

Class Strings

Music 106

Instructor:
Office:
Telephone:
E-Mail:
Office Hours:

Required Texts:

Grunow, R., Gordon, E., & Azzara, C., *Jump Right In: Revised Teacher's Guide for Strings Book 1 and 2*

Grunow, R., Gordon, E., & Azzara, C., *Jump Right In: The Instrumental Series – Violin CD 1* (CD only)

Grunow, R., Gordon, E., & Azzara, C., *Jump Right In: The Instrumental Series – Violin CD 2* (CD only)

Lamb, N. & Cook, S. (2002). *Guide to Teaching Strings*. New York: McGraw-Hill.

Suggested Texts:

Hamann, D. & Gillespie, R. (2004). *Strategies for Teaching Strings*. New York: Oxford University Press.

Course Description:

This course is designed to teach the basics of string technique, pedagogy, and literature. You will become players and teachers of the violin, viola, bass, and cello. You will gain understanding of the efforts and limitations your students will likely experience learning and playing these instruments. You will gain awareness of resources and materials in the string area and you will be able to relate this to other areas. As future music teachers, it is imperative that you feel comfortable with basic string techniques.

Course Goals:

- 1) To develop an understanding of how we learn when we learn music.
- 2) Demonstrate knowledge of the physical characteristics and functions of the parts of the strings instruments.
- 3) Demonstrate the basic care and maintenance techniques for the string instruments.
- 4) To develop a fundamental understanding of the principles to good playing.
- 5) To develop skills in applying the principles in a teaching situation.
- 6) To develop familiarity with string instrument methods and materials.
- 7) Demonstrate and properly describe the proper method of holding each instrument and bow in the string family.

- 8) Describe and demonstrate basic bowing terms and guidelines.
- 9) Describe and demonstrate basic finger patterns used by each instrument.
- 10) Tune each instrument quickly.
- 11) To develop performance skills.
- 12) To demonstrate an understanding of how to arrange music for an elementary string class.
- 13) To develop understanding of research literature and professional journals as it relates to the practical application of teaching string instruments.
- 14) Compile an organized and useful notebook containing all class handouts and notes.

String Websites of Interest:

String Music Teachers Association – www.astaweb.com

Suzuki Association of the Americas – www.suzukiassociation.org

Gordon Institute for Music Learning – www.giml.org

String Pedagogy Notebook – www.uvm.edu/~mhopkins/string

www.cmeabaysection.org/resources.html

www.ithica.edu/music/strings/links_instruments.html#violin

www.iustringstech.com/links.htm

www.tim.griffins.ca/writings/cello-links.html

<http://www.centrum.is/hansi/>

Course Schedule:

Week 1

Course Overview; Introduction to String Instruments; Audiation; Music Aptitude; Music Learning Theory

Readings:

Grunow, Gordon & Azzara: pp 12-29; A Note to Parents, pg. 281

Lamb & Cook, *Introduction to the String Instruments*

Harper, *Frequently Asked Questions About MLT* (Handout)

Grunow, *MLT: A Catalyst for Change in Beginning Instrumental Music Education* (Handout)

Hamann & Gillespie, *The String Instrument Family* (Handout)

Peer Teaching; Sizing; Parts of Instruments/Bow; Posture and Instrument Position; Bow hold; Articulation; Care and Maintenance

Readings:

Grunow, Gordon & Azzara: Care and Maintenance, pp 305-308;

Right Hand Pizzicato, p 248; Right Hand Executive Skills, 245-248;

Articulation, pp 250-253

Lamb & Cook, *Care and Maintenance of String Instruments*

Liperote, *Audiation for Beginning Instrumentalists: Listen, Speak, Read, Write* (Handout)

Norman, *Developing Thinking Musicians in Instrumental Music* (Handout)

Hamann & Gillespie, *Determining Proper Instrument Sizes*
(Handout)

Assignment:

