 Course Description: A continuation of MUS 204, with students learning to play the cello and bass. This class emphasizes instrument specific teaching skills and the use of the national ASTA curriculum standards. It also includes a discussion of maintenance, the ability to recognize and choose differing levels of instruments, and the Suzuki method and philosophy. This course is required of all students wishing to teach private string lessons in the Music Intern Teaching Program. Participation in weekly 45-minute Performance Practicum required.

Prerequisite: None.
Co-requisite: Students must also register for MUS 600P. Of the total required practica, students must take a minimum of one string practicum.
Credit: 1 semester hour.
Note: A letter grade of at least C- must be attained in MUS 205 in order to count for graduation as a music education major.

Course Outcomes: Students will be able to:
- perform a Grade 2 solo that utilizes various articulations.
- define and explain the playing techniques necessary to perform on the cello and string bass.
- define and explain pedagogical techniques and methods used to teach the cello and the string bass.
- perform various basic maintenance and repair tasks.
- explain how different instruments of the same design vary in quality.
- define and explain the basic tenets of the Suzuki “method” and its accompanying philosophy.
- explain how the ASTA National String Standards work and how they can aid a string teacher/program.

Assignments and Exams: In general, assignments consist of solo playing exams, peer-coachings, and reading quizzes. There will be five playing exams, three peer-coachings, one ASTA Curriculum assignment, one tuning quiz, and one written final exam.
Grading: The following is the grade breakdown of String Pedagogy II, while the breakdown of the String Performance Practicum portion can be found in the String Performance Practicum Syllabus.

String Pedagogy II Grading:
1. Playing Exams: 5 exams: 2 (pizz.) @ 2.5% + 3 (arco.) @ 17% = 56% of total grade
2. Peer-Coachings: 3 coachings @ 6% each = 18% of total grade
3. ASTA Curriculum Assignment: 5% of total grade
4. Written Final: 10% of total grade
5. Reading Quizes: 6% of total grade
6. Tuning Quiz: 2% of total grade
7. String Pedagogy Class Participation OR String Lab grade: 3% of total grade

Grading Scale:
- 93-100 A
- 73-76 C
- 90-92 A-
- 70-72 C-
- 87-89 B+
- 67-69 D+
- 83-86 B
- 63-66 D
- 80-82 B-
- 60-62 D-
- 77-79 C+
- Below 60 F

Students must attain a grade of C- or higher in order for this course to count toward the music major.

Note on playing exams/peer-coachings: A missed playing exam/peer-coaching will count as a zero percent, unless the student has missed due to an excused absence. This course follows the policy regarding exams and excused absences that is outlined in the Westminster College Undergraduate Catalogue.

Textbooks and Course Materials: Students are responsible for obtaining a copy of each of the following items.
- Strategies for Teaching Strings: Building a Successful String and Orchestra Program, 4th Ed. by Donald L. Hamann and Robert Gillespie

String Majors: It is encouraged of all string majors to investigate and join the student chapter of ASTA (American String Teachers Association) at this time. If possible, please make plans to attend this year’s national conference in Orlando, FL (Mar. 5 – Mar. 7, 2020) for professional development, networking, and potential job opportunities.

Attendance Policy: The attendance policy in this course follows the College policy, which is outlined in the Westminster College Undergraduate Catalogue. Students are expected to attend all classes. Research has shown that performing well in a course is associated with high attendance. Students should be aware that “showing up” is highly valued not only in this course and College, but in the workforce and society in general. In addition, I will not re-teach—either in class or during office hours—material missed due to an unexcused absence.

I may excuse absences for the following reasons: course-related field trips; illness that is documented by a doctor’s note (not including the “self-reported sick in room” notice from the Student Health Center); death or serious illness in the immediate family as is verified by
someone other than the student; appearance in court; co-curricular and extracurricular activities recognized and/or sponsored by the College; or another extraordinary reason as deemed appropriate by me. Students must make arrangements with me regarding the make-up of missed playing exams or peer-coachings from excused absences.

**E-mail and Computer Use:** I will be e-mailing students in the course critical information and will also be posting important files to network accounts. Students are required to use the Westminster.edu e-mail account and network accounts, or must have their e-mails forwarded from Westminster.edu to another account. In addition, students are required to check e-mail with reasonable frequency, preferably every day, as important course updates may occur via e-mail rather than in class, in an effort to preserve valuable class time. If e-mail accounts are too full or over quota, I will NOT resend e-mails; students are required to monitor the quotas on their accounts. Additionally, all course information will be posted to My.Westminster.

**Academic Honesty:** This course conforms to Westminster College’s Academic Integrity policy as found in the student handbook.

**Student Support Services and Special Accommodations:** Students who have special needs that may affect their academic or personal life should seek resources on campus to assist them, such as Disability Support, the Learning Center, Diversity Services, and Library Instruction. In this course, accommodations consistent with college policy will be made for students who are utilizing appropriate support services. After consulting with the appropriate support service, students are encouraged to speak with me in a confidential appointment about necessary accommodations.

