

Graduate Course Number: GRAD 7163 (3 credits), GRAD 551AO (2 credits)

Course Title: Paul Rolland String Pedagogy–Level 1 Endorsement

Course Structure: Synchronous

Synchronous Courses: Each one credit hour earned assumes approximately 3.75 clock hours of work, on average, per week of combined in-person learning/chat sessions and independent work/study.

For a 12-week, 3-credit online course, students will spend, on average, 11.25 clock hours per week of combined chat sessions and independent work/practice.

For an 8-week, 3-credit online course, students will spend, on average, 16.6 hours per week of combined chat sessions and independent work/practice.

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

Days/Times of Class Meetings:

July 17-21, 2023 9:00 am - 1:00 pm CDT

July 22-August 4 Collaboration, Group Chat (as needed)

Number of Credits for the course: GRAD 7163 (3 credits), GRAD 551 (2 credits)

Instructor with phone number, email address, and office hours: Joanne May, 630-212-7954, [jmay@vandercook.edu](mailto:jmay@vandercook.edu), 1 hour immediately following each class session on Tuesday and Thursday

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement:

Students are expected to attend interactive Zoom meetings as listed above. Video viewing will take place during class, and a journal of reflections on the videos and class notes will be submitted at the end of the course. Each student must bring their own string instrument to every session. Collegial class discussion and interaction is expected. A pedagogy curriculum must be developed by each student and submitted to the instructor within one week after the course is complete.

Course Description: This course is an overview of Paul Rolland’s pedagogical ideas from the basics of motion to specifics of left- and right-hand techniques, from beginner pedagogy to advanced remedial strategies. Violin, viola, cello, and bass pedagogies will be discussed, and the application of the materials and actions will be demonstrated in the context of both public school and private studio settings.

The Paul Rolland String Pedagogy Society has developed a 4-Level Certification for teachers interested in learning about the pedagogy and using it in their teaching. This course, when completed in full, will provide participants with a Level 1 Endorsement.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<ol style="list-style-type: none"> <li>1. <i>Students will be able to demonstrate an understanding of the 17 topics of Paul Rolland Pedagogy</i></li> <li>2. <i>Students will be able to analyze and explain how holistic movements in their own string playing function in sequential, ballistic, and balanced motions</i></li> <li>3. <i>Students will be able to teach a Rolland Action and its prerequisite actions</i></li> <li>4. <i>Students will be able to differentiate for appropriate literature and materials that can be used to teach Rolland pedagogical movements</i></li> <li>5. <i>Students will be able to apply their knowledge of Rolland Pedagogy to create a pedagogy curriculum for their own students</i></li> </ol>	<ol style="list-style-type: none"> <li>1. DUE TUESDAY, JULY 18 - Quiz on the 17 topic titles</li> <li>2. DUE WEDNESDAY, JULY 19 - Teach a Rolland Action for our class and describe how you will use the movement in your teaching. Use your instrument.</li> <li>3. Model a Rolland Action for our class with your instrument. Describe how you will use this in your teaching.</li> <li>4. DUE FRIDAY, AUGUST 4, 2023 - Create a literature list of at least <b>10 pieces, exercises, or books</b> for Rolland Pedagogy; describe how each item on the list can be used to teach Rolland pedagogy, give at least two examples within each material or publication that identifies specific measure numbers that will be used to teach Rolland pedagogy and the Action that correlates to those specific measures. Be sure to identify which instrument part(s) are being identified. The same Rolland action may be used no more than 3 times on this list.</li> <li>5. DUE FRIDAY, AUGUST 4, 2023 - Curriculum Assignment for 3 Credits</li> </ol> <p>Create a string pedagogy curriculum for use in your own</p>

	<p>teaching; clearly indicate the places in the curriculum where you have included elements of Rolland Pedagogy within each category of your curriculum (see a. and b. below). You may start with an already existing curriculum if you have one available. The format for this is your choice, providing the information is clear to anyone who reads it, and that it is clearly organized and legible. Create a cover page and be sure your name, course title, and date are indicated on the cover. Artwork, color, and design will be very much appreciated (but not required).</p>
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Program-Level Outcomes Addressed: *Professionalism in Teaching*

Students will demonstrate the ability to reflectively discuss and share teaching strategies and best-practices.

*Excellence in Music*

Students will demonstrate the ability to apply newly acquired techniques and perform a variety of music in different genres and styles.

Course Requirements and Assessment: **Outcomes Assessments**

1. DUE TUESDAY, JULY 18 - Quiz on the 17 topic titles
2. DUE WEDNESDAY, JULY 19 - Teach a Rolland Action for our class and describe how you will use the movement in your teaching. Use your instrument.
3. Model a Rolland Action for our class with your instrument. Describe how you will use this in your teaching.
4. DUE FRIDAY, AUGUST 4, 2023 - Create a literature list of at least **10 pieces, exercises, or books** for Rolland Pedagogy; describe how each item on the list can be used to teach Rolland pedagogy, give at least two examples within each material or publication that identifies specific measure numbers that will be used to teach Rolland pedagogy and the Action that correlates to those specific measures. Be sure to identify which instrument part(s) are being identified. The same Rolland action may be used no more than 3 times on this list.

