



## MUSC 1850

**Division:** Fine Arts

**Department:** Music

**Course:** MUSC 1850

**Title:** String Workshop and Pedagogy II

**Catalog Description:**

Building on skills acquired in the prerequisite course, MUSC 1840, this course focuses on more advanced playing techniques of stringed instruments including violin, viola, cello, and string bass. The course will be taught every other year alternating with Brass Pedagogy. This course is required for instrumental music majors.

**General Education Requirements:** N/A

**Semesters Offered:** TBA

**Credit/Time Requirement:** Credit: 1; Lecture: 2; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** MUSC 1840 or permission of instructor

**Justification:**

The instrumental music major, regardless of his/her main instrument, must attain a playing proficiency on all of the other instruments in the band and orchestra. On alternate years the student will learn the brass instruments. Upon transfer, he/she will continue with the woodwind and percussion families. Courses of this type are taught at all 4-year schools in Utah that grant degrees in Music Education.

**Student Learning Outcomes:**

While it is understood that complete mastery of any of the string instruments would be impossible in a year's time, the class will stress familiarity with each of the members of the string family over the course of the semester. Students will be able to perform with a proper playing position, show a basic understanding of the parts and history of each string instrument, and demonstrate intermediate level playing skills. For further proficiency on an instrument, it is suggested that a student study privately with an expert on that particular instrument.

**Content:**

Building on skills acquired in MUSC 1840, the class will focus on intermediate playing skills on a stringed instrument and on string classroom teaching. The course will continue to address such playing issues as left and right hand techniques, finger patterns, vibrato, shifting, bowing definitions, and instrument set-up. Lectures will also focus on creating classroom assignments, discipline, course content, and recruitment.

**General Education Outcomes:**

MUSC 1850

9) Respond with informed sensitivity to an artistic work or experience.

Students are taught to play a stringed instrument (violin, viola, cello or bass) in the proper musical style and using a proper technique. Using individual demonstrations from the teacher, audio and video recordings, and concert attendance at local and statewide performances, students gain the necessary aural skills needed to perform correctly. Students are required to practice a certain number of hours per week in order to increase skill levels. As part of fulfilling the practice requirement students are encouraged to listen to recordings of the assigned music literature as recorded by various artists. Students will be assessed through playing tests, quizzes, and written assignments.

### **Applied Education Outcomes:**

1) Students will acquire entry-level skills specific to and appropriate for employment in their chosen field of study.

Students will learn basic teaching and musicianship skills that will prepare them for careers in music education. Students in both education and performance career paths will gain experience by learning to play their instrument with more musical and technical proficiency. Because performers and teachers must frequently demonstrate a given passage of music or technical skill, participation in a pedagogy course provides a valuable experience for any student. Participation in the class specifically increases a student's understanding of musical style, bowing, shifting, vibrato, and dynamics. Course material also focuses on classroom management, student recruitment, instrumental repairs, and proper instructional pacing. Students will be assessed through playing tests, quizzes, and written assignments.

### **Key Performance Indicators:**

Students will perform playing tests (20%), present lessons in front of the class (20%), practice on a daily basis (20%), complete written assignments (20%) and take quizzes (20%). Percentages are approximate.

### **Representative Text and/or Supplies:**

*Teaching Strings* by Robert Klotman. Current Edition

**Optimum Class Size:** 15

**Maximum Class Size:** 20

**Signatures:**

I hereby submit this course syllabus:

---

Vance Larsen, MM, Associate Professor

I hereby find this course consistent with the goals and resources of the Music Department:

---

Steve Meredith, DMA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Fine Arts Division:

---

Vance Larsen, MM, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

---

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

---

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)