

Syllabus for
MUS 035 – Applied Music: Violoncello
2 Credit Hours
Spring 2024

I. COURSE DESCRIPTION

One 50-minute private lesson per week
Prerequisite: Department Approval
Applied Lesson Fee of \$500.00 for non-majors.

II. COURSE GOALS

The development of a high standard of Cello performance

III. ASSOCIATED PROGRAMS

- A. To provide opportunities for students to develop their music capabilities and interests through the use of music as a socializing force, as an aid to compassionate understanding of themselves and their environment and as an avenue of self-expression.
- B. To stimulate an appreciation and love for music through the study of its various disciplines.
- C. To develop techniques for mature evaluation of musical standards.
- D. To give an adequate background for further study in graduate school and cultivate tools for teaching in public and private schools, teaching in private studios, performing in professional organizations and working in related musical fields
- E. Prepare for various ministries and worship.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page

- A. Spiritual Integrity
- B. Personal Reliance
- C. Intellectual Pursuit
- D. Global Engagement
- E. Bold Vision

V. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

As a result of successfully completing this course, the student will, in performance, demonstrate the following:

- 1. Development of the inner ear (beautiful tone, phrasing and pitch)
- 2. Freedom of physical facility
- 3. Execution of various articulations, smooth shifts, string crossings
- 4. Execution of good rhythm and tempo
- 5. Resonant tone and beautiful vibrato
- 6. Acquaintance with orchestral excerpts.
- 7. Understanding of various musical styles.
- 8. Competency in solo and ensemble performances.

B. Objectives for Students in Teacher Preparation Programs

- 1. The teacher candidate will know how to develop a high standard of performance on the instrument.
- 2. The teacher preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher

Preparation. This course meets the following competencies:

SC5: Has mastery of a major instrument, including appropriate techniques of breathing, embouchure (mouth position), posture, and hand position.

3. Evaluation/Assessment of Competencies

The winds and strings teacher candidate will be able to demonstrate the following:

- a. musical interpretation within appropriate musical styles and historical accuracy.
- b. good stage presence and concert etiquette.
- c. good pitch, the control of pitch and tone quality throughout the range of the instrument.
- d. appropriate vibrato for strings and certain winds and a variety of articulations, such as legato, staccato, marcato, and multiple tonguing for winds.
- e. Other courses where this competency is being met:
 - (1) Instrumental Ensembles uses group instrumental techniques.
 - (2) Orchestration, where arranging is done for instrumental and choral groups.
 - (3) Music Seminar provides a means by which many skills taught in other music courses are displayed through the recreative process of practical performances.

VI. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Appropriate study material and repertoire selected by instructor

2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

VII. POLICIES AND PROCEDURES

A. Department Policies and Procedures-See Music Student Handbook

B. Course Policies and Procedures

1. Evaluation Procedures

- a. Students are graded on attendance, attitude, and improvement on the cello.
- b. A minimum of 8-10 hours of practice weekly is required for a grade of A.
- c. Each student must perform at least one time each semester in Music Seminar.
- d. Each student must attend 2 out of the 4 Tulsa Philharmonic Concerts each semester.
- e. A junior recital will be given. It will consist of 20-25 minutes of

music selected from the various stylistic periods. A sampling of the recital will be performed at the string jury of the previous semester. The student needs to follow the requirements in the recital packet provided in the music office.

- f. A senior recital will be given. It must consist of 45-50 minutes of music selected from at least 3 of the 4 major stylistic periods. A recital hearing will take place during the string jury of the previous semester. The student must follow the requirements in the recital packet provided in the music office.
- g. All of these objectives are assessed by teachers in the weekly applied lesson. Evaluation is made and suggestions given for correction and improvement. Often written critiques are given to students covering specific assignments. Students (teacher candidates) make constant self- evaluation during regular practice sessions.
- h. Further evaluation is made in performances by teachers and students alike, of which at least one is required each semester. Evaluation in the form of Instrumental Juries, are required of all instrumental primaries. The Instrumental Faculty sits as a panel to assess student progress for the semester. More extensive evaluation is available for students who qualify and who select to perform a Music Education Recital.

2. Whole Person Assessment Requirements

copies of Instrumental Jury Evaluation Sheets, providing repertoire studied and the progress shown for each semester. Selected recordings of performances (audio and/or video tapes, or CD's) may be put into your WPA artifact.

VIII. COURSE CALENDAR

Freshman Year

Scales, arpeggios, bowings, shifting, vibrato
 Schroeder 170 Foundation Studies and Cossman Studies
 Vivaldi Sonatas, Bach Suite No. 1
 Short pieces, orchestral excerpts

Sophomore Year

Scales and arpeggios, thumb
 position Schroeder and Cossman
 Studies Beethoven: Sonata No. 1
or No. 2
 Baroque Sonatas and short pieces from the Romantic Literature

Junior Year

Scales and arpeggios, thirds and sixths, octaves
 Popper Etudes
 Short Pieces
 Beethoven Sonata No. 3, Bach Suite No. 2, Haydn Concerto in C

Senior Year

Scales and arpeggios, thirds, sixths, octaves
 Brahms' Sonata No. 1, Bach Suite No. 3, Saint-Saens Concerto No. 1

Program Outcome Alignment: MUSIC UNIT/MUSIC ARTS

This program contributes to the University outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Program Outcome alignment with University Outcomes		Significant	Moderate	Minimal	None
Spiritual Integrity					
Outcome 1	Students will apply a Biblical and Christian Worldview when creating, performing, teaching, worshiping, and analyzing a variety of styles of music.		X		

Personal Resilience					
Outcome 2	Students will demonstrate active engagement and self-motivation in the preparation for recitals, classroom teaching, worship sets, research, audio projects, and presentations in music.		X		

Intellectual Pursuit					
Outcome 3 NASM 8.B.2.a-b	Students will develop the technical performance skills for artistic expression in at least one major performance area at a level appropriate for the major or concentration.		x		
Outcome 4 NASM 8.B.1.c	Students will develop ability to read at sight with fluency in their major performance area relevant to professional standards for the particular music concentration.		x		
Outcome 5 NASM 8.B.2.a	Students will develop aural skills to identify intervals, melodic structures, chord qualities, and harmonic progressions.		x		
Outcome 6 NASM 8.B.2.a	Students will demonstrate an understanding of the theory, harmonic progressions, and forms of a variety of styles of music when studying, listening, performing, and teaching music.		x		
Outcome 7 NASM 8.B.4	Students will acquire and develop the basic knowledge of music history and repertoire through the present time for a variety Western music cultures and styles.		x		

Global Engagement					
Outcome 8	Students will engage and analyze music from a wide variety of musical periods including Western and non-Western musical traditions (and worship).		X		

Bold Vision					
Outcome 9 NASM 8.B.1.f	Students will demonstrate vision, leadership, and artistry in performance through expression in phrasing, dynamics, articulations, and accepted practice for musical works in a variety of settings including the stage, classroom, therapeutic settings, and worship services.		x		