<table>
<thead>
<tr>
<th><strong>Course Number:</strong></th>
<th>MUE 1440</th>
<th><strong>Course Title:</strong></th>
<th>String Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>None</td>
<td><strong>Course Hours:</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Course Credit:</strong></td>
<td>1</td>
<td><strong>Required Text(s):</strong></td>
<td>Michael Allen Essential Elements 2000 for Strings</td>
</tr>
<tr>
<td><strong>College:</strong></td>
<td>Arts and Sciences</td>
<td><strong>Supplies:</strong></td>
<td>Manuscript paper, proper accessories for instrument</td>
</tr>
<tr>
<td><strong>Department:</strong></td>
<td>Music</td>
<td><strong>Term and Year:</strong></td>
<td>Fall/Spring</td>
</tr>
<tr>
<td><strong>Faculty Name:</strong></td>
<td>Brian Hall</td>
<td><strong>Place and Time:</strong></td>
<td>11:00-12:15 T/TH</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>403 FTMU</td>
<td><strong>Telephone:</strong></td>
<td>850-561-2798</td>
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<tr>
<td></td>
<td></td>
<td><strong>e-mail:</strong></td>
<td><a href="mailto:brian.hall@famu.edu">brian.hall@famu.edu</a></td>
</tr>
</tbody>
</table>

**Course Description**

Standard orchestral string instruments; correct fingering methods; bowing and tone production; methods and materials of teaching string instruments.

**Course Purpose**

To provide future instrumental teachers an introduction to standard orchestral string instruments; correct fingering methods, bowing and tone production, and materials of teaching string instruments.

**Conceptual Framework**

![Conceptual Framework Diagram](image-url)
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>1.3 (S,D)</th>
<th>Accept and foster diversity.</th>
<th>F: 5,6</th>
<th>I: 3,8</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF</td>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF</td>
<td>1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

VALUES

• CF3
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>3.2 (S)</th>
<th>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</th>
<th>F:11,6</th>
<th>I: 9,10</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF</td>
<td>3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF</td>
<td>3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>F: 3,9</td>
<td>I: 5,9</td>
</tr>
<tr>
<td>CF</td>
<td>3.5(D)</td>
<td>Recognize the importance of peer Relationships in establishing a climate for learning.</td>
<td>F: 7,2</td>
<td>I: 5,10</td>
</tr>
</tbody>
</table>

CRITICAL THINKING

• CF4
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>4.2 (S)</th>
<th>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</th>
<th>F:2,7</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF</td>
<td>4.3 (D)</td>
<td>Value critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1,4</td>
</tr>
<tr>
<td>CF</td>
<td>4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

• CF 5
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF</td>
<td>5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F:7,9</td>
<td>I: 7</td>
</tr>
<tr>
<td>CF</td>
<td>5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I:5,9</td>
</tr>
</tbody>
</table>

URBAN/RURAL EDUCATION

• CF6
• Through this focal area, the FAMU professional education candidate will:

| CF | 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |

Overall Goals of the Course

To provide future instrumental teachers, particularly those who are not string players, with:

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S) Skill (D)=Disposition

Approved/Revised 10/30/07
1. Sufficient basic instruction on how to play the violin, viola, cello, and string bass so that they will have confidence in the performance of the fundamental techniques related to bowing, fingering, tone quality, position am care of the instrument, and
2. A systematic approach regarding organization, implementation, and teaching of string classes in the schools.

**Specific Behavioral Objectives**

1. The student will be able to name the pitches to which the strings of each of the instruments is tuned
2. The student will be able to name ten parts of a string instrument
3. The student will know how a tone is produced on a string instrument
4. The student will know the overall range of the string instruments
5. The student will be able to supply the French and German names for our instruments
6. The student will know what links the names Amati, Stradivari, Guarneri
7. The student will be able to list four parts of the bow
8. The student will under what circumstances it is advisable to use tuners
9. The student should be able to list seven or eight aspects of instrument maintenance that the player should be responsible for.
10. The student should be able to list several sources for the tuning note “A”

**National and State Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**STANDARD 1: SUBJECT MATTER**

1.13 The teacher can relate his/her disciplinary knowledge to other subject areas.

1.32 The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

1.36 The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

**STANDARD 2: STUDENT LEARNING**

2.32 The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

2.33 The teacher accesses student's thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

**STANDARD 3: DIVERSE LEARNERS**

3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student's strengths as the basis for growth.

