

**Teachers Manual
and Full Score**

Volume I

THE INTERMEDIATE STRING CLASS

by

Samuel Gardner & Herbert S. Gardner

**For full string ensemble classes (violins, violas, 'cellos and basses together) in
their second or third year of study. Introduces young players to:**

**ensemble playing
major keys to four sharps and four flats
minor keys
shifting on the outside string as a range extending device
counterpoint playing
enriched piano accompaniments**

Photocopyable instrumental parts are included with the Teachers Manual and Full Score

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HOW THIS BOOK CAME TO BE WRITTEN

Dedication

The *Intermediate String Class* is the result of nearly 30 years of development, testing, re-write and re-testing in public school classrooms. It was begun in response to the need for a mixed-string method (for violin, viola, 'cello and bass) which would bridge the gap between the beginning level pupil, whose experience was usually limited to small, like-instrument unison groups and the middle-level player who could function in a string ensemble or orchestral setting.

When I began teaching in the public schools of the Bronx, NY, I was teaching classes of 25 or more pupils in a mixed-string context. I applied the conservatory approach to the beginners with an emphasis right from the start on the ear-training component of instrumental development. I soon discovered that there were no appropriate materials to support such a training plan. Most of the extant methods were based on mechanical notions promoting rigid left-hand positions which I knew were detrimental to the training of competent string players. I preferred using a musical approach.

I appealed to my father and teacher, **Samuel Gardner** (1891-1984), a violinist, teacher and Pulitzer Prize-winning composer, to write some instructional training exercises which would serve middle-level students in the mixed string class setting. They would have to conform to the principles of his "Harmonic Thinking" which was the foundation for my own string teaching.

At first, he wrote some very simple but delightful, harmonically self-supporting exercises based on diatonic scales and arpeggios. As time passed, the need for more problem-specific exercises was met with a range of short, musical lines which, taken together, formed the beginning of a formalized, progressive method which has resulted in *The Intermediate String Class*.

I wish to dedicate this work to my father's memory in honor of his many significant contributions to string education in America.

Herbert S. Gardner
Bronx, NY

April 1, 1995

THE INTERMEDIATE STRING CLASS

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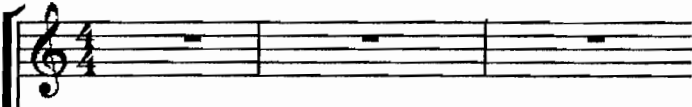
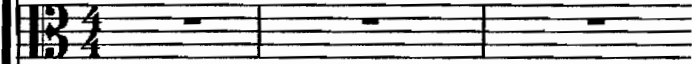
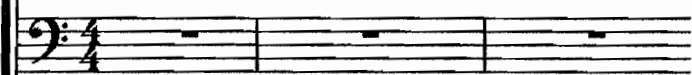
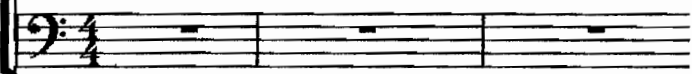
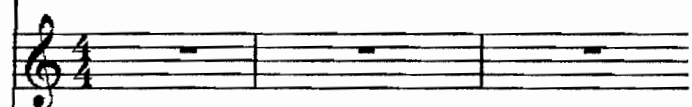
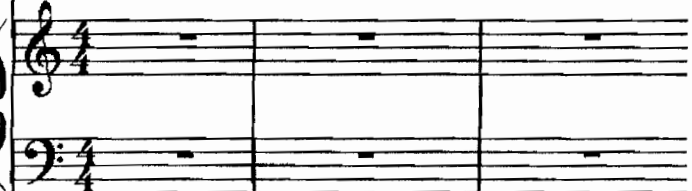
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HOW TO USE THIS BOOK!

The Intermediate String Class is organized into 15 key-centered chapters divided into two volumes. These are developmentally linked by a series of graduated steps.