Turn in the list as follows:

1. **Title** of piece, composer

**First Rolland Action** that can be applied (state specific measure numbers and instrument part)

**Description** of how you will teach the action

**Second Rolland Action** that can be applied (state specific measure numbers and instrument part)

**Description** of how you will teach the action

2. **Title** of piece, composer

**First Rolland Action** that can be applied (state specific measure numbers and instrument part)

**Description** of how you will teach the action

**Second Rolland Action** that can be applied (state specific measure numbers and instrument part)

**Description** of how you will teach the action

Etc.

5. DUE FRIDAY, AUGUST 4, 2023 - Curriculum Assignment for 3 Credits

Create a string pedagogy curriculum for use in your own teaching; clearly indicate the places in the curriculum where you have included elements of Rolland Pedagogy within each category of your curriculum (see a. and b. below). You may start with an already existing curriculum if you have one available. The format for this is your choice, providing the information is clear to anyone who reads it, and that it is clearly organized and legible. Create a cover page and be sure your name, course title, and date are indicated on the cover. Artwork, color, and design will be very much appreciated (but not required).

a. **Essential content in a good curriculum** is the knowledge and skills that students need to know, understand, and are able to do in order to succeed in school. Unpacking state standards and creating measurable learning goals clarifies **essential content** (see ASTA curriculum content below for ideas).

**Your curriculum should have at least 8 content areas.**

b. Every aspect of the **curriculum** should have a clear objective or end goal to achieve. A **good curriculum** is not rigid—it allows room for flexibility, monitoring and various forms of assessment. It should provide sufficient scope for the cultivation of unique skills, interests, attitudes and appreciations. Outline of ASTA Curriculum (use as a prompt for thinking about your curriculum project):

### Course Requirements and Assessment

Attendance - every session is required attendance. Level 1 Endorsement cannot be awarded if any sessions are missed. For illness or exceptional circumstances, you will be responsible for viewing the recordings of our class sessions and any Rolland films you miss (at your own expense). There also may be additional submissions you will need to prepare for missed classwork.

Assessment #1	Quiz on 17 Topics	17 points
Assessment #2	Mini-teaching demonstration on one movement concept	20 points
Assessment #3	Model playing of one Action and its related Actions and describe – demonstrate at least 3 steps while doing your chosen Action. Choose any Action that is useful in your teaching.	20 points
Assessment #4	Submit a list of at least 10 pieces of literature and how each one will be used to teach Rolland pedagogy. See details above.	60 points
Assessment #5 (for 3 credit hours, not required if you are taking the course for 2 credit hours)	Submit a pedagogy curriculum for your program. See details above.	100 points

#### Grading Breakdown:

Quiz	17/117 (217 if taking 3 credits)
Mini-teaching demonstration	20/117 (217 if taking 3 credits)
Performance model	20/117 (217 if taking 3 credits)
Materials/Literature List	60/117 (217 if taking 3 credits)

Pedagogy Curriculum

100/217 (not required if taking 2 credits)

**Instructional Materials: Materials Required**

- [\*The Teaching of Action in String Playing\*](#) (book) by Paul Rolland with Marla Mutschler (Alfred.com)
- A journal
- Your instrument
- Joanne May Violin & Viola Videos (free on YouTube) <https://www.youtube.com/channel/UCtTQgFuDrVXtjzU42KfYKow/videos>

**Materials Recommended**

- [\*The Teaching of Action in String Playing\*](#) (films) by Paul Rolland, available for purchase for streaming on [Vimeo](https://vimeo.com/ondemand/paulrolland/). <https://vimeo.com/ondemand/paulrolland/> (The films are also available on DVD by emailing [peterrolland@cox.net](mailto:peterrolland@cox.net).)
- [\*New Tunes for Strings: Bk 1 & Bk 2 for violin, viola, cello & bass\*](#), and the [\*Teacher's Book\*](#) by Stanley Fletcher (Hal Leonard)
- [\*Skills, Scales and Tunes – Developing String Technique with Paul Rolland String Pedagogy: Teacher's Manual/Score, Violin, Viola, Cello, Bass\*](#) by Joanne May ([JoanneMayArts@gmail.com](mailto:JoanneMayArts@gmail.com))

Course Bibliography: NA

Course Calendar or Schedule:

**July 17-21, 2023 9:00 am - 1:00 pm CDT**

**July 22-August 4 Collaboration, Group Chat (as needed)**

Attendance Policy: Every session is required attendance. Endorsement cannot be awarded if any sessions are missed. For illness or exceptional circumstances, you will be responsible for viewing the recordings of our class sessions and any Rolland films you miss (at your own expense). There also may be additional submissions you will need to prepare for missed classwork.

Candidate Conduct

***“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”***

- Cell Phone/Computer Policy: Do not use cell phones except as requested by the instructor. Computers may be used for note taking during class.

### Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

### Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

### Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

### Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”