

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-64c	App-4/5/11	App 4/19/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Linda Jennings	Email Address ljenng@iup.edu
Proposing Department/Unit Department of Music	Phone (724)357-2649

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input checked="" type="checkbox"/> MUSC48 ⁵⁰³ Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
<hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"><i>Current Course prefix, number and full title</i></div> <div style="width: 45%;"><i>Proposed course prefix, number and full title, if changing</i></div> </div>	
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other	
<hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"><i>Current program name</i></div> <div style="width: 45%;"><i>Proposed program name, if changing</i></div> </div>	
4. Approvals	
Department Curriculum Committee Chair(s)	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"><i>Matthew R. Bann</i></div> <div style="width: 30%;">Date</div> </div> <div style="text-align: right;"><i>12/16/10</i></div>
Department Chair(s)	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"><i>Jack Stamp</i></div> <div style="width: 30%;">Date</div> </div> <div style="text-align: right;"><i>12/16/10</i></div>
College Curriculum Committee Chair	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"><i>Jack Stamp</i></div> <div style="width: 30%;">Date</div> </div> <div style="text-align: right;"><i>1/4/11</i></div>
College Dean	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"><i>Hubert J. Wood</i></div> <div style="width: 30%;">Date</div> </div> <div style="text-align: right;"><i>2/4/11</i></div>
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"><i>Gail S. Schuist</i></div> <div style="width: 30%;">Date</div> </div> <div style="text-align: right;"><i>4-5-11</i></div>

* where applicable

Received

FEB 8 2011

Liberal Studies

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.**
- 4. To develop skills in the assessment of effectiveness as a teacher and in the arrangement of a sequential plan to improve skills in creating successful learning experiences for students.**

II. Course Outcomes

Students will be able to:

- 1. Demonstrate organizational and communication skills appropriate for a professional music education setting.**
- 2. Design and present a string music recruitment program.**
- 3. Reflect on string pedagogy resources and integrate into individualized and ensemble instruction.**
- 4. Assess performance skills of student(s) in individual and ensemble instruction.**
- 5. Select short-term and long-term goals for student(s) in individual and ensemble instruction.**
- 6. Construct a sequential plan to improve student performance skills in individual and ensemble instruction.**
- 7. Assess own performance as a teacher and create a sequential plan to reach self-designated semester goal(s).**

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)**
Lecture/Discussion topics will be chosen from the following:
 - 1. Advocacy for string music education
 - 2. Elements of a successful recruitment program
 - 3. Class collaboration project: Development of a recruitment program
 - 4. Group presentation of a recruitment program at schools in Indiana
- C. Individualized Instruction for beginning/intermediate string students (2 class hours)**
 - 1. Lectures/Discussion topics will be chosen from the following:
 - a. Methods for starting beginners
 - b. Assessment of student performance levels
 - c. Development of short-term and long-term goals for students
 - 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)**
 - 1. Lecture/Discussion topics will be chosen from the following list:
 - 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: (During Final Exam)**
 - 1. In-class presentation on Task Analysis Project
 - 2. In-class Presentation on String Project Portfolio Project

