Student Learning Outcomes
This course is intended to provide a practical understanding of string performance and pedagogy. This understanding will encompass the actual performance and application of problems in teaching beginning string classes in public schools, private instruction and/or conducting a public school orchestra. Emphasis will be placed on playing ability and diagnostic techniques utilized as well as information from required readings. Consistent outside practice and reading is required and necessary for success in this class. Regardless of prior experience, students are expected to learn the course content and show progress from their entry-level skill.

I. Text
Allen, M., Gillespie, R. and Tellejohn-Hayes, P.
*Essential Elements 2000 for Strings Book I Teacher Edition*
Hal Leonard Publishing Co. 2002 – Milwaukee, WI
ISBN: 0-634038168

II. Objectives
a. To demonstrate fundamental technical skills on one stringed instrument and introductory knowledge of another.
b. To develop accurate diagnostic and correctional skills for teaching basic posture, position and performance techniques in string playing.
c. To develop effective strategies for group teaching at the beginning level as would normally be encountered in school settings.
d. To acquire non-verbal teaching skills applicable to any string teaching situation.
e. To acquire background knowledge in recommended instructional scope and sequence for teaching a balanced string program consistent with the National Standards.
f. To start a professional library and resources list in the content area.
g. To develop confidence in the ability to play and teach stringed instruments in group settings at the beginning level.

III. Grading (see Rubric also)

a. Performance tests 20 % (2 @ 10%)
b. Written tests and assignments 20 % (2 @ 10%)
c. Final Project 10 %
d. Class Participation 20 %
✓ positive and professional attitude
✓ equipment, instrument, materials, etc. to class
✓ full participation in discussion, playing etc.
✓ full attendance
✓ Teach-ability

e. Notebook 10%
f. Exam 20%

IV. Attendance Policy
You must have all materials (instrument, book and notebook)
with you to be considered present
2 absences free- please let me know if you have to miss class
2 tardies = one absence, beyond 2 absences, final grade lowered one
degree for each absence (e.g. B+ to B etc.)
Excused absences are at the discretion of the instructor and require
documentation
Excessive absences are grounds for being dropped regardless of the
reason

V. Procedures

a. Each student will be assigned an instrument in usable condition for
the semester.
b. Students will have their instruments, chairs and stands ready at the
beginning of each class time.
c. Each class period will include rote work, technical exercises and
lectures.
d. The class will be divided into semi-equal sections of violins, viols,
cellos and basses. The students will switch instruments after mid-
term.

GUIDELINES FOR STRING TECHNIQUES COURSE NOTEBOOK

✓ Typed notebooks will receive 5 pts extra credit.
✓ Notes from lectures and readings should be included.
✓ Numbering the pages is optional- but helpful to reader.
✓ Use tabs (dividers) for topic headings in notebook order.
✓ Place articles and pedagogy notes under corresponding tabs.
✓ Use any acceptable outline form for organizing lecture and
pedagogy notes.
✓ Contents of the notebook should be complete and accurate
✓ Correct spelling.
✓ Appearance should be neat; no smudges, ripped pages, etc.
✓ Place all materials in the categories below.
TABLE OF CONTENTS FOR STRING TECHNIQUES COURSE NOTEBOOK

Right Hand Techniques (List all right hand techniques separately under the right hand tab.)
- How to teach pizz, bow hold on pencils, on bows
- Orchestral bowings
- Problems and strategies to fix
- Separate sections for upper and lower strings

Left Hand Techniques
- Initial set up - how to teach - touch points
- Problems and strategies to fix
- Vibrato/shifting
- Separate sections for upper and lower strings

Orchestra Curricula-
- Hand outs, Graded Chart of levels

Recruiting - hand outs

Evaluation
- All playing and written tests,
- Test critiques and comments about 10 min. teaching lessons
- Evaluations of Method Books - at least 3

Miscellaneous Articles
- Teaching tuning
- How to practice

Observations - include your write ups of your observations of any orchestra classes