Learn to sing songs/bass lines and tonal/rhythm patterns Track 1 – 16 (Learn aurally – no notation)
Compose and perform a song for the open D string (pizzicato)
Demonstrate at least three of the exercises for right hand executive skills found in reading
Prepare to peer teach Unit 1, Section A; Unit 1, Section B

Week 2

Music Learning Theory; Teaching a Rote Song; Movement and Rhythm Readiness; Pattern Instruction

Readings:

Grunow, Gordon & Azzara: pp 29 -36; Rote Songs 241-243;
Teaching Mode/Evaluation Mode 241; Coordination with Rhythm
Readiness activities 243-245; Tonal Patterns 253-254
Waddell, *Teaching a Rote Song* (Handout)

Assignment:

Prepare to peer teach the following songs and their root melodies using Rote Song Procedure
Major Duple; Hot Cross Buns; Minor Duple; Sleep Baby Sleep
Prepare to peer teach the entire rhythm coordination sequence (pg 244).
Prepare to peer teach the tonal patterns on pp 48-49 at the aural/oral and verbal association levels.

Peer Teaching; Left Hand Executive Skills; Playing with the Bow

Readings:

Grunow, Gordon & Azzara: Left Hand Executive Skills, 248-250;
Lamb & Cook, *Techniques that Apply to All String Instruments*
Hamann & Gillespie, *Beginning String Class Instruction* (Handout)

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 16
Perform songs/bass lines tracks 1 – 16
Sing songs/bass lines and tonal/rhythm patterns tracks 17-33 and Musical Enrichment Songs Tracks 94-97
Prepare to peer teach Unit 2, Section A; Unit 2, Section B

**Review of Journal Article Due
(String Instruction in Early Childhood)**

Week 3

Peer Teaching; Right Hand Pizzicato; Bow Lift; Playing Familiar Songs Using Different Do's

Readings:

Grunow, Gordon & Azzara: Rhythm Patterns, pp 256-258

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 33

Perform songs/bass lines tracks 1 – 33 and *Sleep Baby Sleep* (track 94)

Sing songs/bass lines and tonal/rhythm patterns tracks 34-55 and Musical Enrichment Songs Tracks 94-97

Prepare to peer teach Unit 3, Section A; Unit 3, Section B

Peer Teaching; Slurred Staccato

Readings:

Grunow, Gordon & Azzara: Verbal Association: Proper Names - Tonal, pp 258-260; Teaching Procedures for Tonal Pattern Echoes – Playing, pp 260-261; Slurred Staccato, pp 250-251; Procedures for Teaching Musical Enrichment, pp 262-263

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 55

Perform songs/bass lines tracks 1 – 55; *Sleep Baby Sleep* (track 94); *London Bridge* (track 95); *Amazing Grace* (track 96)

Perform songs above on G-Do and C-Do

Perform songs from above using connected and separated styles of articulation

Sing songs/bass lines and tonal/rhythm patterns tracks 56-73 and Musical Enrichment Songs Tracks 94-97

Prepare to peer teach Unit 4, Section A; Unit 4, Section B

Week 4

Peer Teaching; Improvisation - Singing

Readings:

Grunow, Gordon & Azzara: Improvisation: Tonal Patterns - Singing, pg. 263

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 73

Perform songs/bass lines tracks 1 – 73; *Sleep Baby Sleep* (track 94); *London Bridge* (track 95); *Amazing Grace* (track 96)

Perform songs above on G-Do and C-Do
Perform songs from above using connected and separated styles of articulation
Sing songs/bass lines and tonal/rhythm patterns tracks 74-80 and Musical Enrichment Songs Tracks 94-97
Prepare to peer teach Unit 5, Section A; Unit 5, Section B

Peer Teaching; Improvisation – Playing; Minor Tonality Finger Patterns

Readings:

Grunow, Gordon & Azzara: Improvisation: Tonal Patterns – Singing and Playing, pg. 263; Improvisation: Rhythm Patterns – Chanting and Playing, pg. 264; Verbal Association: Proper Names – Rhythm, pg 261

