

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

[CLASS]

[MUSIC]

Expanded Course Outline

Course Subject Area:	MU
Course Number:	3321 A
Course Title:	String Fundamentals
Units:	1
C/S Classification #:	10
Component:	Activity
Grading Basis: (graded only, CR/NC only, student's choice)	Graded only
Repeat Basis: (may be taken once, taken multiple times, taken multiple times only with different topics)	Taken once
Cross Listed Course: (if offered with another department)	
Dual Listed Course: (if offered as lower/upper division or undergraduate/graduate)	
Major course/Service course/GE Course: (pick all that apply)	Major course
General Education Area/Subarea: (as appropriate)	
Date Prepared:	25 March 2015
Prepared by:	Janine Riveire

I. Catalog Description

Fundamentals of playing and teaching the violin, viola, cello, and string bass for music majors and minors who plan to teach music in the public schools K-12. Development of bow and finger coordination, tone, note reading skills; basic string pedagogy.

II. Required Coursework and Background

Prerequisite: MU 1201 or MU 120

III. Expected Outcomes

The students will be able to:

1. Correctly handle the instrument of choice
2. Produce and model acceptable tone on the selected instrument with the bow
3. Demonstrate familiarity with basic fingering patterns
4. Demonstrate basic articulations: détaché, slur, slurred staccato, martelé
5. Demonstrate simple note reading skills
6. Perform simple melodies on the selected instrument
7. Perform in a beginning ensemble formed within the class
8. Demonstrate a knowledge of basic teaching methods, grades K - 12, for each of the four instruments

The outcomes of this course relate to the following Music Department Student Learning Outcomes:

- #1: Perform a variety of music with expression and musical accuracy.
- #3: Demonstrate musicianship skills (including those involving technology) and conceptual understandings.
- #6: Develop specialized knowledge appropriate to the option or emphasis area.

BA in Music:

- #2. **Perform** a variety of music with expression and musical accuracy.
- #4. **Demonstrate** creativity, musicianship skills, an understanding of appropriate technology, and conceptual understandings.

BM in Music:

- #1. **demonstrate** a high level of musicianship that facilitates independent preparation of music for performance.
- #2. **utilize** current/recent technologies appropriate to the musical endeavor.
- #3. **demonstrate** basic keyboard competency as needed for musical analysis and interpretation of intermediate level repertoire.
- #7. **demonstrate** healthy body mechanics and technique.
- #8. **promote** musical culture in the community.
- #9. **think, speak and write** clearly at the college level.

BM in Music Education/Pre-Credential:

- #1. **demonstrate** foundational skills on instruments commonly taught in schools.
- #2. **display** effective conducting skills for choral and instrumental ensembles.
- #3. **evaluate, select, prepare, and assess** music for performance.
- #4. **compare and contrast** common music teaching methods.
- #5. **differentiate** sequential repertoire appropriate to general music classes.
- #6. **integrate** specialized skills for teaching music literacy, including composition and improvisation.

BM in Performance:

- #3. **discuss** pedagogy of their instrument at a foundational level.

IV. Instructional Materials

- Allen, M., et al (2002) *Essential Elements 2000 for Strings*. Milwaukee, WI: Hal Leonard.
- Green, E. A. H. (1999) *Teaching Stringed Instruments in Classes*. Reston, VA: American String Teachers Association.
- Hamann, D and Gillespie, R. (2012) *Strategies for Teaching Strings*, 3rd ed. New York: Oxford University Press
- Johnson, Sheila (2004) *Young Strings in Action*. London: Boosey & Hawkes
- Rolland, Paul (2000) *The Teaching of Action in String Playing*. [United States]: RSRA. (Book and DVD.)

V. Minimum Student Material

Instrument of choice (if possible)

Notebook, paper, pencil/pen, access to word processing and the internet.

VI. Minimum College Facilities

Large instrumental rehearsal hall, music stands and chairs, instruments as needed, especially the large ones, stools for the double basses, room to house small beginning string library.

VII. Course Outline

1. Introduction
 - a) Posture and basic movements
 - b) Instrument holding position and basic movements
 - c) Left hand finger placement
 - d) Bow hold
2. Tone production
 - a) Proper draw of the bow
 - b) Simple bow articulation on open strings (detache, beginning bow budgeting)
 - c) First finger exercises
 - d) Reinforcement through simple tunes (by rote)
3. Additional fingering possibilities
 - a) Whole steps from first finger
 - b) Additional simple bow articulations
 - c) Reinforcement through simple tunes (by rote)
4. Note reading as applied to the each of the four instruments to include the observation of the following:
 - a) bow direction
 - b) bow articulation
 - c) position of hand on the fingerboard
5. Tuning
 - a) Pegs
 - b) Machine head
6. Additional fingering and bowing exercises
 - a) Individual
 - b) Ensemble
7. Basic pedagogy
 - a) Class demonstration and participation
 - b) Research and presentation of findings for grades K – 12

VIII. Instructional Methods

1. Teachers/student demonstration and activity on the instruments

2. Assigned readings
3. Class discussion/problem solving
4. Individual reinforcement (practice)
5. Ensemble performance
6. Oral presentations/performance
7. Written journal of pedagogical approaches, grades K-12, for each instrument

IX. Evaluation of Outcomes

1. Written examinations: problem solving/essay
2. Performance of selected musical examples and excerpts
3. Completeness of journal on pedagogical approaches for each instrument.