IV. 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 paragraph that explains 1) the author's fundamental thesis; 2) the positive application of the information to the students' teaching situations; and 3) at least one question generated by the reading.
- 20% **Teaching Assignment #1**
Students will 1) teach 11-12 individual or small-group lessons with students enrolled in the IUP string project as assigned; 2) complete and submit weekly lesson plans for all lessons; 3) submit a Lesson Report Form with parent signatures on assigned dates; 4) submit the Diagnostic Assessment form, including clear statements of instructional objectives for the students and goals for their own teaching, by the third week of instruction (Week Six of the semester); 5) prepare student for performance on the String Project Student Recital, coordinating rehearsals with a piano accompanist if appropriate for student(s); and 6) complete and submit the Semester Student Report form.
- 20% **Teaching Assignment #2 (in-class)**
Students will 1) work in groups with classmates to create objectives and goals for three ensemble classes; 2) submit a lesson plan one week prior to the Ensemble class; 3) teach three 15-20 minute segments of three String Project Ensemble classes; and 4) fill out video evaluation form for each class.
- 10% **Recruitment Program for String Instruments (Group project)**
Students will 1) participate in designing a recruitment program for string programs (in-class) and 2) present the program(s) to grade school, middle school and/or high school students.
- 30% **Choice of one of the following assignments:**
- Task Analysis – Teaching Demonstration and video**
Students will 1) prepare a written task analysis of one aspect of performance/pedagogy for Teaching Assignment #1; 2) videotape a lesson in the first two weeks as a baseline video; 3) fill out the Video Evaluation Form and turn in by week six; 4) identify a specific performance problem that is easily observable in a student's playing and which is possible to solve by the end of the semester; 5) create and submit a Task Analysis (a systematic sequence of tasks) by week seven to remedy the problem. During the final exam time, students will present a video clip recorded in the first two weeks of lesson which clearly demonstrates the problem in the student's playing, discuss how the problem was approached through your task analysis, and present a video clip recorded towards the end of the semester which demonstrates the improvement in the student's performance skills.
- Rubric Assignment**
Students will develop a rubric for assessing a performance skill or a set of performance skills for the student for Teaching Assignment #1. Rubric assignment will be a part of the String Project Portfolio.

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

Students will 1) select objectives and repertoire appropriate for a string ensemble of a grade level of their choice (grades 3-12); 2) plan and conduct a 20-30 minute rehearsal of a string instrumental class; and 3) submit a lesson plan and review of video recording of the rehearsal.

Other Project Designed by Student

Students may design their own project with approval of instructor

10% Final Project: String Project Portfolio

Students will record on a thumb drive all of the assignment materials from the semester (lesson plans for individual and ensemble lessons, video clips, etc). During the final exam time, they will present a short discussion on the challenges and successes they experienced in teaching students over the semester.

V. Grading Scale

A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 59 or below

VI. Attendance Policy

Students are expected to attend class. Attendance will be taken every class period

Excused Absences: Students will be excused from attending class in the following situations:

- Illness accompanied by proper documentation
- University-related activity accompanied by proper documentation
- Family Emergencies accompanied by proper documentation
- Active military due accompanied by proper documentation

VII. Required textbooks, supplemental books and readings

Richards, Cynthia. *How to Get Your Child to Practice without Resorting to Violence*. Orem, UT: Advance Publications, 1985.

Suzuki, Shinichi. *Suzuki Instrumental Books 1-10*. Rev. ed. Van Nuys, CA: Alfred Publishing, 2007.

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

VIII. Special resource requirements

Music instrument (violin, viola, cello or bass) with which to teach.

IX. Bibliography

Auer, Leopold. *Violin Playing as I teach It*. New York: Dover Publications, 1980.

- Boyden, David. *The History of Violin Playing from its Origins to 1761*. London: Oxford Press, 1990.
- Butler, Mimi. *The Complete Guide to Running a Private Music Studio*. Weston, VA: American String Teachers Association, 2001.
- Butler, Mimi. *The Complete Guide to Making More Money in the Private Music Studio*. Self-published by Mimi Butler, 2002.
- Colwell, Richard J. *The Teaching of Instrumental Music*. 4th ed. Englewood Cliffs, NJ: Prentice Hall, 2010.
- Dillon, Jacquelyn A. & Kriechbaum, Casimer B., Jr. *How to Design and Teach a 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.
- Haman, Donald L., and Gillespie, Robert. *Strategies for Teaching Strings: Building a Successful String and Orchestra Program*. 2nd ed. New York: Oxford University Press, 2008.
- Lamb, Norman. *Guide to Teaching Strings*. 7th ed. Dubuque, IA: Wm. C. Brown Publishers, 2002.
- Mantel, Gerhard. *Cello Technique, Principles and Forms of Movement*. Bloomington, IN: Indiana Univ. Press, 1995.
- Rolland, Paul. *Basic Principles of Violin Playing*. Bryn Mawr, PA: American String Teachers Association, 2010.
- Rolland, Paul. *The Teaching of Action in String Playing*, video. Urbana, IL: Rolland String Research Associates, 1974.
- Rolland, Paul, Mutschler, Marla, and Hellebrandt, Frances. *The Teaching of Action in String Playing: Developmental and Remedial Techniques*. 2nd rev. ed. Urbana, IL: Illinois String Research Associates, 2000.
- Starr, William. *The Suzuki Violinist: A Guide for Teachers and Parents*. Miami, FL: Sumy-Birchard Inc., 1999.
- Suzuki, Shinichi. *Ability Development from Age Zero*. Secaucus, NJ: Miami, FL: Sumy-Birchard Inc., 1999.
- Suzuki, Shinichi. *Nurtured by Love: The Classic Approach to Talent Education*. 2nd ed. Miami, FL: Sumy-Birchard Inc., 1999.

