

MIDDLE SCHOOL STRING TEACHERS SURVEY

Teacher name _____

School _____

Please answer the questions below and return the survey to Christopher Horner by July 15 in the SASE provided.

I. Program organization

What grades do you teach?

Ensemble organization:

Please list the string groups in your school. Include the number of students in each group.

Scheduling:

Do students in performing groups also have general music class in their schedule?

How often do your string groups meet?

Are your string groups scheduled into the school day?

How many minutes are in each session?

Are there Chamber music/honors opportunities for more advanced/motivated students? If so, how are these scheduled?

II. Curriculum

Relationship between private instruction and school curriculum:

What percentage of your Middle School string students receive weekly individual private lessons?

Please describe how you see the role of the Middle School string ensemble teacher in developing the following skills. If any of these areas are an important part of your curriculum, please describe the ways in which they are incorporated.

Vibrato

Scales

Mastery of common bowing patterns

Development/maintenance of bow hold & left hand position

In your view, in what ways should private instruction and school instruction complement each other in the education of Middle School-level string students?

Please describe the role of each of the following areas in your Middle School strings curriculum:

Music theory

Sight-reading

Singing

Ear-training

Composition

Improvisation

Listening/analysis

Interdisciplinary components

Multi-cultural components

Assessment:

Are students graded for their work in string ensemble?

How are individual performance evaluations scheduled?

What are the components of performance evaluations?

Do students have the opportunity for self-evaluation? If so, how is this handled?

Do you use results of performance evaluation used to determine seating in the group?

Do you have a practice requirement for students? If so, how is this handled?

Do you give written assignments and/or quizzes/tests on cognitive material?

How are considerations in assessing students' work other than performance and written work assessed (i.e. instrument care, classroom behavior, etc.)?

Performances:

How many performances do your groups present in a typical year?

What kinds of out-of-school performance opportunities do students have?

Are performances considered in the grading system? If so, how is this handled?

Materials:

Do you use a method book in your teaching? If so, which one? What do you see as being the strong points of this method book? What are some of the weaknesses?

What are your criteria for selecting pieces for performances? What are some of the most successful performance pieces you have used for Middle School string ensemble?

Besides method books and performance pieces, what other materials do you use in your teaching?

If you have any other thoughts on important factors in developing a Middle School String program, please share them in the space below.