

Duke Ellington School of the Arts

VIOLIN TECHNIQUE I & II

Grades 9, 10

Course Syllabus

2009-10

Course Overview:

Violin Tech I and II are for first and second year violin majors and are designed to give them a solid foundation in violin technique and performance. Students will have a daily lesson emphasizing position, technique, good practice techniques (how to practice), and violin repertoire. The ultimate goal of the Violin Tech course is for all students to perform at a high level on their senior recital and college entrance auditions.

The focus of these classes will be on developing the student's skills and knowledge in the following areas: proper position, fundamental technique, tone production, vibrato, scales and arpeggios, various etudes, solo violin repertoire, practice techniques and habits.

Content Standards:

DCPS music content standards are basis for the core skills and concepts addressed in this course:

- Undertake daily instrument technique exercises.
- Learn to play through music notation and develop sight reading proficiency.
- Develop proficiency in performing assorted etudes and compositions.
- Learn to play a varied repertoire of music
- Understand the history and culture of the instrument

Course Materials:

Students are to own a scale book, etude books, and solo literature. After an assessment of the student's needs, appropriate literature will be assigned. The repertoire may be chosen from the following:

- 3rd and 5th Position String Builder by Samuel Applebaum
- Kayser- Elementary and Progressive Studies, Op. 20, Book 1; Carl Fischer
- Mazas- Seventy-five Melodius and Progressive Studies, Op. 36, Book 1; Carl Fischer
- Wohlfahrt- Op. 45, Sixty Studies, Book 1; Schirmer
- Dont- 24 Studies, Op. 37; International Music Company

- Schradiack- The School of Violin Technique, Book 1, Exercises in Promoting Dexterity in the Different Positions
- Casorti- The Technic of the Bow, Op. 50; Carl Fischer
- Sevcik- op. 8, Shifting the Position; G. Schirmer
- Sevcik- op. 9, Preparatory Exercises in Double-Stopping; G. Schirmer
- Galamian- Scale and Arpeggio Exercises, Volume 1; Galaxy Music Corporation
- Flesch- Scale System, Scale exercises for daily study; Carl Fischer

Additional literature may be assigned as required.

Course Requirements

1. Students must own or rent a violin.
2. All students are required to own and practice with a **METRONOME**.
3. Additional items that students must own for home use are a music stand and recording device (tape recorder, mini disc, etc.)
4. Students must bring all required materials to class each day: music (i.e. scale book, etude books, solo repertoire, string ensemble and orchestra music, etc...), pencil, eraser, rosin, soft cloth to clean violin and bow, notebook for lesson notes.
5. Students must keep a detailed practice journal.

Grading Procedures

Students will be graded by:

1. Quality of class and homework assignments.
2. Evidence of a consistent daily practice schedule
3. Class attendance and promptness. Any absence must be supported by a note from home signed by a parent or legal guardian. Tardiness without a pass will affect the student's grade. Three unexcused tardy equal one unexcused absence. Five unexcused absences result in the failure of the course.
4. Class participation
5. Preparation for and quality of performances.
6. Two musical juries at mid-point and end of year

Dress requirements for juries and recitals

Students will not be allowed to perform and will receive a failing grade for the jury or recital if they are not in the correct performance attire as indicated below.

- Male – black tailored suit (no saggy cuffs), white collared shirt, long matching black tie, black socks, and black shine-able dress shoes. For additional information, please seek advice from the designated male advisor.
- Female – black full-flowing dress culottes or black long skirt with white collared blouse, flesh tone stockings and black dress shoes. No cleavage, midriff, bare shoulders or pants/pant suits allowed. All jewelry worn for performance must be modest and conservative. For additional information, please seek advice from the designated female advisor.

| Grade | Tone Quality | Rhythm/Tempo | Rudiments/Technical Accuracy | Interpretation/Expression | Unexcused absences | Unexcused tardy |
|----------|---|--|--|--|--------------------|-----------------|
| A to A- | In tune and distinct throughout with: accurate pitches, clear controlled tone, breath support, and correct bowing. Strong evidence of personal practice | All rhythms are performed accurately while performing at written metronome marking. Strong evidence of personal practice | Evidenced mastery of the music in performance of rhythm, melody, phrasing, articulation and intonation. Strong evidence of personal practice | Conveyed the theme and style of music with excellence; mood/dynamics very effective; maintained the integrity of the music as written. Strong evidence of personal practice | 0 - 1 | 0 - 1 |
| B+ to B- | In tune and nearly accurate throughout with pitches, controlled tone, breath support and correct bowing. Adequate evidence of personal practice | Most rhythms are performed accurately while performing at a given or altered metronome marking. Adequate evidence of personal practice | Evidenced near mastery in performance of rhythm, melody, phrasing, articulation and intonation. Adequate evidence of personal practice | Conveyed the theme and style of music most of the time; expresses mood and dynamics effectively most of the time; maintained the integrity of the music as written. Adequate evidence of personal practice | 2 | 2-4 |
| C+ to C- | Mostly in tune and accurate throughout with minor inconsistencies in one or two tonal components. Evidence of personal practice | The tempo is unsteady at times and some rhythms are inaccurate, not adhering to metronome marking. Evidence of personal practice | Evidenced some mastery of rhythm, melody, phrasing, articulation and intonation but performance is inconsistent. Evidence of personal practice | Somewhat conveyed the theme and style of music; limited development of music: dynamics, mood, style, and expression. Evidence of personal practice | 3 | 5-7 |
| D+ to D | Many pitches are played incorrectly and out of tune. Little evidence of personal practice | The tempo is noticeably faster or slower and the beat is inconsistent throughout. Little evidence of personal practice | Evidenced little or no mastery of rudiments/technique in performance. Little evidence of personal practice | Poor or no development of music; poor or no application of dynamics, mood, style, expression. Little evidence of personal practice | 4 | 8 - 9 |
| F | Unable to perform, completely unprepared. No evidence of personal practice | Unable to perform, completely unprepared. No evidence of personal practice | Unable to perform, completely unprepared. No evidence of personal practice | Unable to perform, completely unprepared. No evidence of personal practice | 5 or more | 10 or more |

****MISSING A PERFORMANCE (UNEXCUSED) WILL RESULT IN FAILURE OF THE ADVISORY.**

****MISSING TWO OR MORE PERFORMANCES (UNEXCUSED) WILL RESULT IN FAILURE OF THE CLASS**

Performance numerical Breakdown of Rubric

- 20% Tone Quality
- 20% Rhythm/Tempo
- 20% Rudiments/Technical Accuracy
- 20% Interpretation/Expression
- 20% Scales (all Major, and all forms of Minor)

Attendance and Behavior will affect the overall grade.

Attendance

Unexcused absences and tardy will affect the student's overall grade as listed in the rubric and community handbook. All performances and performance rehearsals are mandatory.

Behavior

Every five demerits will reduce a student's performance grade by one letter (i.e. Performance grade =B+, student receives 10 demerits for the advisory, student's grade for the advisory = D+).

Demerits will be issued for but not limited to the following infractions:

- Unauthorized talking/conversations
- Eating food or chewing gum
- Being disruptive to class

Demerits may be removed by completing extra-credit at the discretion of the director.

I have received and read the Violin I & II Course Syllabus for the 2009 – 2010 school year. I agree to meet all course requirements and objectives as listed in the syllabus.

STUDENT'S SIGNATURE

DATE

PARENT'S SIGNATURE

DATE

Please return this signed form to the teacher.