The **Teachers Manual** contains a full score and an overview of the new work to be covered in each chapter. This materially aids in the preparation of lesson plans. Each numbered line lists the new work to be introduced in that line, teaching suggestions specific to the new work, and on-going reminders to the teacher. Many additional exercise lines and familiar tunes are provided for extra drill and reinforcement. A sample of a portion of a score page appears below. (Note that in the actual score the identifications of the instruments and the accompaniment staves are *not* included in the interest of space economy.)

		(Title of Line, if any)	(Student Book pg.)
<u>(NEW WORK PRESENTED IN THIS LINE)</u>	1	(line number - same as in students' books)	
(Teaching suggestions follow in this space)	(Violin)		
	(Viola)		
	(Cello)		
	(Bass)		
	(Basic Harmonic Support)		
	(Enriched Harmonic Support for Piano)		

Compare the foregoing sample with the first score page to see how an actual work, with teaching suggestions, is formatted.

The success which this book promises is based upon two central ideas: (1) that real music, supported by correct harmonies, counterpoint and voice leading promotes the musical growth of the student, and, (2) that, at this point in the development of young players, the fingers of the left hand have been freed of the constrictions previously imposed by tapes on the fingerboard, finger patterns or the habituation of holding fingers down on the string past the correct rhythmic value of the pitch being played. In other words, "one note, one finger!"

Chapter 1, in C major, has been designed to assist teachers in the accomplishment of this sometimes daunting task. Take this opportunity to enable your students break out of the "D major mold" by requiring them to be responsible for their own intonation. Basically, this is facilitated by asking them two questions: (a) Does it sound right? and (b) How can it be improved?

The teacher must now focus on the ear-training aspects of string teaching and playing. This is a central purpose of the book. Teaching suggestions for achieving this are included throughout. The two piano parts support this goal.

The single staff, **Basic Harmonic Support**, is included for teachers whose piano skills may be limited, or who prefer to use a "one-hand" technique. The full piano, **Enriched Harmonic Support**, provides complete accompaniments

GETTING STARTED

Begin with Chapter I. (C Major) and continue in sequence. Drill material, tunes and review exercises are included in each chapter. It is a good idea to occasionally go back to previously learned work for review and reinforcement.

When preparing performance materials, it has been found useful to return to the appropriate chapter in *The Intermediate String Class* to get the players warmed up in a "new" key prior to introducing a new piece.

Chapter 1 - C Major

Instructional Guide

Positions:

The violins, violas and 'cellos will remain in I position until Chapter 9. The basses will play in the 1/2 and I positions on the lower strings and will play in the II position on the G string only as a *range extending device*.

Objectives:

1. To establish **key-sense** in a fixed *do* system.
2. To develop the **key signature** as arising from the major scale.
3. To create a feeling for **fingerboard harmony** through the primary chords of C major.
4. To take the first steps in **ensemble** by playing in contrapuntal style.
5. To play the **full range of C major** in first position by both downward and upward extensions of the key.
6. To develop **eighth notes** in both single flag and beamed notation, leading to the performance of the dotted-quarter, eighth rhythm.
7. To play in more than one **meter** within this key.
8. To play the **incomplete second octave**. The bass will repeat the first octave for sonority.
9. To introduce **the tie** as preparation for the dotted-half note.
10. To learn **one key at a time** until musical ear control is achieved.

These objectives will be noted in the score along with applicable teaching suggestions for each.

General Teaching Hints:

PIZZICATO. As a general rule, pluck (*pizz*) the notes before using the bow. This focuses attention on intonation before adding the complication of the bow.

BOW CONTROL. When starting the quarter notes, place the bow on the string slightly below the middle. Tilt the stick away from the bridge (toward the fingerboard). Establish a definite contact with the string, then draw the bow. Use the middle to upper half of the bow. Keep the bow in the "imaginary grove" to produce a clear sound. This idea will keep the bow from skating across the strings, producing an unclear and "fuzzy" tone.

