

12-1-90

12-1-90

12-1-90

Item	Description	Amount	Account	Source	Comments
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

THE GREAT SEAL OF THE STATE OF TENNESSEE

SYLLABUS OF RECORD

I. Catalog Description

MUSC 403/503 Practicum in String Pedagogy 1c-0l-0-1cr 1 class hour
0 lab hours
variable credit 0-1 credit

**(N.B. there is a separate syllabus for MUSC 503; this syllabus is
only for the undergraduate level)**

Prerequisites: FBI, Act 34, and Act 151 clearances, approval of instructor

Practical applications of string methods and string pedagogy techniques for instruction in hands-on teaching experiences in individual and ensemble settings. Emphasis will be on sequential instruction and reflective assessment of teaching techniques and goals.

The learning objectives are:

- 1. To stimulate thinking concerning the role of music and music instruction in the lives of children and the responsibilities of the music teacher in developing goals and objectives of music education at the pre-college level.**
- 2. To organize and synthesize knowledge of string music pedagogy in relation to individual and ensemble instruction.**
- 3. To develop skills in the assessment of student behavior and in the arrangement of hierarchical instructional sequences for successful learning experiences in individual and ensemble instruction.**

III. Course Outline – 14 class hours

A. Characteristics of Effective String Teachers

(1 class hour)

B. Recruitment Activities & Advocacy for String Music Programs

(2 class hours)

IV. Evaluation Methods

The final grade will be determined as follows:

Rehearsal Techniques Lab for String Ensemble Class (in-class)

Students will 1) select objectives and repertoire appropriate for a string ensemble.

Press, 1990.

Suzuki, Shiroichi. *The Suzuki Concept*. San Francisco: Diablo Press, 1984.

Young, Phyllis. *Playing the String Game: Strategies for Teaching Cello and Strings*. 6th ed. Austin, TX: University of Texas, 1997.

Young, Phyllis. *The String Play: The Drama of Playing and Teaching Strings*. Austin, TX: University of Texas Press, 1986.

Course Analysis Questionnaire

Section A: Details of the Course

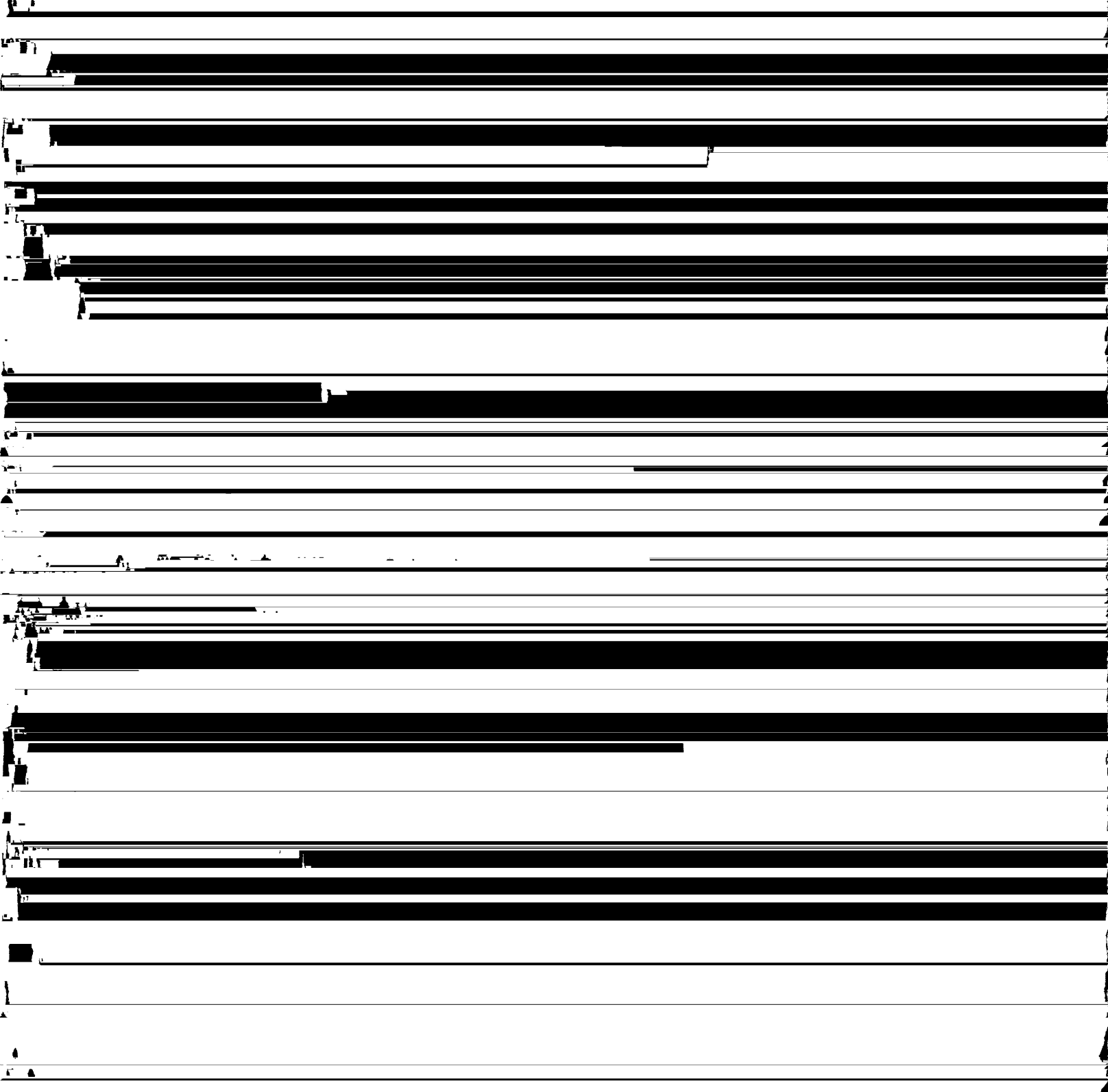
A1 This course fits into the IUP String Project, an outreach string music education program for the Indiana community and a teacher-training program for IUP music students.

