intermediate bow technique, and common error fixes for beginning strings techniques.
- Demonstrate an understanding of first position, basic shifting, basic bow strokes, and beginning repertoire for string orchestra.
- 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 (violin/viola) – 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
Introduction/Reflection Paper	10	10
Llama Picture Assignment	5	5
Informal Teaching (4)	15	60
Rote Teaching Assignment	20	20
Fingering Charts (2)	10	20
Playing Tests (3)	30	90
Other Assignments	5	30
Digital Resource “Binder”	50	50
Playing/Teaching Final	50	50
		330

Introduction/Reflection Paper

Students will write a 1 ½ - 2 typed page paper introducing yourself to the instructor. The paper should be written in Times New Roman, 12-point font, double spaced, with the name in the top RIGHT corner, without a title page or header. Write and reflect upon your experiences with music, music teaching, your concerns or excitements in learning to play and teach stringed instruments, and anything you’d like to share to help me better understand your background as it relates to this class.

Llama Picture

Students will apply what they have learned about bow-hand shape by taking a series of pictures showing the Llama with “ears up,” with food in its mouth, and relaxed into the bow hold shape. More instructions can be found in the assignment description in Canvas. Find somewhere creative on campus and have fun with this!

Informal Teaching Lessons

Students will demonstrate both teaching and assessing another person's skills by planning skills to teach, teaching those skills, submitting a photo or video of the mastered skill/skills, and writing a reflection of 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 has listed the skills to be taught, the teaching order and process, and a reflection of how the teaching process went. A lesson plan template will be provided, and students will pair with someone enrolled in the course who does not play the same instrument as them. More instructions and specific goals for each of the **FOUR** informal teaching episodes can be found in Canvas. The second informal teaching will require you to submit either a lesson plan or video. The entire project will be due on the date listed in the syllabus and Canvas.

Rote Teaching Assignment

Students will teach a short familiar song to the class by rote (without the aid of notation). Songs can be what we have learned in class or another short and simple song that uses an octave or less with permission from me. To receive full credit for this assignment, students will sing, model on their instrument, and teach a song's melody and bass line to the class, and have the class perform both the melody and bass line on their instruments. More information about this will be provided in class.

Fingering Charts

Students will create fingering charts for notes in I, II, III, and IV positions on all strings for both the violin and viola. 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. Make this as clear as possible so that with time away you can still understand the geography of the instrument's fingerboard.

Individual Playing Test (1 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 this playing test.

Paired Playing Tests (2 tests)

Students will make appointments in **self-assigned groups of two** to complete these brief playing tests. Students will demonstrate performance skills as well as their ability to provide appropriate feedback for their partner's performance. Students will need to write a reflection to receive full credit for these playing tests.

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.

- Violin open string locations in treble clef
- Viola open string locations in alto clef
- Music note reading for alto clef on musictheory.net/exercises/note (95% or better)
- Informal Teaching mid-point check in video or lesson plan
- List of model violin/viola performers (5 for each instrument)
- Finger position tutorials (1 for each instrument)

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.

Playing and Teaching Final

Students will make appointments in pairs and demonstrate technical skills, performance of repertoire, teaching skills, 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 in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Thank you for serving as a partner in this important effort.

