

MUE 2440 Strings Skills I
University of Florida
School of Music

Fall 2021

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

Instructor:

Mrs. Jamie J. Burg

Email: jburg@pky.ufl.edu

Office Hours: by appointment

Course Description

The purpose of this course is to help pre-service music educators 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/or 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, third 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- Additional Required readings will be provided

Essential Elements Book 1 (teacher edition)

Recommend Books (Stings majors might consider these purchases)

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.

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

Benham, S.(2018). *Yes, you can!; Survival guide for teaching strings*. NewYork, NY: Carl Fischer LLC.

Assignments

All assignments are due Sunday at midnight, unless otherwise noted.

Late assignments will not be accepted unless approved by the instructor in emergency situations.

Assignment	Points per Assignment	Total Points
Weekly Playing Checkpoints (14)	8	112
Informal Teaching (3 total) Lesson plan (8 points) Recorded video (4 points) Reflection (12 points)	24	72
Fingering Charts (2)	8	16
Live Playing Checks (2)	30	60
		260

Weekly Playing Checkpoints

These are short video recording assignments will ask you to demonstrate the skills learned during the week. They will be recorded and submitted through Canvas. There will be one assignment per week with some small exceptions.

Live Playing Check

Students will make appointments to complete a brief playing test to demonstrate performance skills. These appointments will be individual appointments during the last week of classes.

Informal Teaching

Students will demonstrate both teaching and assessing another person's skills by planning skills to teach, teaching those skills, submitting a 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. More instructions and specific goals for each of the informal teaching episodes can be found in Canvas. The informal teaching assignments will require you to submit a lesson plan and video. The entire project will be due on the date listed in on Canvas.

Fingering Charts

Students will create fingering charts for notes in I, 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. This assignment will be submitted in Canvas.

Week of:	Weekly Focus	Assignments
8/23	Getting Started: Tuning, pizzicato, by ear	Checkpoint #1
8/30	Left hand focus	Checkpoint # 2
9/6	Right hand focus	Checkpoint # 3
9/13	Combining both hands	Checkpoint # 4 Lesson plan #1
9/20	Developing bow control (speed/weight)	Checkpoint # 5 Teaching Demo #1
9/27	G string & slurs	Checkpoint # 6
10/4	Tetra chords F/ F# & C/C#	Checkpoint # 7 Fingering charts
10/11	Removing 2 nd & 4 th finger tapes	Checkpoint # 8 Lesson plan #2
10/18	Advanced bowing techniques: detache, staccato hooked	Checkpoint #9 Teaching Demo #2
10/25	EE book 2	Checkpoint # 10 Playing test- Midterm
11/1	Tetra chords in 3 rd position Advanced bowing- 3:1	Checkpoint # 11 3 rd position fingering charts
11/8	Vibrato Finger patterns	Checkpoint # 12 Lesson plan #3
11/15	Double stops Vibrato Solo piece introduction- final	Checkpoint # 13 Teaching Demo #3
11/22 Thanksgiving	Review	
11/29	Demos Bowing: Sautille, spiccato, staccatissimo, tremelo, sul taso, ponticello, col legno, Jete (Rigochet)	Checkpoint # 14
12/6	Final playing tests- LIVE	Final playing test

Late Work

Late work will generally not be accepted. 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.

Attendance

Attendance is mandatory for the class and is expected and reflective of professional interest and commitment. **Students will be allowed TWO absences, but for each absence after 2, the student's course grade will be lowered by 5 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. You will be responsible for the work and materials that you missed.

Students are expected to be prompt and ready to begin at the designated start time. This includes having your instrument tuned 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>

Grading Scale- A standards based grading approach will be utilized. Grades on individual assignment will be reported on a scale from 0-4. See the chart below for specific details.

Mastery Grading	UF Reporting	Percentages
4	A	100-92
	A-	<92-84
	B+	<84-76
3	B	<76-68
	B-	<68-60
	C+	<60-52
2	C	<52-44
	C-	<44-36
	D+	<36-28
1	D	<28-20
	D-	<20-12
0	F	<12-0

Additional information on grades and grading policies is available here:

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

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. Burg during the week (M-F), you can expect a reply within 24 hours (barring any extenuating circumstances).

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 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.bluer.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/>