Section B: Interdisciplinary Implications

- B1 This course will be taught by one instructor in the Music Department.
- B2 The course content is particular only to the Music Department.
- B3 This course will not be cross-listed with other departments.

Section C: Implementation

C1 Faculty resources are adequate to teach this class. Name of faculty member: _____



SYLLABUS OF RECORD

MUSC 403/503: Practicum in String Pedagogy

(N.B. there is a separate syllabus for MUSC 403; this syllabus is only for the graduate level)

Dr. Linda Jennings

Catalog Description

1 class hour
0 lab hours
1-0-0-1-0

~~MUSC 503 Practicum in String Pedagogy~~

variable credit 0-1 credit

Prerequisites: FBI, Act 34, and Act 151 clearances, approval of instructor

Course Description

Practical applications of string methods and string pedagogy techniques for instruction in hands-on teaching experiences in individual and ensemble settings. Emphasis will be on sequential instruction and reflective assessment of teaching techniques and goals.

Course Objectives

Students completing this course will be able to:

1. Think critically about the role of music and music instruction in the lives of children and the responsibilities of the music teacher in developing goals and objectives of

Suzuki, Shinichi. *Suzuki Instrumental Books 1-10*. Rev. ed. Van Nuys, CA: Alfred Publishing, 2007. (as appropriate for teaching assignments)

~~Young, Phyllis. *Playing the String Come: Strategies for Teaching Call and String*. 6th~~

Evaluation Methods

The final grade will be determined as follows:

10% Reading Summaries

~~Students will be assigned readings on which to reflect and write a short concise~~

student's playing and which is possible to solve by the end of the semester; 5)
identify a problem in teaching skill in each of the following: 1) _____ 2) _____ 3) _____

- d. Structure of Individualized instruction
- e. Teaching students to practice
- 2. Development of lesson plans for teaching assignment

- D. Reflective Teaching: Designing sequential plans for student success (2 class hours)
 - 1. Analysis of student or teacher performance skills
 - 2. Problem solving: Development of a task analysis
 - 3. Self-assessment in success of task analysis

- E. String Pedagogy Topics (3 class hours)
Lecture/Discussion topics will be chosen from the following list:
 - 1. Posture and Balance
 - 2. Left hand techniques
 - 3. Bow techniques
 - 4. Styles of Bow Strokes
 - 5. Shifting Techniques
 - 6. Vibrato
 - 7. Thumb position for the cello and bass

- F. Ensemble Instruction for beginning/intermediate string students (4 class hours)

- a. Differences between individualized and group instruction
- b. Pacing in group instruction
- c. Class Management Skills
- 2. Development of lesson plans for ensemble teaching
- 3. In-class lab practice teaching ensemble groups
- 4. Hands-on field experience teaching String Project Ensemble Classes

G. Culminating Activity: In-class Presentations

- 1. In-class presentation on Task Analysis Project

Dillon, Jacquelyn A. & Kriehbaum, Cecimer P. Jr. *How to Design and Teach*

Successful School String and Orchestra Program. San Diego, CA: Kjos West, 1978.

Galamian, Ivan & Green, Elizabeth. *Principles of Violin Playing & Teaching.* 3rd ed. Englewood Cliffs, NJ: Prentice-Hall, 1999.

Green, Elizabeth. *Teaching String Instruments in Classes.* Rev. ed. Bryn Mawr, PA: American String Teachers Association, 2010.

Harmon, Donald L. and Gillespie, Robert. *Strategies for Teaching String Building*

b. Rationale: The course will be an elective in the Masters of Music Degree program in the Department of Music. The course, a practicum in teaching string pedagogy, will provide

valuable hands on training for masters students with an emphasis in music education or in

performance. Typically, a high percentage of masters students specializing in string

g. See attached printouts for documentation of graduate practicum courses in string

pedagogy.

- University of South Carolina, MUED 533, Practicum for Methods in String Instruction I, 1 credit
- University of Wisconsin Madison, MUSC 545, Practicum in String Pedagogy, 2 credits
- Temple University, 9587. Practicum: String Pedagogy, 2 credits

h. No, this course is not required or recommended by a professional or accrediting organization.

3. Implementation

i. Faculty resources are adequate to teach this class. No new faculty member is

f Miscellaneous: No additional information

Catalog Description:

MUSC 503, Practicum in String Pedagogy

1 class hour

0 lab hours

Variable credit 0-1

Practical applications of string methods and string pedagogy techniques for instruction in hands-on teaching experiences in individual and ensemble settings. Emphasis will be on sequential instruction and reflective assessment of teaching techniques and goals

Prerequisites