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 80
Perform songs/bass lines tracks 1 – 80; *Sleep Baby Sleep* (track 94); *London Bridge* (track 95); *Amazing Grace* (track 96)
Perform songs above on G-Do and C-Do
Perform songs from above using connected and separated styles of articulation
Sing songs/bass lines and tonal/rhythm patterns tracks 81-93 and Musical Enrichment Songs Tracks 94-97
Prepare to peer teach Unit 6, Section A; Unit 6, Section B

Week 5

Peer Teaching; Partial Synthesis Skill Level; Improvisation

Readings:

Grunow, Gordon & Azzara: Verbal Association: Proper Names – Rhythm, pg. 261; Improvisation: Rhythm Patterns – Chanting and Playing, pg 264; Partial Synthesis, pp 264-266; Improvisation: Combining Tonal and Rhythm, pp 267-270

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 93
Perform songs/bass lines tracks 1 – 97
Perform songs above on G-Do and C-Do
Perform songs from above using connected and separated styles of articulation
Improvise (vocally & instrumentally) new melodies using bass lines to *Major Duple* (track 2); *Hot Cross Buns* (track 6); *Minor Duple* (track 9); *Mary Had a Little Lamb* (track 14); *Major Triple* (track 20)
Prepare to peer teach Unit 7, Section A; Unit 7, Section B

Peer Teaching; Improvisation; Symbolic Association Skill Level; Composite Synthesis Skill Level

Readings:

Grunow, Gordon & Azzara: Symbolic Association, pp 270-271, 272-273, 275-276, 277; Composite Synthesis, pp 272, 273-277, 277-279
Hamann & Gillespie, *Practical Approaches to Teaching Improvisation in the School Orchestra* (Handout)

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 93
Perform songs/bass lines tracks 1 – 97
Perform songs above in Minor Tonality (if originally in Major) or Major Tonality (if originally in Minor)
Perform songs from above using connected and separated styles of articulation
Improvise (vocally & instrumentally) new melodies using bass lines to *Major Duple* (track 2); *Hot Cross Buns* (track 6); *Minor Duple* (track 9); *Mary Had a Little Lamb* (track 14); *Major Triple* (track 20)
Prepare to peer teach Unit 8, Section A; Unit 8, Section B

**Review of Journal Article Due
(Developing Intonation in String Players)**

Week 6

Peer Teaching; Reading Tonal Notation; Reading Rhythm Notation

Readings:

Grunow, Gordon & Azzara: Ensemble Performance, pp 274-275

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 93
Perform songs/bass lines tracks 1 – 97
Perform songs above in Dorian and Mixolydian Tonalties and change meter
Perform songs from above using connected and separated styles of articulation
Improvise (vocally & instrumentally) new melodies using bass lines to *Twinkle, Twinkle* (track 29); *Pierrot* (track 47); *Go Tell Aunt Rhody* (track 55); *Down By the Station* (track 61); *Minor Triple* (track 38)
Prepare to peer teach Unit 9, Section A

Midterm Exam

Week 7

Observation/Participation (participating schools TBA): Spend two hours observing/participating in school string program (may do two one-hour blocks or one two-hour block depending on school schedule. (No class meeting at RIC)

Assignment:

Field Log – Instructions will be given prior to your visit

Peer Teaching; Teaching Enrhythmic Reading

Readings:

Grunow, Gordon & Azzara: Enrhythmic Reading, pp 276-277;
Creativity: Melodic Patterns – Singing and Playing, pp 278-279

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks
1 – 93

Perform songs/bass lines tracks 1 – 97

Perform songs from above using connected and separated styles of articulation

Improvise (vocally & instrumentally) new melodies using bass lines to *Twinkle, Twinkle* (track 29); *Pierrot* (track 47); *Go Tell Aunt Rhody* (track 55); *Down By the Station* (track 61); *Minor Triple* (track 38)

