



STARTING BY ROTE

THE BASICS

<p>DOWN BOW</p>  <p>Move the bow toward the tip.</p>	<p>UP BOW</p>  <p>Move the bow toward the frog.</p>	<p>PIZZICATO</p> <p><i>pizz.</i></p> <p>Pluck the string with the index finger of your right hand.</p>
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INSTRUCTIONS

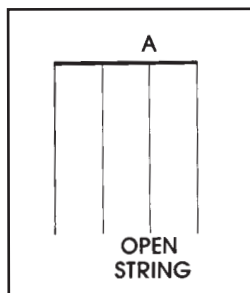
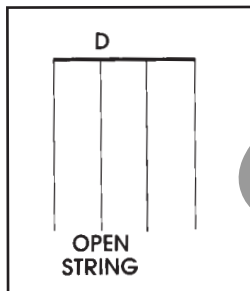
<p>RHYTHM PATTERN</p> <p>Play the assigned Rhythm Pattern ONCE for each letter using pizzicato or arco.</p>	<p>PIZZICATO (Violin and Viola)</p> <ol style="list-style-type: none"> 1. Place your index finger (1st finger) on the correct string. 2. Place your thumb on the corner of the fingerboard. 3. Pull the string firmly to the side to produce a good ringing tone. 4. Check your right hand pizzicato position. 	<p>ARCO</p> <ol style="list-style-type: none"> 1. Place your bow at the correct string level. 2. Play in the middle of the bow. 3. Use a forearm stroke to PULL the bow. 4. Check your right hand bow grip often. 5. Play with a good ringing tone.
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TEACHER: Point out to students that they should read the Fingering Charts as if their instrument were facing them. The String Level Charts should be read as if they were looking down the strings at the bridge with the instrument in playing position.

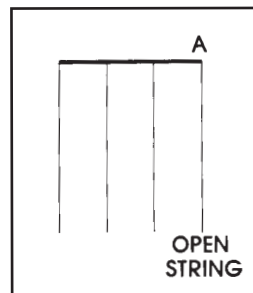
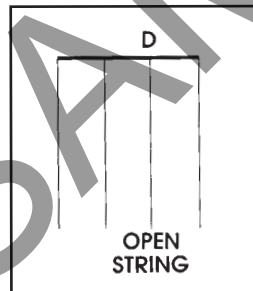
TEACHER: Have all students constantly check the pictures on student book pages 4 and 5 to establish a good instrument position and bow grip. Establishing good habits now will make them better players.



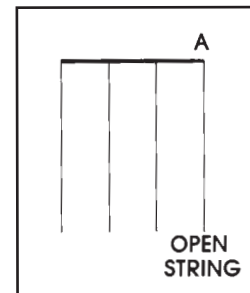
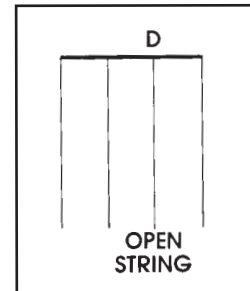
Violin



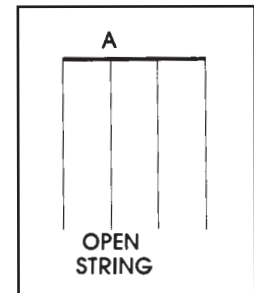
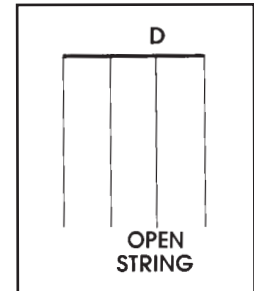
Viola