3.12 The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.
3.32 The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

STANDARD 4: INSTRUCTIONAL STRATEGIES

1.13 The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g., computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

STANDARD 5: LEARNING ENVIRONMENT

5.14 The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

5.35 The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

STANDARD 6: COMMUNICATION

6.14 The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

STANDARD 7: PLANNING INSTRUCTION

7.11 The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

7.13 The teacher knows when and how to adjust plans based on student responses and other contingencies.

7.21 The teacher values both long term and short term planning.

STANDARD 8: ASSESSMENT

8.12 The teacher knows how to select, construct, and use assessment strategies, technology and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.33 The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8.34 The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT

9.31 The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

9.32 The teacher seeks out professional literature, colleagues, and other resources to support her/his own development as a learner and a teacher.

9.33 The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

STANDARD 10: COLLABORATION, ETHICS AND RELATIONSHIPS

10.31 The teacher participates in collegial activities designed to make the entire school a productive learning environment.
Pre-Professional Florida Educator Accomplished Practices

1. Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities. (5.d) **DIVERSITY**

2. Uses Assessment strategies (traditional and alternate) to assist in the continuous development of the learner. (1.e) **ASSESSMENT**

3. Plans and conducts lessons with identified student performance and learning outcomes. (10.b) **PLANNING**

4. Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement. (10.c) **PLANNING**

5. Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities. (7.1) **HUMAN DEVELOPMENT AND LEARNING**

6. The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills. (9.1) **LEARNING ENVIRONMENTS**

7. Involves students in the management of learning environments including establishing rules and standards for behavior. (9.c) **LEARNING ENVIRONMENTS**

8. Establishes positive interactions between the teacher and students that are focused upon learning. (2.b) **COMMUNICATIONS**

9. The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively. (4.1) **CRITICAL THINKING**

10. The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction. (12.1) **TECHNOLOGY**

11. Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter. (3.h) **CONTINUOUS IMPROVEMENT**

12. Communicates knowledge of subject matter in a manner that enables students to learn. (8.a) **SUBJECT MATTER KNOWLEDGE**

**Sunshine State Standards for Subject Matter Area**
(i.e. Mathematics, Biology, Business, Education, etc.)

MU.A.2.3.1. performs on at least one instrument (alone and in groups) with proper techniques (e.g., embouchure, posture, or bow control)

MU.A.2.3.2 performs as a member of a music ensemble, with expression, easy to moderate music literature from diverse styles and genres (e.g., Renaissance, Baroque, folk, and patriotic)

MU.A.2.3.3 performs with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels, and responds to the cues of the director)
MU.A.2.4.1 performs on at least one instrument alone and in groups, with proper playing techniques (e.g., embouchure, posture, or bow control) and attends to melodic phrasing, rhythmic accuracy, and articulation. MU.A.2.4.2 performs music of moderate to advanced difficulty if diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).

MU.A.2.4.3 performs in large and small instrumental ensembles with proper ensemble skills (e.g., blend balance, and intonation).

MU.A.2.4.4 performs melodic phrases accurately, after hearing only once

MU.D.2.4.1 establishes a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.

MU.D.2.4.2 understands the criteria used for making informed critical evaluation of one’s own and others’ performances, arrangements, and improvisations.

**Field Experiences**

Students are required to perform and conduct string ensembles.

**Use of Technology at Appropriate Grade Level**

Students perform with recorded accompaniment through use of computer assisted playback.

**National Association of Schools of Music Standards**

Music Competencies:

1. Conducting. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and baton techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential.

6. Essential competencies and experiences for the instrumental music teaching specialization:

   a. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups;

   b. Experiences in solo instrumental performance, as well as in both small and large instrumental ensembles;

   c. Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.

