

9824b DMA String Pedagogy Winter 2024

Instructor

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Course Description

An examination of the principles supporting the teaching of bowed string students. We shall explore:

- communication and relationships between teacher and student
- the teaching of physical setup, the principles of sound production
- playing techniques for both arms, interpretation and performance preparation.

We shall use manuals by established string teachers (see "Texts" below) as points of reference.

Attendance is mandatory.

Learning Outcomes

After they are finished this seminar, I wish for students to:

- have greater exposure to ideas on how to organize their teaching
- how to choose which ideas to embrace
- have a greater appreciation for the complexity of teaching
- to understand, organize and communicate that complexity as clearly and simply as possible.

SEMINAR 1 Jan. 9

Introduction

Individual Stories of Studying and Teaching

Rationale for Teaching and Playing

Communicating as a Teacher

Assignment #1 Chart of Interrelationships between arm, rest of body, and instrument (angles, shapes, sensations)

Due January 22

10% of Grade

SEMINAR 2 Jan. 16

Finding instrument/Bow

Buying instrument/Bow

Planning a Lesson

Room Setup

Posture, Chair

Mobility

Where Instrument Meets Body

Hands Separate or Together?

SEMINAR 3 Jan. 23 Bow Arm

Going over Assignment #1

Deadline for obtaining (not seeking!) permission from a studio instrumental or voice instructor to attend one of their lessons (Assignment #2 due February 6)

Assignment #2 A 3-page account (double-spaced, 12-point font) with observations from a Western instrumental or voice studio instructor's lesson

Due February 6

10% of Final Grade

Sequence of Items:

- bow hold
- arm (fingers, wrist, forearm, elbow, upper arm, shoulder)

SEMINAR 4 Jan. 30

Assignment #3 Paper Topic Possibilities: A comparison of two books of etudes, methods or exercises (logic? Sequence? What do they cover?)

5 Pages Double-Spaced, 12-point type

Strokes (Sevcik, Schradieck, Dounis, other manuals?)

Open Strings

SEMINAR 5 Feb. 6 Left Arm

Assignment #2 Due

Deadline for Declaration of Assignment #3 Paper Topic

Fingers/thumb; wrist, forearm, elbow, shoulder

Intonation

Sequence of Items:

-same Position Same String

-same Position Different String

SEMINAR 6 Feb. 13 Left Arm

Deadline for "student" to inform "teacher" of scales, arpeggios, etudes and studies they will play for March 5

Shifting (same string different position) Sevcik, extra notes, preparation, pulse

Vibrato

SEMINAR 7 Feb. 27 Scales, Arpeggios, Double Stops (Intonation Systems, Bowings, Rhythms, Different Scale Systems), Etudes, Studies

Paper Due

30% of Final Grade

SEMINAR 8 March 5 Lessons #1: Scales, Arpeggios, Double Stops, Etudes, Studies

30-minute lessons with seminar participants teaching other

SEMINAR 9 March 12 Interpretation

Deadline for "student" to inform "teacher" of one or two pieces (unaccompanied; not part of their regular year of study) they will play for March 26

Selecting Repertoire

Score Study (For Score)

Bowings and Fingerings

SEMINAR 10 March 19 Performing

Psychology

Drawing on non-repertoire exposure

Memorizing

SEMINAR 11 March 26 Lessons #2: Repertoire

30-minute lessons with seminar participants teaching each other

SEMINAR 12 April 2

Presentations (Based on Paper Topic) 20%

Paper Presentations/Paper Feedback

GRADE BREAKDOWN

Assignment 1	10%
Assignment 2	10%
Assignment #3 Paper	30%
Presentation of Assignment #3 Paper	20%
Participation	20%
Attendance	10%

TEXTS

IN MUSIC LIBRARY On 3-Day Reserve

Galamian, Ivan;; Neumann, Frederick. *Contemporary Violin Technique*, New York: Galaxy, 1966.

MT262.G17

Galamian, Ivan *Principles of Violin Playing and Teaching*. Dover, 2013.

MT260.G35 2013

ON IMSLP (Public Domain in Canada)

Dont *Etudes or Caprices*, New York: Fischer.

Dounis *Daily Dozen*, New York: Harms.

Dounis *Fundamental Technical Studies*, op. 23, Philadelphia: Presser, 1935.

Dounis *The Artist's Technique of Violin Playing*, op. 12

Duport *21 Etudes*, Leipzig: Peters, 1895.

Feuillard *Daily Exercises*, Mainz: Schott, 1919.

Flesch *Das Skalensystem*, Berlin: Ries and Erler.1926.

Kreutzer *40 (42) Etudes or Caprice*, New York: Schirmer, 1894.

Piatti *12 Caprices*, Moscow: Muzgiz, 1959.