Prepare to peer teach Unit 9, Section B

Week 8

Peer Teaching; Writing Notation

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks
1 – 93

Perform songs/bass lines tracks 1 – 97

Perform songs from above using connected and separated styles of articulation

Improvise (vocally & instrumentally) new melodies using bass lines to *Twinkle, Twinkle* (track 29); *Pierrot* (track 47); *Go Tell Aunt Rhody* (track 55); *Down By the Station* (track 61); *Minor Triple* (track 38)

Prepare to peer teach Unit 10, Section A

Peer Teaching; Reading Rhythm Notation – D/E Functions

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks
1 – 93

Perform songs/bass lines tracks 1 – 97

Perform songs above in Phrygian and Lydian Tonalities and change meter

Perform songs from above using connected and separated styles of articulation

Improvise (vocally & instrumentally) new melodies using bass lines to *Twinkle, Twinkle* (track 29); *Pierrot* (track 47); *Go Tell Aunt Rhody* (track 55); *Down By the Station* (track 61); *Minor Triple* (track 38)

Prepare to peer teach Unit 10, Section B

Review of Journal Article Due (Teaching Improvisation in String Class)

Week 9

Peer Teaching; Reading Tonal Notation in Minor

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 93

Perform songs/bass lines tracks 1 – 97

Perform songs from above using connected and separated styles of articulation

Improvise (vocally & instrumentally) new melodies using bass lines to *Lightly Row* (track 68); *Minor Aunt Rhody* (track 80); *Triple Pierrot* (track 85); *Little Tom Tinker* (track 89); *Baa, Baa, Black Sheep* (track 91)

Prepare to peer teach Unit 11, Section A

Week 10

Peer Teaching; Enrhythmic Reading – D/E Functions

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 93

Perform songs/bass lines tracks 1 – 97

Perform songs from above using connected and separated styles of articulation

Improvise (vocally & instrumentally) new melodies using bass lines to *Lightly Row* (track 68); *Minor Aunt Rhody* (track 80); *Triple Pierrot* (track 85); *Little Tom Tinker* (track 89); *Baa, Baa, Black Sheep* (track 91)

Prepare to peer teach Unit 11, Section B

Peer Teaching; Hooked Bowings; Portato Bowings; Spiccato

Readings:

Grunow, Gordon & Azzara: Bowings, pp 251-252

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 93

Perform songs/bass lines tracks 1 – 97
Perform songs from above using connected and separated styles of articulation
Improvise (vocally & instrumentally) new melodies using bass lines to *Lightly Row* (track 68); *Minor Aunt Rhody* (track 80); *Triple Pierrot* (track 85); *Little Tom Tinker* (track 89); *Baa, Baa, Black Sheep* (track 91)
Prepare to peer teach Unit 12, Section A

Week 11

Peer Teaching; Shifting; Double Stops; Harmonics; Vibrato

Readings:

Grunow, Gordon & Azzara: pp 252-253

Assignment:

Continue to sing songs/bass lines and tonal/rhythm patterns tracks 1 – 93

Perform songs/bass lines tracks 1 – 97

Perform songs from above using connected and separated styles of articulation

Improvise (vocally & instrumentally) new melodies using bass lines to *Lightly Row* (track 68); *Minor Aunt Rhody* (track 80); *Triple Pierrot* (track 85); *Little Tom Tinker* (track 89); *Baa, Baa, Black Sheep* (track 91)

Prepare to peer teach Unit 12, Section B

Review of Journal Article Due (Health Issues for String Players)

Teaching Composition

Readings:

Grunow, Gordon & Azzara: pg. 224

Assignment:

Write an arrangement for a beginning strings class. The class will perform your composition.

