

Central Washington University

MUS 254C: Upper Strings Methods

T Th 9:00 Choral Rehearsal Room, 1 credit

Instructor: Dr. Bret P. Smith
212 Music Education Building
bpsmith@cwu.edu
(509) 963-1548
Office hours T Th 10-11

Teaching Assistant: Heather Hart
harth@cwu.edu

Course objectives:

- Students will:
- acquire beginning performance skill on upper stringed instruments
 - demonstrate knowledge of the sequence of beginning string technique through compilation of class notes and resources
 - demonstrate knowledge of methods of effective group string instruction (modeling, pacing, diagnostics) through peer teaching and Preparatory Program involvement

Texts:

Required: Bret P. Smith and James O. Froseth (2003). *Do It! Play Strings*, Book 1 (Violin and Viola Student Books with CD). Chicago: GIA Publications. Available at CWU Bookstore, \$7.95 each

Recommended (especially for string principals): *Do It! Play Strings*, Book 1 (Teacher Resource Edition with 3 CDs). May be available at CWU Bookstore, \$55, or at www.giamusic.com

Supplementary material to be chosen from:

Allen, Gillespie, and Hayes. *Essential Elements for Strings*, Book 1 (Hal Leonard).
Dillon, Kjelland, and O'Reilley. *Strictly Strings*, Book 1 (Highland Etling).
Fischbach and Frost. *Artistry in Strings*, Book 1 (Kjos).
Frost and Anderson. *All for Strings*, Book 1 (Kjos).
Phillips and Dabczynski. *String Explorer*, Book 1 (Highland Etling).
Suzuki Violin/Viola School, Book 1 (Suzuki Method International).

Students will be advised to begin to acquire a library of string-related materials, for example:

Klotman, Robert (1996). *Teaching Strings*, (2nd ed.). New York: Schirmer.
Rolland, Paul (1959). *Basic Principles of Violin Playing*. Reston, VA: ASTA with NSOA
Rolland, Paul and Marla Mutschler (1974, rev. 1986). *The Teaching of Action in String Playing*. Reston, VA: ASTA with NSOA.

Grading

- 30%- unit performance grades
- 20%- final jury (December 5, 10-12 am)
- 20%- compiled class notes
- 20%- attendance and participation
- 10%- Preparatory Program observation/coaching

91+ = A, 81-90=B, 71-80=C, 61-70=D, below 61=F

Performance grades will be assigned on the basis of three playing skills checks throughout the semester. The final jury consists of an individual solo performance of an assigned piece. Class notes will be reviewed at the end of the term, and graded on completeness, clarity, and accuracy.

Regular and punctual attendance is assumed. The progress of the class as a whole depends on individuals keeping up. No extraordinary efforts will be made to accommodate those who appear unable to organize their time to permit regular class attendance.

Class Notes

Students will produce a notebook compilation of class notes and other materials and handouts. This notebook will be organized in three sections: left hand sequence, right hand sequence, and ear training. Information for this notebook will be delivered through in-class lectures, extrapolated from student's experience in class lessons, and gathered from outside sources.

This notebook must be:

- “camera ready”—suitable for publication
- word processed without errors of spelling or structure
- organized by heading but not page number
- complete with table of contents
- no loose materials
- constructed so it may be added to

Use of a word processor (such as Microsoft Word) that supports “outlines” is highly recommended. It is also suggested that each topic area be saved as a separate file to facilitate access and future revision. Don't forget to **BACK UP YOUR DATA!**

Instructional Sequence

Students will approach skills on upper string instruments in accordance with the following general sequence:

Unit 1:

<u>General Knowledge</u>	<u>Left hand</u>	<u>Right hand</u>	<u>Performance Grade</u>
instrument address	posture	pizzicato	3-note tunes
string names	format and mobility	bow hold	rhythm patterns
bow basics	first patterns	roots of détaché	
instrument care		bow lift and hook	

Unit 2:

Suzuki philosophy 1 octave G, D, C	mobility 6-note tunes	string changes direction changes the developed détaché stroke	6-note tunes
---------------------------------------	--------------------------	--	--------------

Unit 3:

2 oct. C major	chrom. alterations octave tunes finger logic	slurs aattack strokes dynamics	octave tunes
----------------	--	--------------------------------------	--------------

Unit 4:

2 oct. D major 1 oct. Bb major 2 oct. G major 2 oct. F major	shifting vibrato principles	basic spiccato	more tunes!
---	--------------------------------	----------------	-------------

Preparatory Program Observation/Coaching

You will be required to visit at least one session of Beginning, Silver, or Gold Strings (M, F 4:00-4:45) and write a one-page summary of the class activities, pedagogical goals and strategies, and your reaction to the observation. You are strongly encouraged to participate in the class, and help at the discretion of the director.

Attendance and Participation

Regular and punctual attendance is assumed. Please anticipate scheduling difficulties and let me know. Illnesses and family emergencies are understandable, but conflicts due to poor planning or faulty communication will not be excused. The progress of the class as a whole depends on individuals keeping up. No extraordinary efforts will be made to accommodate those who appear unable to organize their time to permit regular class attendance.

Students will not be penalized because of observances of their religious beliefs. Students will be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment missed in these circumstances. It is the student's responsibility to inform me in advance, and as soon as possible, of any intended absences for religious observances.

Written Assignments, Presentation, and Examination

Central Washington University is dedicated to providing a learning environment of the highest quality for all students. Should you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

The University is an academic community. Its fundamental purpose is the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. While all members of the University share this responsibility, special responsibility for upholding the principle of academic honesty lies with the students.

Definitions

ACADEMIC DISHONESTY: any of the following acts, when committed by a student, constitute academic dishonesty:

CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to cheat, fabricate, plagiarize, etc.

PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.