**Note on Cellphone Use:** Cellphones must be silenced during class. No texting is permitted.
### SCHEDULE OF CLASS MEETINGS, TOPICS, AND ASSIGNMENTS (subject to change):

<table>
<thead>
<tr>
<th>DATE</th>
<th>Class #</th>
<th>TOPIC</th>
<th>ASTA NSS #</th>
<th>CORRESPONDING READINGS &amp; PRACTICE ASSIGNMENTS</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>8/27</td>
<td>1</td>
<td>Introduction, ASTA Curriculum intro, Assignment of instruments; Parts of the Instrument; Sizing Cello &amp; Bass Students</td>
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<td>Essential Elements: p. 36 Strategies: 7-9, 39-40</td>
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<tr>
<td>8/29</td>
<td>2</td>
<td>Holding the instruments; Left Hand Holding Position (@ Bout)</td>
<td>1:1A:1.1, 1:1A:1.3, 1:1A:1.4</td>
<td>Essential Elements: p. 38 Strategies: 42-46, 48, 50 (Cello &amp; Bass sections only)</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td>9/3</td>
<td>3</td>
<td>Cello &amp; Bass: Tuning; Pizzicato: D, A; Differences between Elementary Pizz. &amp; Advanced Pizz. Technique</td>
<td>1:1C:1.2b</td>
<td>Essential Elements: exs. #2-9 Strategies: Pizz.: 56-57 (Cello &amp; Bass sections only)</td>
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<tr>
<td>9/5</td>
<td>4</td>
<td>Left Hand Holding Position (I position)</td>
<td>1:1B:1.1, 1:1B:1.2b</td>
<td>EE: p. 47, exs. #10-15, 17-19 (pizz.) Strategies: 51-56, Patterns: 57-59 (Cello &amp; Bass sections only)</td>
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<td><strong>Week 3</strong></td>
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<tr>
<td>9/10</td>
<td>5</td>
<td>Tunnels, Leaving fingers down; Beginning shifting/vibrato exercises</td>
<td>1:1B:1.2b, 1:1B:2.2b</td>
<td>Strategies: 101-105 (Shifting section only)</td>
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<tr>
<td>9/12</td>
<td>6</td>
<td>Playing Exam #1: EE 22 (pizz.) Overview, and structural logic: ASTA National String Standards</td>
<td>Testing all of the above</td>
<td>None</td>
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<td><strong>Week 4</strong></td>
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<tr>
<td>9/17</td>
<td>7</td>
<td>Bass Shifting &amp; III position; D C#, B</td>
<td>1:1B:2.2b, 1:1B:2.3c</td>
<td>EE: p. 64, exs. #23-32 Strategies: Problem Solving: 74-76</td>
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<tr>
<td>9/19</td>
<td>8</td>
<td>Bow holds; Suzuki bow hold; French v. German bass bow holds; Bow hold formation techniques</td>
<td>1:1C:1.3b</td>
<td>EE: exs. #29-34 (pizz.) Strategies: Bow Holds: 59-64 (Cello &amp; Bass sections only)</td>
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<tr>
<td><strong>Week 5</strong></td>
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<tr>
<td>9/24</td>
<td>9</td>
<td>Drawing the bow: Down-bow, Up-bow; Bow/String placement (short v. long strokes); Detaché; Tubes; Bowing open strings: EE #47-48 Rosin</td>
<td>1:1C:1.3b, 1:1C:1.4b, 1:1C:1.5b, 1:1A:2.1, 1:1A:2.2</td>
<td>EE: exs. #36, 40-45 (pizz.) Strategies: Detaché; 64-69 (Cello &amp; Bass sections only)</td>
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<tr>
<td>9/26</td>
<td>10</td>
<td>Playing Exam #2: EE 44 (pizz.) General string maintenance for both student and teacher</td>
<td>Testing ASTA NSS up to bowing</td>
<td>Strategies: Care and Maintenance of String Instruments and Bows: 21-32</td>
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<td><strong>Week 6</strong></td>
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<tr>
<td>10/1</td>
<td>11</td>
<td>Bass: Tuning by harmonics String crossings/L. Elbow swings; Tubes</td>
<td>1:1B:2.4, 1:1A:2.1, 1:1A:2.2, 1:1C:1.5</td>
<td>EE: #49-56 (bowed) Strategies: String Crossings: 69-70</td>
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<tr>
<td>10/3</td>
<td>12</td>
<td>Smooth direction changes; Parallel bowing; Tubes</td>
<td>1:1A:2.1, 1:1A:2.2, 1:1C:1.5</td>
<td>EE: #57-64 Strategies: Parallel bowing &amp; Direction changes: 80-82</td>
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<td><strong>Week 7</strong></td>