Teaching Competencies:

1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a
communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.

(4) Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization.

Other professional organizations to consider are American String Teachers Association (ASTA) with National Symphony Orchestra Association (NSOA) and College Music Educators National Conference (CMENC).

### National Council for the Accreditation of Teacher Education (NCATE) Standards

NCATE-1 Candidate Knowledge - Candidate Knowledge, Skills, and Dispositions: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

NCATE-1.A Content Knowledge: Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit’s program completers pass the academic examinations in states that require examination for licensure.

### Academic Learning Compacts

1. COMMUNICATION SKILLS: Perform using proper phrasing; deliver effective oral presentations, develop effective written presentations
2. CONTENT KNOWLEDGE - Music Education, conducting, arranging, performance, Analysis of History & Literature
3. CRITICAL THINKING SKILLS: Graduates will demonstrate the ability to use critical and creative thinking in analyzing, synthesizing, and evaluating various styles of music as they relate to their performing medium.
4. PROFESSIONAL CAREER SUCCESS: Maintain musicianship; become members of Professional Organizations

### FTCE Standards

2 Knowledge of curricula and instructional planning
1. Identify appropriate skills, teaching strategies, and sequence of concepts for developing students' musical independence.
2. Select music literature and materials appropriate for students' capabilities and musical maturity, including adaptation if warranted.
3. Identify appropriate instructional strategies for the exceptional student.

6 Knowledge of instructional emphasis: instrumental
1. Identify basic performance techniques for wind, string, and percussion instruments (e.g., proper playing position; embouchure; sticking, fingering, and bowing techniques).
2. Identify problems of individual tone production (e.g., embouchure, bowing, sticking, proper breath support) and determine methods of correction.
3. Identify musical problems in an ensemble performance and determine methods of correction.
4. Identify practices in the care and maintenance of instruments and accessories.

7 Knowledge of instructional emphasis: general music
1. Identify appropriate materials and repertoire for use at various levels of maturation and development.
Topical Outline

1. Introduction to the string instruments
2. The bow
3. Accessories and strings
4. General String Techniques
5. Violin
6. Viola
7. Cello
8. String Bass
9. Ensemble Performance/Conducting
10. School String Programs

Teaching Methods

1. Each unit’s basic concepts are taught first to the entire group.
2. Each student works at his or her own pace.
3. Written and played testing procedures are used daily
4. Drill assignments as suggested in the textbook.
5. Discussion and explanation of the textbook topics

Course Evaluation

Each student is required to:

1. Properly tune all string family instruments based on a given pitch. (FTCE 2.1)
2. Perform a minimum of three major scales on their given instrument. (FTCE 6.1)
3. Demonstrate proper bow hold, technique, etc. (FTCE 6.3)
4. Sight read a short tune from the text appropriate for their instrument. (FTCE 6.1)
5. Perform prepared material consistent with class progress. (FTCE 2.2, 6.1, 7.1)
6. Participate in class performance with proper etiquette. (FTCE 2.3, 6.6)
7. Properly care for and maintain assigned instruments. (FTCE 6.6)
8. Learn to play, with proficiency, two of the four string family instruments. (FTCE 6.4, 6.6)

Consistently adhere to strict attendance policy - 2 absences results in 1 letter grade lowered, 4 in 2 letter grades lowered, and 5 in automatic F, 2 tardies equals one absence.

Grading

Written Midterm exam - 20%
Midterm Playing Exam - 30%
Final Written exam - 20%
Final Playing exam - 30%

Course Policies

Strict attendance policy - 2 absences results in 1 letter grade lowered, 4 in 2 letter grades lowered, and 5 in automatic F, 2 tardies equals one absence.

Tentative Course Calendar

1. Introduction to the string instruments
2. The bow
3. Accessories and strings
4. General String Techniques
5. Violin
6. Viola
7. Cello
8. String Bass
9. Ensemble Performance/Conducting
10. School String Programs

References, Supplemental Materials, and Student Support Available