Popper *High School of Cello Playing*, op. 73, Leipzig: Hofmeister, 1901.

Rode *24 Caprices*, New York: Schirmer.

Schradiack *School of Violin Technics, Books 1-3*, New York:Schirmer, 1899.

Enrollment in this course is restricted to graduate students in the Doctor of Musical Arts program.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic offence, as found at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Statement on Health and Wellness

Students who are in emotional or mental distress should refer to Mental Health Support for a complete list of options about how to obtain help." <https://www.uwo.ca/health/psych/index.html>

Statement on Medical Accommodation (adapted from the Senate policy on Academic Consideration for Medical Illness–Undergraduate Students: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf)

- The Graduate Program in Music recognizes that a student's ability to fulfill academic responsibilities may, on occasion, be impaired by illness or injury. To ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's course grade shall be granted only in cases where there is documentation indicating that the student could not reasonably be expected to meet the academic responsibilities. Documentation shall be submitted, as soon as possible, to the office of the Associate Dean (Graduate Studies), not to the course instructor.
- Students with special learning needs or other circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be considered.

Accessible Education Western

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519-661-3568.

Statement on the Use of Plagiarism-checking Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, <https://www.turnitin.com/>

Accommodation on Medical or Compassionate Grounds

According to Senate policy, it is the instructor's responsibility to determine if and how work missed due to medical or compassionate grounds will be accommodated. Whether or not medical documentation is required when the work is worth less than 10% of the final grade is at the discretion of the instructor. If work missed because of medical or non-medical reasons is worth more than 10% of the final grade, documentation is required. Any documentation, when required, is processed through the Office of the Associate Dean (Graduate Studies), and should be sent directly to this office, not to the instructor. Instructors are encouraged to contact the Associate Dean (Graduate Studies) if they have concerns about student absences or other matters that may be affecting a student's academic progress.

Support Services for Students with Disabilities

The University accommodates students with disabilities, subject to not compromising the academic integrity of the course or program. Students with disabilities work with Accessible Education (AEW), which provides recommendations for accommodation based on disability documentation and other considerations. Support Services for graduate students with disabilities can be found here: <https://grad.uwo.ca/resources/regulations/15.html>

Religious Accommodation

When scheduling of course requirements conflicts with religious holidays that require absence from the University or that prohibit or require certain activities on the part of the student, the student will not be penalized for absence because of religious reasons. If a suitable arrangement involving a graduate course cannot be worked out between the student and instructor involved, they should consult the Associate Dean (Graduate Studies).

Further information can be found here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf

Appeals of Academic Decisions

Graduate students may appeal a mark on a particular piece of work, an examination, or final standing in a course. The first step is for the student to initiate informal consultation with the course instructor. If a resolution is not reached the student may appeal to the Associate Dean (Graduate Studies) in writing.

Students may also appeal the ruling of an instructor, a program, or an administrator in any academic matter. Grounds for appeal include: medical or compassionate circumstances; extenuating circumstances beyond the student's control; bias; inaccuracy; and unfairness. Further information about appeals of grades in graduate courses may be found at: <https://grad.uwo.ca/resources/regulations/14.html>

Scholastic Offences

The University has a Scholastic Discipline policy that regulates procedures in the event that a graduate student is suspected of a scholastic offence, most commonly plagiarism or cheating, but also violations of research ethics. It is important to note that while the course instructor will likely investigate the offence, possibly meeting with the student to clarify the issue, it is the Associate Dean (Graduate Studies) who, in consultation with the instructor, assesses penalties for scholastic offences in graduate courses. The Scholastic Discipline policy for graduate students may be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

The School of Graduate and Postdoctoral Studies has developed a mandatory Academic Integrity Module that is designed to help students understand and abide by principles of academic integrity. Further information about this module can be found at: https://grad.uwo.ca/life_community/study/index.html

New doctoral students in Music are required to complete the TCPS 2: CORE-2022 (Course on Research Ethics) in their first term.

Grading Guidelines for Graduate Courses

Below is the grading scale for all programs in the School of Graduate and Postdoctoral Studies. Note that final grades must be numeric.

A 80 – 100%
B 70 – 79%
C 60 – 69%
F 00 – 59%

Please consult the Associate Dean (Graduate Studies) if you have questions about student averages in relation to progression and funding status.

A grade of INC (incomplete) may be used in exceptional circumstances if a student is unable on medical or compassionate grounds to complete the course requirements within the normal time. Grades of INC must be approved by the Associate Dean (Graduate Studies).

Instructors assigning a grade of INC are asked to determine with the student a timeline for completion of the course requirements. A grade of INC will be changed to a numeric grade if the work is completed by the grade submission deadline for the term following the one in which the INC was awarded. If a numeric grade is not submitted by this deadline, the INC automatically becomes a Failure.