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<tr>
<td>10/8</td>
<td>13</td>
<td>Right arm joints (wings) Bow Contact Point/Speed/Weight; Dynamics Tubes</td>
<td>1:1A:2.1, 1:1A:2.2, 1:1A:2.3, 1:1C:1.5, 1:1C:1.11</td>
<td>EE: #67, 69, 73, 75-76, 78-79 Strategies: Sound Production: 64</td>
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<tr>
<td>10/10</td>
<td>14</td>
<td>Tone: Bow Contact Point/Speed/Weight, con.; Taffy pulling, Pulling the Saw, Rolling the Log, &amp; other tone production techniques</td>
<td>1:1C:1.11, 1:1C:2.1, 1:1C:2.5</td>
<td>EE: #80 &amp; 81 Strategies: Tone Production: 82</td>
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<tr>
<td><strong>Week 8</strong></td>
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<td>10/15</td>
<td>15</td>
<td>All practice: Cello Extensions: Backward: Bb on A string; Forward: C# on G string: EE: # 65 (bass line) Bass: A string C#, &amp; ½ pos. Bb</td>
<td>1:1B:2.1, 1:1B:2.2c</td>
<td>Strategies: Extensions: 95-100(Cello &amp; Bass sections only)</td>
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<tr>
<td>10/17</td>
<td>16</td>
<td>3-minute Peer-Coaching #1/ Playing Exam #3: EE #81 (no repeats)</td>
<td>All of the above</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture Topic</td>
<td>Assigned Reading</td>
<td>Notes</td>
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<td><strong>Week 9</strong></td>
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<td><strong>SWITCH INSTRUMENTS</strong></td>
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<td>except for extensions</td>
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<td>10/22</td>
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<td><em>No class – Mid-term Break</em></td>
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<td>None</td>
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</table>
| 10/24 | 17 | *New Instrument Assignments*  
Discussion: ASTA National String Standards, ASTA—no instruments needed | [www.astaweb.com](http://www.astaweb.com)  
Read: Member Resources, Advocacy, and Jobs links | |
| **Week 10** | | Instrument tuning review; Instrument holding positions; Bow holds; Finger Pattern Reviews; Fill in Fingering Charts | 1:1A:1.1, 1:1A:1.3, 1:1A:1.4  
1:1B:1.1  
1:1B:1.2b  
1:1B:2.4 | EE: #2-22 (arco)  
Strategies: Differences and Commonalities in Teaching Wind, Brass, and String Instruments: 188-193 |
| 10/31 | 19 | Peer-teaching: Bass Tuning & Bass Shifting  
Assessing string instrument quality | 1:1B:2.4  
1:1B:2.2b | EE: #23-32  
Strategies: Selecting: 13-21 |
| **Week 11** | | Staccato bowings, Hooked Bowings | 1:1C:1.6  
1:1C:1.9  
1:1C:2.2b  
1:1C:2.2e  
1:1C:3.1 | EE: #167-168, 174-176  
Strategies: 70-71 |
| 11/7 | 21 | Slurs: single string and in crossing strings | 1:1C:1.8  
1:1C:1.9 | EE: #109-117  
Strategies: 71-72, 83 |
| **Week 12** | | Fill in fingering charts: Cello: G-string notes, Bass: A string notes; E string notes: F#, G, (G#)  
Discussion: Shinichi Suzuki & his method—no instruments needed | | EE: #125  
Practice to refine and improve your playing on pieces that have already been studied |
| 11/14 | 23 | Discussion Con.: Shinichi Suzuki & his method–no instruments needed | | ASTA Curriculum Assignment DUE |
| **Week 13** | | 3-minute Peer-Coaching #2/  
Playing Exam #4: EE # 125 (no repeats) | Testing all of the above | None |
| 11/19 | 24 | F-nat, C-nat; Bass II pos.; Dynamics; Accents: Pinching v. speed | 1:1B:2.7  
1:1B:1.3b  
1:1C:1.11  
1:1C:2.5  
1:1C:2.2e | EE: #126-143  
Strategies: Martelé: 83-84 |
| **Week 14** | | Bow weight: C string notes: F, E, D; Teaching advanced techniques: Dynamics, Cello Shifting TUNING QUIZ | 1:1C:1.5  
1:1B:3.5  
1:1B:2.2b  
1:1B:2.3b | EE: #144-149, 151-155, 156-163  
Strategies: 101-105 |
| 11/28 | | *No class – Happy Thanksgiving!* | | None |
| **Week 15** | | Advanced techniques: Vibrato | 1:1B:3.1 | EE: #189, 192  
Strategies: 106-114 (Cello & Bass sections only) |
| 12/5 | 28 | 3-minute Peer-Coaching #3/  
Playing Exam #5: EE #155 (no repeats) | Testing all of the above | EE: #182, 188 |
| **Week 16** | | Written Final Exam | | |