FINGERINGS. The violins and violas should use both the open strings and the fourth finger as shown in the exercises. This prepares those players for fluency in both the remote keys and for playing in the higher positions which will be introduced in Chapter 9.

SHIFTING. The bass is the first instrument to make use of more than one position. This is in the nature of the instrument and must be taught early. The up-shift to II position will occur between steps 7 & 8 of the major scale (*ti-do*). This strongly leading musical passage compels and propels the hand and fingers as a unit into the higher position. Shifts will also take place on other scale tones as shown in the exercises.

INCOMPLETE SECOND OCTAVE. This novel concept extends each new key out of its *do* to *do* configuration both up and down to avoid an unprepared approach to a higher position.

New Work

CHAPTER 1 - C MAJOR

Violin, Viola, 'Cello in First Position (I) until Chapter 9

FIRST OCTAVE OF C MAJOR

BASS: UP-SHIFT TO II POS.

TEACHING SUGGESTIONS:

For the bass "Ti-Do" half-step shift between scale steps 7 & 8, move the left hand and thumb as a unit when shifting from first to second position. (The down-shift is the reverse of this action.)

The ear guided by the dominant and tonic chords leads the fingers to the correct pitches. The fourth finger stays down while shifting. No hops! This is a silent *slide-shift*.

This type of shift is the first instinctive move which the pupil will make. It is practical as a first experience in shifting. (See also the bass shift in Ex. 3)

*Pluck to test starting pitch. Class should sing *sol-la-ti-do*.

** 3 means *third finger*, NOT three fingers!!

1 Pluck (pizz) first time.
Bow (arco) second time. (Student Book pg. 1)

BUILDING THE KEY SIGNATURE

C MAJOR SIGNATURE

BASS DOWN-SHIFT TO 1/2 POS.

In measure two, the bass down-shifts into the half position while playing the open E string. Move the whole hand for the shift.

The bass notes below the first octave show a concept of the downward range of C major into the half position. This range extension will occur in all keys for all instruments. Pupils should be reminded that the lowest pitch in any key is not necessarily do!

Violins and violas should develop use of the fourth finger and open string in all keys.

Establishing the key signatures begins in G major, Chapter 2.

2 C-Major Signature - no flats, no sharps (S. B. pg. 1)

SLURRED QUARTER NOTES

BASS: NEW UP-SHIFT TO II POS.

The violin and viola should use both 4th finger and open strings, as shown.

This *portamento* shift for the bass is the more common one for completing the C major scale. The first finger stays down on the G string while the whole hand upshifts. It is released simultaneously as the second finger is placed on C at the top of the scale.

The basses have two lines. Play the entire exercise three times: the basses play the upper line the first time, the lower line second time and *divisi* the third time.

Note the counterpoint in the accompaniment. This is part of the preparation for part-playing in later lines.

3 Whole-step shift in Bass, step 6 to 7 in the C scale

(S. B. pg. 1)

Repeat three times

The musical score for exercise 3 consists of five staves. The top four staves are for the violin, viola, and two basses. The violin and viola parts are in 4/4 time, starting on G4 and moving up stepwise to C5. The bass parts are in 4/4 time, starting on G2 and moving up stepwise to C4. The first two bass staves show a whole-step shift from G2 to A2 in measure 6. The third bass staff shows the continuation of the scale. The bottom staff is for the piano accompaniment, featuring a counterpoint in the right hand and a counter scale in the left hand. The counterpoint is a descending scale from C5 to G4. The counter scale is a descending scale from C4 to G2. The piano part is labeled 'L.H.' and 'Counter theme'.

BEETHOVEN THEME

MELODY DRILL IN C MAJOR

BASS: 1/2 POS REVIEW

Note test pitches. Class sings *do, re mi*, then plucks test notes to establish the third step of C major, the starting pitch for this exercise.

Violins should use both open string and 4th finger during replays.