Suzuki, Shinichi. *The Suzuki Concept*. San Francisco: Diablo Press, 1991.

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. Since its inception in 2004, the String Project, an official IUP program, has provided a hands-on string instrument teaching experience in individual and ensemble settings. This course will provide a framework in which to incorporate the teacher-training portion of the IUP String Project into the curriculum of the Music Department and will support one of the main missions of the department, that of training future music educators. (The majority of the students in the Music Department are enrolled in the music education degree program.) The course will be open to music students whose primary or secondary instrument is a bowed string instrument. Currently no string pedagogy class or practicum class for string instruction exists in the Music Department curriculum on the undergraduate level. MUSC 155, Class Strings, does cover string pedagogy topics. However, MUSC 155 is a class required of all music education majors and focuses on the development of beginning playing skills on string instruments. The proposed course is designed for students who have advanced playing skills on string instruments and a basic understanding of string pedagogy and focuses on using these skills to teach beginning through intermediate string students. All IUP students involved in the IUP String Project will be required to take this course for each semester that they are involved.
- A2 This course does not require any changes in existing courses or requirements for programs.
- A3 This course is currently being offered for the first time as a Special Topics course in fall 2010 and will be offered as such in the spring 2011 semester. Enrollment is expected to be between 8-10 students each semester.
- A4 Yes, this course will be offered as a dual-level course. The course will be offered as MUSC 403 for undergraduate students and as MUSC 503 for graduate students. The course may be repeated each semester for 0-1 credits.
- A5 This course will be offered for 1 credit or 0 credit. As is the case with large and small ensemble classes in the Music Department, the 0 credit option will be used only in the case that the student is at the 18 credit limit for a semester. The instructor will advise students of this policy during the first class meeting during the first week of classes.
- A6 Yes, practicum courses are offered at other similar institutions. Below is a list of several of these institutions.
- University of South Carolina, MUED 533, Practicum for Methods in String Instruction I, 1 credit
 - University of Wisconsin Madison, MUSC 345, Practicum in String Pedagogy, 2 credits
 - State University of New York at Potsdam, MUSC 340, Practicum in String Teaching, 1 credit
 - Brigham Young University, MUSC 477, String Practicum, 2 credits
- A7 No, a practicum course in string pedagogy is not recommended or required by outside professional organizations.

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. No new faculty member is required. Dr. Linda Jennings, a faculty member of the IUP Music Department String Area, will teach the course each semester. For the past four semesters, Dr. Jennings has received 1 alternative workload credit for the teacher-training duties as Director of the IUP String Project. This course will take the place of this alternative workload. This course will be counted as .5 preparation and 1 hour of equated workload.
- C2 Current resources are adequate to offer this course. Current space allocations, equipment and library materials are adequate to offer this course. No laboratory supplies or travel funds are necessary for this course.
- C3 No grants are being used to fund this course.
- C4 This course will be offered every fall and spring semester.
- C5 Two undergraduate sections (a 1 credit section and a 0 credit section) and two graduate sections (a 1 credit and a 0 credit section) will be offered at a time.
- C6 I expect the course to accommodate approximately eight to twelve students each semester. For the past six years, the IUP String Project has provided teacher-training instruction for eight to twelve music students each semester. The course can accommodate students beyond this number which allows for growth in the Music Department String Area and in the String Project.
- C7 No professional society recommends enrollment limits or parameters for this course.
- C8 This course does not involve the use of distance education.