Completed Project - “Prelude” from Leyden Serenade for strings-

CLASS SCHEDULE AND ASSIGNMENTS
(subject to change)

Week 1 January 15 and 17
Paper work, Syllabus, Classroom set up, Expectations, Instrument check out,
Posture, Position, Classroom set up, Left hand shape, Parts of instrument

Week 2 January 22 and 24
EE (Essential Elements Manual pp. 10 – 36)
Tuning up, Instrument handling, Open string work, Tone production principles,
Tuning skills, Bow Hold - pencils and bows
Read and play from EE

Week 3 January 29 and 31
Advanced Reading: EE pp. 37 – 71 read and play through
Pizz. Practice- D major notes, Left hand shape, finger patterns, reading notes
(teaching), tunnels, 4th finger rule
Read and play from EE
Written Test I (10%)
Parts of the instrument, Care of the instrument, Posture and instrument position
Notation for open strings (both instruments)

Week 4 February 5 and 7
Advanced Reading: EE pp. 72 – 101 read and play through
Teaching Bow holds, pizz. D major pieces, Bowing open strings, Open String Cycle, D major pieces
Read and play from EE

Week 5 February 12 (No class on Feb. 14)
Advanced Reading: EE pp. 102 – 127
Building technical ability, 8th notes, bow speed, placement, left hand pizz. Harmonics
Read and play from EE

Performance Test I (10%)
Merrily We Roll Along
Open String Cycle
Performance Diagnosis and Prescription

Week 6 February 19 and 21
Advanced Reading: EE pp. 128 – 150
G String, ties, slurs,
Read and play from EE

Week 7 February 26* and 28*
Advanced Reading: EE pp. 151 – 185
Changing finger patterns, (low 2), slurring 3 notes, Changing keys, Staccato
Read and play from EE

Written Test II (10%)
Hand position description
Notate finger patterns and scales
Bowings- detaché, louré, spiccatò, staccato

Week 8 March 5* and 7*
Advanced Reading: EE pp. 186 – 215
Reading c and f, C major, E string (vlns.), hooked bows, dynamics
Read and play from EE
Review for Midterm Test

SPRING BREAK-March 11-15

Week 9 March 19 and 21
Midterm Test (10%)

*Performance Test II*
- Mary Lost..., d minor arco
- 1-2 Finger Pattern
- Ode to Joy arco
- Glue bow/feather bow cresc. decresc

Switch Instruments- Review, adjust
Read and play from EE

**Week 10**  March 26 and 28
Selecting a Method Book – Analysis of various method books
Advanced Skills: Shifting, Vibrato, Extensions
Practice Peer Teaching Sessions
Read and play from EE
**Tuning Quiz**

**Week 11**  April 2 and 4
Recruiting
Written Lesson Plan due-choose either shifting or vibrato
Prepare for **Performance test III**
Read and play from EE

**Week 12**  April 9 and 11
Read and play from EE
**Performance Test III**
- Twinkle Variations, spiccato, staccato, loure’, martele’

**Week 13**  April 16* and 18*
Whole Bows, Mary in Key of Eb (extended half position)
Read and play from EE
Perform individually and critique as a class-
  - D Major scale, slurring 2 quarter notes to a bow at mm. 100

**Week 14**  April 23* and 25
*Peer 10 minute Lesson Day* – Choose from the following: vibrato, shifting, bowing styles, cresc-decresc, glue-feather, bow hold, how to tune, instrument/bow hold, finger pattern changes

**Week 15**  April 30 and May 2*
Read and play from EE
Last week of instruction
Review for written and playing exams

*Final Project Analysis due April 30*

*Exam*  written and playing
Music Department Mission Statement
The Music Department of Texas A&M-Commerce promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

University Statements
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Student’s Guide Handbook, Policies and Procedures, Conduct.)

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Room 132 Gee Library
Phone (903) 886-5150 or (903) 886-5835; fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu