

Beginning Strings for the Older Learner: From D Major to Grade 3 in One Year!

Wednesday, December 20, 2017

W184, 2:30 p.m.

David F. Eccles, VanderCook College of Music

deccles@vandercook.edu

1

- I. The adult learner in group instruction
 - A. Motivation to participate
 - 1. Social
 - 2. Personal
 - 3. Intrinsic vs extrinsic
 - B. Effective Instruction
 - 1. Big concepts
 - 2. Repetition
 - 3. Feedback
 - a) Formative assessment
 - b) Summative assessment
 - 4. Scaffolding
 - a) Connect executive skills to life experiences
 - b) Faster pace
 - 5. Method books
 - 6. Compatible for the adult learner?
 - 7. Sequential use - concepts not pages
- II. Curriculum
 - A. Keys
 - 1. D, G, C, F, Bb, & A
 - B. Core rhythms
 - C. Core bow strokes
 - 1. Détaché
 - 2. Martelé
 - 3. Slurring
- III. Pedagogy
 - A. Aural training
 - 1. Speak/sing rote training, book lines and music passages
 - B. Right hand & Body format
 - 1. Posture and instrument hold
 - 2. All concepts on every string
 - 3. Hand shape
 - a) Thumb and middle finger pivot (French)
 - b) Thumb pad (German)
 - 4. Motion to control leverage
 - a) Pronation

Beginning Strings for the Older Learner: From D Major to Grade 3 in One Year!

Page 2 of 3

5. Tone
 - a) Double stop (big sound table)
 - b) Single string (precise sound table)
6. Rhythm
 - a) The power of air bowing
 - b) Pepperoni Pizza
 - (1) Large (middle)
 - (2) Medium (m, lh, uh)
 - (3) Family size
 - (4) Personal pan
 - c) Proportional bow usage
- C. Left hand & Body format
 1. Posture and instrument hold
 2. Concepts on all strings
 3. Pizzicato
 4. Violin & viola
 - a) Bornoff hand patterns
 5. Cello
 - a) Equal spacing
 - b) Extended spacing
 6. Bass
 - a) K shape
- D. Music reading
 1. Anchor the open strings
 2. Portable staff
 3. Read in rhythm with a pulse/groove
- E. Ensemble Playing
 1. Rounds
 2. Simple arrangements
- IV. Recruiting and Retention
 - A. Adjust language
 - B. Always communicate the endgame objective
 - C. Create short, medium, and long-range goals
 - D. Positive reinforcement
 1. Be truthful and kind
 - E. Teach a practice routine
 1. Tap your toe and say or sing the letter names.
 2. Play pizz. and say or sing the letter names.
 3. Shadow bow and say or sing the letter names.
 4. Bow and play as written.
- V. Empower and expand the family

Beginning Strings for the Older Learner: From D Major to Grade 3 in One Year!

Page 3 of 3

Special Thanks

Ensemble Players

Violin

Courtney Gleitz, Flute, Rockford, Illinois

Viola

Quinn Cavallo, French Horn, Annapolis, Maryland

Alivia Jakubowski, Flute, Whiting, Indiana

Cello

Melissa Anderson, Trumpet, Round Lake, Illinois

Jonathan Luk, Viola, Skokie, Illinois

Bass

David Mateyka, Trombone, Oswego, Illinois

References and Resources:

- Allen, M. (1993). *Daily warm-ups for string orchestra*. Milwaukee, WI: Hal Leonard Corporation.
- Allen, M., Gillespie, R., Hayes, P. (2012). *Essential elements for strings: Book I*. Milwaukee, WI: Hal Leonard Corporation.
- Allen, M., Gillespie, R., Hayes, P. (2003). *Essential elements for strings: Book II*. Milwaukee, WI: Hal Leonard Corporation.
- Allen, M. (1994). Introducing and integrating basic skills in the beginning string class. *American String Teacher*, Vol. 44 (3): 69-72.
- Benham, S., Wagner, M., et. al. (2011). *ASTA Curriculum: Standards, goals, and learning sequences for essential skills and knowledge in K-12 string programs*. Van Nuys, CA: Alfred Music.
- Bornoff, G. (1948). *Bornoff's finger patterns for violin*. Niagara Falls, NY: Gordon V. Thompson.
- Hamann, D., Gillespie, R. (2013). *Strategies for teaching strings: Building a successful string and orchestra program*, 3rd ed. New York, NY: Oxford University Press.
- Perkins, R., Aufegger, L., Williamon, A. (2014). Learning through teaching: Exploring what conservatoire students learn from teaching beginner older adults, *International Journal of Music Education*, Vol. 33(1): 80-90.

Presentation Support