Section D: Miscellaneous

Although the course will have an upper level course number, it will be open to all levels of string students in the Music Department. Students accepted to teach in the String Project must pass the audition requirements of the IUP Music Department as well as pass the String Project application and interview process.

Most IUP students enrolled in this course will participate for multiple semesters. So, the course schedule reflects this. Pedagogical topics will vary between semesters. The choice of assignments allows students to focus on all the different skills needed for teaching a wide range of ability levels of string students and in a variety of settings.

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

MUSC 503 Practicum in String Pedagogy

1 class hour
0 lab hours
1c-0l-0-1cr
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 music education at the pre-college level.
2. Design and implement an advocacy program for string music education in the community.
3. Evaluate and synthesize knowledge of string music pedagogy in relation to individual and ensemble instruction.
4. Demonstrate and apply skills in the assessment of student behavior and in the arrangement of hierarchical instructional sequences for successful learning experiences in individual and ensemble instruction.
5. Demonstrate and apply skills in the assessment of effectiveness as a teacher and in the arrangement of a sequential plan to improve skills in creating successful learning experiences for students.

Required textbooks, supplemental books and readings

Mantel, Gerhard. *Cello Technique, Principles and Forms of Movement*. Bloomington, IN: Indiana Univ. Press, 1995.

Rolland, Paul, Mutschler, Marla, and Hellebrandt, Frances. *The Teaching of Action in String Playing: Developmental and Remedial Techniques*. 2nd rev. ed. Urbana, IL: Illinois String Research Associates, 2000.

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 Game: Strategies for Teaching Cello and Strings*. 6th ed. Austin: University of Texas, 1997.

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 paragraph that explains 1) the author's fundamental thesis; 2) the positive application of the information to the students' teaching situations; and 3) at least one question generated by the reading. Course Objective 3. Evaluated on evidence of comprehension of readings and class discussion and demonstration of ability to apply to teaching assignments.

10% Recruitment Program for String Instruments

Students will 1) participate in designing a recruitment program for string programs (in-class) and 2) present the program(s) to grade school, middle school and/or high school students. Course Objective 1 & 2. Evaluated on demonstration of ability to develop and carry out a recruitment activity that engages pre-college students in learning about string instruments.

20% Teaching Assignment #1

Students will 1) teach 11-12 individual or small-group lessons with student(s) enrolled in the IUP String Project as assigned; 2) complete and submit weekly lesson plans for all lessons; 3) submit a Lesson Report Form with parent signatures on assigned dates; 4) submit the Diagnostic Assessment form, including clear statements of instructional objectives for the students and goals for their own teaching, by the third week of instruction (Week Six of the semester); 4) prepare student for performance on the String Project Student Recital, coordinating rehearsals with a piano accompanist if appropriate for student(s); and 5) complete and submit Semester Student Report form. Course Objective 4. Evaluated on evidence of ability to evaluate student performance ability and develop a sequential plan to improve student performance ability.

10% Teaching Assignment #2 (in-class)

Students will 1) work in groups with classmates to create objectives and goals for three ensemble classes; 2) teach three 15-20 minute segments of three String Project Ensemble classes; and 3) submit a lesson plan for portion of teaching one week prior to the Ensemble class; and 4) fill out video evaluation form for each class. Course Objective 4. Evaluated on evidence of ability to evaluate student performance ability and develop a sequential plan to improve student performance ability.