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>August 20</p> <ul style="list-style-type: none"> • Syllabus Overview • Where to get instruments • Posture & setup • Learning the open strings on violin and viola <p>**GET AN INSTRUMENT**</p>	<p>August 22</p> <ul style="list-style-type: none"> • Posture standing & sitting • Parts of the instrument • Open strings playing <p>Read: <u>Selby</u>, p. 48-52 <u>Hamann & Gillespie</u>, p. 36-38 <u>Hamann & Gillespie</u>, p. 43-45 (Violin and viola for instrument-specific information).</p> <p>Due: <i>Introduction & Reflection paper</i></p>
2	<p>August 27</p> <ul style="list-style-type: none"> • Planning what and how to teach students • Rote teaching • Aural skills and singing in the string classroom <p>Read: <u>Hamann & Gillespie</u>, p. 31-33 (through Rote-To-Note section) <u>Hamann & Gillespie</u>, p. 65-66 (sections: Aural skill development in Beginning classes & Pedagogy for Teaching Beginning Aural Skills)</p>	<p>August 29</p> <ul style="list-style-type: none"> • Left hand shape • Finger tape placement • Notes on the D string note echoing <p>Read: <u>Hamann & Gillespie</u>, p. 45-49 <u>Hamann & Gillespie</u>, p. 50-52 (Violin and viola for instrument-specific information).</p> <p>Due: Watch finger tape placement video. <i>Informal Teaching 1</i> scheduled</p>
3	<p>September 3</p> <ul style="list-style-type: none"> • Pre-bow hold exercises • Common left-hand issues and how to fix them. <p>Read: <u>Hamann & Gillespie</u>, p. 67-69</p> <p>Due: Open strings location for first instrument. For CURRENT violas: Music note reading; get a 95% or better in Alto clef note identification</p>	<p>September 5</p> <ul style="list-style-type: none"> • Bow hold exercises without bow (Llama & other stories) • Tuning the violin <p>Read: <u>Selby</u>, p. 38-41 <u>Hamann & Gillespie</u>, p. 55-58 (Violin and viola for instrument specific information)</p> <p>Due: Watch video for violin tuning.</p>

	<p>(musictheory.net/exercises/note, select Alto clef). Submit a screen shot to Canvas.</p> <p>SCHEDULE: <i>Individual playing test</i> BY 9/19.</p>	
4	<p>September 10</p> <ul style="list-style-type: none"> • Bow hold • Bowing on the instrument with PVC pipes <p>Read: <u>Hamann & Gillespie</u>, p. 53-54 (Violin and viola for instrument specific information) <u>Hamann & Gillespie</u>, p. 59-61</p> <p>Due: <i>Llama picture</i> Watch Bow Game Video</p>	<p>September 12</p> <p>NO CLASS</p> <ul style="list-style-type: none"> • Please meet with your partner and get your 2nd informal teaching completed. • You will need to submit either a check-in video or lesson plan. <p>Due: <i>Informal Teaching 2</i> (submitted by 11:59 pm)</p>
5	<p>September 17</p> <ul style="list-style-type: none"> • Rhythm and tonal patterns • Refining bow technique <p>Read: <u>Selby</u>, p. 78-80</p> <p>Due: <i>Paired playing test 1</i> BY October 1.</p>	<p>September 19</p> <ul style="list-style-type: none"> • Troubleshooting bow hand problems (and bow hold buddies) • Bow ‘lanes’ <p>Due: Watch Bow Lanes Video</p>
6	<p>September 24</p> <ul style="list-style-type: none"> • Hand coordination • Adding the 4th finger • Playing out of method book <p>Read: <u>Selby</u>, p. 172-173 (through “What’s the Objective”)</p> <p>Due: Fingering chart for 1st instrument (positions I, II, III, and IV)</p>	<p>September 26</p> <ul style="list-style-type: none"> • Finger pattern warm-up for the string orchestra classroom • Playing out of method book <p>Read: <u>Hamann & Gillespie</u>, p. 196-197</p> <p>Due: 1st <i>Finger position tutorial</i> from teachingstrings.online/tutorials.html (basic finger patterns for violin OR viola)</p> <p><i>INSTRUMENT SWITCH ON OCTOBER 1</i></p>