Develop lesson plan for string class composition lesson

Sing songs/bass lines and tonal/rhythm patterns CD for Book Two, tracks 1 – 8

Perform songs/bass lines tracks 1 – 97

Prepare to peer teach Book Two Sample Lesson Plan A and B

Week 12

Peer Teaching; Group Presentations; Arrangement Performances

Assignment:

Develop your own lesson plan (30 minutes of instruction) beginning with page 11 in Students Book Two
Prepare to peer teach your lesson plan

Peer Teaching

Assignment:

Review a string method book: Everyone will be assigned to a string method book (Strictly Strings, Essential Elements, All for Strings, ABC for Strings, Mueller-Rusch String Method, Young Strings in Action, Viva Vibrato, A Rhythm a Week, and more). Handouts will be distributed with suggested areas that should be observed and addressed in your analysis.

Your findings will be presented in class (20 minutes) and you should have a handout (typed) for all class members. The basic introductory information on your handout must contain: title of method book, author(s), level, instrument(s), publisher, and date of publication. Present during class on May 2.

Week 13

Observation/Participation (participating schools TBA): Spend two hours observing/participating in school string program (may do two one-hour blocks or one two-hour block depending on school schedule. (No class meeting at RIC)

Assignment:

Field Log – Instructions will be given prior to your visit

Peer Teaching; Instrument Repair; Purchasing

Readings:

Lamb & Cook, *Selecting Instruments, Bows, and Cases*

Week 14

Review of Method Books; Recruiting

Readings:

Lamb & Cook, *Recruitment for the String Program*

Hamann & Gillespie, *String Instrument Recruitment and Retention*
(Handout)

Field Reports Due
Class Notebook Due

Catch-Up; Discussion of Field Observations; Written portion of **Final Examination**

String Recital Review Due

Finals Week

Performance portion of **Final Examination**

Long Term Assignments:

- (1) Class Notebook: You will logically organize all of your class notes and handouts in a 3-ring binder. All information is to be typed not handwritten. The notebook should contain dividers so that information is organized according to topics. Include a table of contents.
- (2) Review of Journal Articles (4 total - string instruction in early childhood, **Due February 7th**; developing intonation in string players, **Due February 7th**; teaching improvisation in string class, **Due March 7th**; health issues for string players, **Due April 7th**): Write two typewritten, double-spaced pages reviewing a journal article, two must be from a research journal, and the others may be from a professional journal. A copy of each article must be attached to the assignment that is handed in. The header for this assignment must include a reference for the article in APA format. All citations within the document must be in APA format. Articles must have been published after 2000, but the instructor if suggested a week prior to the due date will consider exceptions. The 1-2 page written report on the article must include the following:
 - 150-200 word summary of the article
 - How can this information inform your teaching?
 - How did the ideas in this article conform to or defy your expectations?
 - How might you apply the ideas from this article into your teaching?
 - Did the article leave you with any “wonderments” or questions?
 - How has the article piqued your interest for further study (research)?
- (3) Group Presentations: Each group will research and develop a 20-minute presentation on an important 20th-century string educator/musician. Select one of the following educators/musicians for your presentation: Sinichi Suzuki, Paul Rolland, Samuel Applebaum, Kato Havos, Mimi Zweig, Yehudi Menuhin.
- (4) Folk Song Arrangement: Arrange a simple folk song (one not found in *Jump Right In*) for a beginning strings class. Your arrangement should include 1) the melody, 2) two countermelodies, 3) a bass line, and 4) a part for improvisation. Be prepared to teach it to the class.
- (5) Field Experience Log: Following each field experience, you will write up your observations. You will receive specific directions regarding how to write them. Both observations are **due May 7nd**. Be prepared to share your observations and experiences.

(6) Review one string recital or performance (may use 091): Write a short (one page typed and double-spaced) reaction paper based on the knowledge you have gained during this course. Some hints: posture, bow strokes, other right hand techniques, vibrato, shifting, thumb position, etc. Wait until after the midterm to observe.

Quizzes

You will periodically have a quiz on pertinent information (written and vocal and/or instrumental performance). Some quizzes you will know about in advance, others will be pop quizzes.

Grading Policy:

Assignments	30%
Midterm Exam	30%
Final Exam	30%
Quizzes	5%
Notebook	5%