20% Task Analysis – Teaching Video Demonstration

Students will 1) prepare a written task analysis of one aspect of performance/pedagogy for the Teaching Assignment #1; 2) videotape a lesson in the first two weeks as a baseline video; 3) fill out the Video Evaluation Form and turn in by week six; 4) identify a specific performance problem that is easily observable in a

student's playing and which is possible to solve by the end of the semester; 5) identify a problem in teaching skill is easily observable and which can be improved upon by the end of the semester; and 6) create and submit a Task Analysis (a systematic sequence of tasks) by week seven to remedy the student performance problem. During the final exam time, students will present a video clip recorded in the first two weeks of lesson which clearly demonstrates the problem in the student's playing and the problem in a teaching skill, discuss how the problems were approached through task analysis, and present a video clip recorded towards the end of the semester which demonstrates the improvement in the student's performance skills and improvement in the teaching skill. Course Objective 4 & 5. Evaluated on evidence of ability to evaluate student performance ability and own teaching ability, ability to develop a sequential plan for improvement and successful outcome of task analysis.

10% Rehearsal Techniques Lab for String Ensemble Class (in-class)

Students will 1) select objectives and repertoire appropriate for a string ensemble of a grade level of their choice (grades 3-12); 2) plan and conduct a 20-30 minute rehearsal of a string instrumental class; and 3) submit a lesson plan and review of video recording of the rehearsal. Course Objective 5. Evaluated on evidence of ability to evaluate own performance ability as a teacher and develop a sequential plan to improve performance ability.

20% Final Project: String Pedagogy Research Paper and Presentation

A 5-8 page paper that evaluates a string pedagogy topic and its application to one of the teaching assignments of the semester. The student will present 15-20 minute power point presentation in class. Course Objectives 1, 2, 4 and 5 depending on topic. Evaluated on evidence of comprehension of a specific pedagogy topic and demonstration of ability to apply pedagogical principles to teaching string students.

V. Grading Breakdown

A: 90-100%; B: 80-89%; C: 70-79%; F: below 70%

III. Course Outline

- A. Characteristics of Effective String Teachers (1 class hour)
- B. Recruitment Activities & Advocacy for String Music Programs (2 class hours)
Lecture/Discussion topics will be chosen from the following:
 - 1. Advocacy for string music education
 - 2. Elements of a successful recruitment program
 - 3. Class collaboration project: Development of a recruitment program
 - 4. Group presentation of a recruitment program at schools in Indiana
- C. Individualized Instruction for beginning/intermediate string students (2 class hours)
 - 1. Lectures/Discussion topics will be chosen from the following:
 - a. Methods for starting beginners
 - b. Assessment of student performance levels
 - c. Development of short-term and long-term goals for students

- 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)
- 1. Lecture/Discussion topics will be chosen from the following list:
 - 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
 - 2. In-class Presentation on String Project Portfolio Project

Special resource requirements

Music instrument (violin, viola, cello or bass) with which to teach.

Bibliography

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- Dillon, Jacquelyn A. & Kriechbaum, Casimer B., Jr. *How to Design and Teach a 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.
- Haman, Donald L., and Gillespie, Robert. *Strategies for Teaching Strings: Building a Successful String and Orchestra Program*. 2nd ed. New York: Oxford University Press, 2008.
- Lamb, Norman. *Guide to Teaching Strings*. 7th ed. Dubuque, IA: Wm. C. Brown Publishers, 2002.
- Mantel, Gerhard. *Cello Technique, Principles and Forms of Movement*. Bloomington, IN: Indiana Univ. Press, 1995.
- Rolland, Paul. *Basic Principles of Violin Playing*. Bryn Mawr, PA: American String Teachers Association, 2010.
- Rolland, Paul. *The Teaching of Action in String Playing*, video. Urbana, IL: Rolland String Research Associates, 1974.
- Rolland, Paul, Mutschler, Marla, and Hellebrandt, Frances. *The Teaching of Action in String Playing: Developmental and Remedial Techniques*. 2nd rev. ed. Urbana, IL: Illinois String Research Associates, 2000.
- Starr, William. *The Suzuki Violinist: A Guide for Teachers and Parents*. Miami, FL: Sumy-Birchard Inc., 1999.
- Suzuki, Shinichi. *Ability Development from Age Zero*. Secaucus, NJ: Miami, FL: Sumy-Birchard Inc., 1999.
- Suzuki, Shinichi. *Nurtured by Love: The Classic Approach to Talent Education*. 2nd ed. Miami, FL: Sumy-Birchard Inc., 1999.
- Suzuki, Shinichi. *The Suzuki Concept*. San Francisco: Diablo Press, 1991.
- 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.