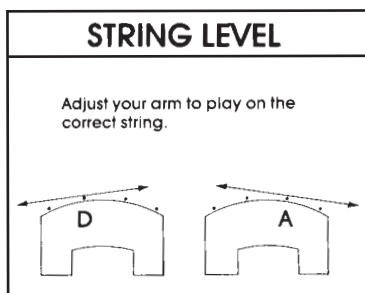
Cello



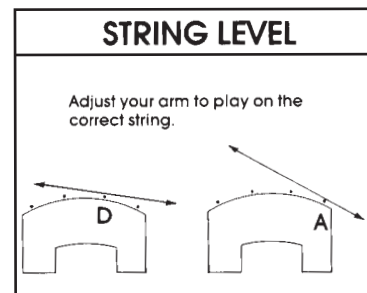
Bass






Violin




Viola




ARCO <i>arco</i> Play with the bow.	MEASURE  bar lines	WHOLE REST  4 beats of silence	REPEAT SIGN  Repeat the previous section of music again.
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RHYTHM PATTERNS


RHYTHM PATTERN #1


 MIS - SIS - SIP - PI

RHYTHM PATTERN #2

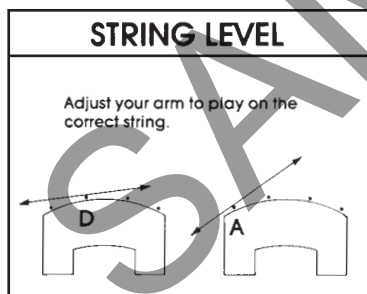

 RIV - ER

COMBINED PATTERN #1

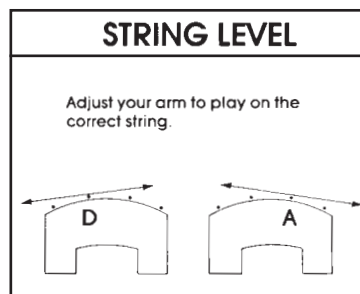

 MIS - SIS - SIP - PI RIV - ER



Cello



Bass



TEACHER: The arm of the string player should be at a different level when playing on each string because the plane for the bow stroke is different for each string. Demonstrate on a stringed instrument and draw diagrams on the chalkboard to make certain the students understand these important points of string playing.

TEACHER: Check the playing positions of your string players often. Have the students check each other to make them aware of the important points of holding the bow, holding the instrument, posture and bowing.

1. D STRING

| D | — :||

2. TWO D's

| D | D | — :||

★ Check your bow grip often.

3. A STRING

| A | — :||

4. TWO A's

| A | A | — :||

STARTING BY NOTE

THE BASICS

STAFF ledger line	TREBLE CLEF lines spaces	MEASURES bar lines measures	TIME SIGNATURE $\frac{4}{4}$ = 4 beats in each measure
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QUARTER NOTE	= 1 beat
HALF NOTE	= 2 beats

Counting	1	2	3	4
Alternate Counting				

TEACHER: Each student book contains THE BASICS and has the appropriate clef sign indicating the lines and spaces.



Violin

Viola

Cello

Bass



STRING LEVEL	Adjust your right arm to play on the correct string.
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1. D STRING

2. A STRING



Violin

Viola

Cello

Bass

TEACHER: You will need to remind your violin and bass students about ledger lines.

TEACHER: Shifting to 2nd position is introduced to the bassists at this time. You may want to explain and demonstrate shifting to the entire class, however, the other instruments will not use shifting until a later book. Shifting to play in higher positions will allow string players to extend the playing range on their instruments. Use the following shifting hints for the bass players for Line 111:

1. Shift on the 1st finger and move the hand 1/2 step down the instrument and then place the 2nd finger firmly.
2. Shift back to 1st position sliding the 1st and 2nd finger a 1/2 step and then lift the 2nd finger.
3. Stress the importance of the ENTIRE hand moving as a unit.
4. The thumb should always be kept behind the 2nd finger.
5. It is important for the students to hear the note to which they are moving.
6. Practice the following study to achieve good intonation on the shift:
Play A to B; 1 to 4, then A to B; 1 to 2 (2nd position).

110.

111.

★ Ask your teacher to show you how to shift up to 2nd position and back to 1st position.

★ The dash (-) indicates a shift to a new position.