7	<p>October 1</p> <ul style="list-style-type: none"> • Finger patterns on new instrument • Playing familiar tunes on new instrument <p>Due: Open string location for 2nd instrument.</p>	<p>October 3</p> <ul style="list-style-type: none"> • Creativity and improvisation • Teaching by rote <p>Read: <u>Selby</u>, p. 145-149 <u>Hamann & Gillespie</u>, p. 209-216</p>
8	<p>October 8</p> <ul style="list-style-type: none"> • Hooked bow & slurs • Scale patterns & building finger dexterity <p>Read: <u>Hamann & Gillespie</u>, p. 64-65 <u>Selby</u>, p. 103-106</p>	<p>October 10</p> <ul style="list-style-type: none"> • Aural skill building for strings • Playing pieces with accidentals <p>Read: <u>Selby</u>, p. 106-108</p> <p>Due: <i>Informal Teaching 3</i></p>
9	<p>October 15</p> <ul style="list-style-type: none"> • Shifting • String Crossing • Rote Teaching practice <p>Read: <u>Selby</u>, p. 57-62; 69-72 <u>Hamann & Gillespie</u>, p. 62-64</p>	<p>October 17</p> <ul style="list-style-type: none"> • Rote Teaching Assignment to be completed in class <p>Due: <i>Rote Teaching</i></p>
10	<p>October 22</p> <ul style="list-style-type: none"> • Sizing violins and violas • Reading music <p>Read: <u>Hamann & Gillespie</u>, p. 35 (and watch sizing videos)</p> <p>Due: For CURRENT violas: Music note reading; get a 95% or better in Alto clef note identification (musictheory.net/exercises/note, select Alto clef). Submit a screen shot to Canvas.</p>	<p>October 24</p> <ul style="list-style-type: none"> • 2 octave scales • Error detection with left and right hand <p>Due: <i>Paired playing test 2</i> SCHEDULED by Nov. 4</p>
11	<p>October 29</p> <ul style="list-style-type: none"> • Different bowings • Understanding and utilizing available resources (ASTA, 	<p>October 31</p> <ul style="list-style-type: none"> • Pacing learning for students (one hand at a time, note reading separately, always working on aural skills)

	<p>FOA, Strings Pedagogy Notebook, etc.)</p> <p>Read: <u>Green</u>, p. 57-68</p> <p>Due: Watch video of different bowings <i>Informal Teaching 4</i> (entire assignment due BEFORE class begins today)</p>	<ul style="list-style-type: none"> • Playing repertoire on viola
12	<p>November 5</p> <ul style="list-style-type: none"> • Choosing appropriate repertoire • Teaching new exercises to students <p>Read: <u>Hamann & Gillespie</u>, p. 237-239 <u>Hamann & Gillespie</u>, p. 247-254 (through grade 2 repertoire)</p>	<p>November 7</p> <ul style="list-style-type: none"> • Phrasing and teaching musicality to beginning students • Keys to tone production (balancing bow speed, weight, and contact points) <p>Read: <u>Selby</u>, p. 88-92 (through “Troubleshooting Contact Point”) <u>Hamann & Gillespie</u>, p. 58 (Sound Production Principals section)</p>
13	<p>November 12</p> <ul style="list-style-type: none"> • Refining tuning skills and warm-up routine • Using warm-ups to impact student learning goals in repertoire <p>Read: <u>Hamann & Gillespie</u>, p. 107-108</p> <p>Due: Model violin & viola performers (5 for each instrument)</p>	<p>November 14</p> <ul style="list-style-type: none"> • Pedagogical approaches to teaching strings • Playing repertoire <p>Read: <u>Hamann & Gillespie</u>, p. 287-290 (Special Pedagogical Approaches from Appendix D) <i>2nd Finger position tutorial</i> from teachingstrings.online/tutorials.html (basic finger patterns for violin OR viola)</p>
14	<p>November 19</p> <ul style="list-style-type: none"> • Peer teaching • Error detection • Improving intonation for beginning students <p><i>Begin working on your Digital Binder!</i></p>	<p>November 21</p> <ul style="list-style-type: none"> • Stretching and injury prevention (and why it’s important to teach this in the classroom) • Refining Instrument Position

15	<p>November 26</p> <ul style="list-style-type: none"> • Repertoire and scale review <p>Read: <u>Hamann & Gillespie</u>, p. 77-79</p>	<p>November 28</p> <p>THANKSGIVING</p>
16	<p>December 3</p> <ul style="list-style-type: none"> • Back to basics day (AKA let's review) <p>Due: <i>Digital binder</i> shared with instructor by class start time.</p>	<p>December 6</p> <p>READING DAY</p>
	<p>FINAL EXAM: <i>Playing and Teaching Final</i> scheduled by appointment before our scheduled final ends on December 9th at 10 pm.</p> <p><i>Please return your instrument as soon as you complete your final.</i></p>	

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