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 performance will teach string students in a variety of settings throughout their careers. Music education masters students, if string specialists are able to continue development their skills in teaching strings through the practicum course, or if a non-string specialists, have the opportunity to develop new skills in this area. This course will assist these students in preparing for the job market, where there is currently a great shortage of qualified string teachers in the public schools nationwide.

This course also fits into the IUP String Project, a teacher-training program for IUP undergraduate and graduate music students which provides string instruction for pre-college students in the community. Since its inception in 2004, the String Project, an official IUP program, has provided a hands-on string instrument teaching experience in individual and ensemble settings. This course will provide a framework in which to incorporate the teacher-training portion of the IUP String Project into the curriculum of the Music Department and will support one of the main missions of the department, that of training future music educators. All IUP students involved in the IUP String Project will be required to take this course for each semester that they are involved. The course is approved for repeatable credit.

- c. The proposed course requires no changes in the content of other existing courses.
- i. The proposed course content does not overlap with content of courses offered by other departments.
 - ii. The proposed course will not be a required or elective course in a degree program in another department.
- d. **Variable credit:** This course will be offered for 1 credit or 0 credit. As is the case with large and small ensemble classes in the Music Department, the 0 credit option will be used only in the case that the student is enrolled for 12 credits in a semester. The instructor will advise students of this policy during the first class meeting during the first week of classes.
- e. This class will be taught in a practicum format by one instructor. The class will meet for one hour a week throughout the semester for lecture, discussion, small group work and hands-on teaching activities which will focus on string pedagogy topics and teaching techniques. Graduate students, where appropriate, will also provide lectures and/or seminar discussions on string pedagogy/techniques topics. The assignments of the course provide the hands-on practicum aspect of the class. Assignments include teaching individual and group instruction to string students, preparing and presenting recruitment programs, preparing and directing a rehearsal of string repertoire, etc.
- f. A similar course is currently being offered for the fall 2010 semester and will be offered during the spring 2011 semester as a Special Topics class (MUSC 581, Practicum in String Pedagogy). This course, which is a one-credit practicum course, has one student enrolled for the fall 2010 semester. One graduate student will be enrolled for the spring 2011.

- 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

a. Resources:

- i. Faculty resources are adequate to teach this class. No new faculty member is required. Dr. Linda Jennings, a faculty member of the IUP Music Department String Area, will teach the one-credit practicum course. For the past four semesters, Dr. Jennings has received an alternative workload credit for the teacher-training duties as Director of the IUP String Project. This course will take the place of this alternative workload. This course will be counted as .5 preparation and 1 hour of equated workload.
 - ii. Current space allocations and equipment are adequate to offer this course.
 - iii. No laboratory supplies are necessary for this course.
 - iv. The current library materials are adequate to offer this course.
 - v. No travel funds are necessary for this course
 - vi. Miscellaneous (specify)
- b. This course will be offered every semester. The practicum format of the class allows students to continue to develop teaching skills from semester to semester. The assignments are also designed to allow students to choose or design different projects that will assist their growth as a teacher in a variety of areas.
- c. The enrollment is difficult to gage, but perhaps 1-5 graduate students in the Music Department per semester would be a good estimate. There are no constraints.

4. Catalog Description: See attached page

5. Logistics

- a. This course is planned to begin the fall of 2011.
- b. We have confirmed that the new number is available.
- c. The Classification of Instructional Programs (CIP) code for the course is 999999.
- d. The course will begin fall 2011, catalog term 40.

6. Miscellaneous: No addition 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