EASTERN ARIZONA COLLEGE
Class Instruction in Strings II
Course Design
2018-2019

Course Information
Division
Fine Arts
Course Number
MUS 124
Title
Class Instruction in Strings II
Credits
1
Developed by
Franklin Alvarez
Lecture/Lab Ratio
0 Lecture/2 Lab
Transfer Status
<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
</tr>
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<tbody>
<tr>
<td>MUE Dept Elective</td>
<td>MUP 210</td>
<td>MUS Dept Elective</td>
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Activity Course
Yes
CIP Code
50.0900
Assessment Mode
Capstone
Semester Taught
Upon Request
GE Category
None
Separate Lab
No
Awareness Course
No
Intensive Writing Course
No
Diversity and Inclusion Course
No

Prerequisites
None

Educational Value
A. To General Education
Music education gives a person a broader scope and perspective of the arts and music in his or her life. Research indicates learning a stringed instrument brings not only fulfillment, but enhances brain activity as well. Gaining the skills to perform either as a soloist or with a group can bring added social value and interaction, as well as a way to gain greater understanding of the world of music around them, internationally and historically.

B. To Major/Program
Class Instruction in strings is required of all instrumental music majors and recommended for other major fields in the arts. Music Education majors must acquire background in all music branches.

Description
Includes skills of teaching strings on elementary level. Lower stringed instruments with emphasis on cello and bass.
**Supplies**
None

**Competencies and Performance Standards**

1. **Establish correct fingerings for all major scales.**
   
   **Learning objectives**
   What you will learn as you master the competency:
   a. Identify finger patterns used in various keys.
   b. Make appropriate transitions in finger position when performing scales.

   **Performance Standards**
   Competence will be demonstrated:
   o in class activities and exercises
   Performance will be satisfactory when:
   o learner corresponds finger patterns to specific scales
   o learner makes appropriate transitions in changing keys

2. **Develop correct posture.**
   
   **Learning objectives**
   What you will learn as you master the competency:
   a. Hold the stringed instrument correctly.

   **Performance Standards**
   Competence will be demonstrated:
   o in class activities and exercises
   Performance will be satisfactory when:
   o learner holds instrument correctly

3. **Exhibit proper bow hold while playing.**
   
   **Learning objectives**
   What you will learn as you master the competency:
   a. Use proper bowing techniques as part of performance process.

   **Performance Standards**
   Competence will be demonstrated:
   o in class activities and exercises
   Your performance will be successful when:
   o learner performs with proper bow hold

4. **Play one octave major scales in tune.**
   
   **Learning objectives**
   What you will learn as you master the competency:
   a. Perform scales within one octave range.
**Performance Standards**

*Competence will be demonstrated:*
- in class activities and exercises

*Performance will be satisfactory when:*
- learner constructs and plays one octave major scales
- learner exhibits good intonation while playing one octave major scales

5. **Perform a prepared piece at the appropriate skill level.**

**Learning objectives**

*What you will learn as you master the competency:*
- b. Play with consistency in tempo and pace.
- c. Exhibit professional showmanship.
- d. Perform with accuracy and coordination.

**Performance Standards**

*Competence will be demonstrated:*
- in class activities and exercises

*Performance will be satisfactory when:*
- learner exhibits consistency of tempo and pace
- learner exhibits good tone, and flow of melodic line
- learner performs with accuracy and coordination

**Types of Instruction**

Actual or Simulated Performance Experience.

**Grading Information**

**Grading Rationale**

Notebook
Lecture Notes
Articles
Assignments
Organization

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
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<tr>
<td>D</td>
<td>69-60%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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