The bass begins in I pos. and then downshifts to half position in measure 5 during the open E. It remains in 1/2 pos. for the rest of the line.

Teachers should continually inspect pupils' technique during all drill lines.

4 Unison

(S. B. pg. 1)

Adapted

The musical score for exercise 4 consists of five staves. The top four staves are for the violin, viola, and two basses. The violin and viola parts are in 4/4 time, starting on G4 and moving up stepwise to C5. The bass parts are in 4/4 time, starting on G2 and moving up stepwise to C4. The first two bass staves show a whole-step shift from G2 to A2 in measure 6. The third bass staff shows the continuation of the scale. The bottom staff is for the piano accompaniment, featuring a counterpoint in the right hand and a counter scale in the left hand. The counterpoint is a descending scale from C5 to G4. The counter scale is a descending scale from C4 to G2. The piano part is labeled 'L.H.' and 'Counter theme'.

BASIC ARPEGGIOS (broken chords) IN C MAJOR Developing Fingerboard Harmony

CONCEPT OF INTONATION

PRINCIPAL TRIADS OF THE MAJOR KEY: I, IV, V

MEASURE NUMBERS

The goal of this line is to establish key sense through *fingerboard harmony*.

Correct playing of the principal tones of a key, steps 1-3-5-8, is the surest guide to good intonation. Once these tones are firmly established, the passing tones, 2-4-6-7, will find their proper harmonic relationship to the principal tones.

Improvement of INDEPENDENT FINGER PLACEMENT is of the utmost importance from this point on.

Show the pupils how to locate their place in the music by using the printed measure numbers.

5

FIRST PLUCK, THEN BOW

(S. B. pg. 1)

I chord (chord symbols represent primary harmonies) IV chord

For **tone improvement**, establish a definite bow contact with the string. Then play. Try this three step drill:

1. PLACE the bow on the string.
2. PRESS the bow into the string.
3. PULL the bow down.

The pupils will quickly understand the relationship between bow pressure and speed in order to achieve a fine tone quality!

Have the pupils think of moving the bow in that *imaginary bowing groove*.

V7 chord I chord (counter theme)

(counter theme)

A VARIATION OF THE SCALE

As the scale patterns are changed into the intervals of broken thirds, the underlying factor which best guides the intonation is the HARMONIC BASIS.

When playing these intervals, learn to listen to each interval as part of a harmony or chord.

The ear is again guided by the same principal major triads: I, IV, V7.

This HARMONIC CONTINUITY trains the ear to guide the fingers to the pitches.

For continued TONE IMPROVEMENT, establish a firm bow contact with the string using the upper half of the bow.

Playing each note twice allows time for the ear to anticipate the next pitch and puts the new note on the down bow for added strength and emphasis

6 Broken Thirds

(S. B. pg. 1)

Handwritten musical score for '6 Broken Thirds'. The score is written for four staves: Treble, Alto, Bass, and a grand staff (Treble and Bass). The key signature is one flat (B-flat) and the time signature is 4/4. The music consists of a series of broken thirds, with notes written in pairs on each staff. Fingering numbers (0, 1, 2, 4) are indicated above the notes. A text annotation 'Bass plays both positions' is written below the Bass staff. The grand staff at the bottom shows a piano accompaniment with chords and arpeggiated figures. The score ends with a double bar line.

Handwritten musical score for '9 Broken Thirds'. The score is written for four staves: Treble, Alto, Bass, and a grand staff (Treble and Bass). The key signature is one flat (B-flat) and the time signature is 4/4. The music consists of a series of broken thirds, with notes written in pairs on each staff. Fingering numbers (0, 1, 2, 4) are indicated above the notes. A text annotation 'l.h.' is written below the grand staff. The score ends with a double bar line.

7 More Broken Thirds

(S. B. pg. 1)

In this line, the intervals of a third now move faster. This requires quicker concentration for the control of the pitches.

Basses should practice both sets of fingerings to improve fluency.

The enriched piano accompaniment increases interest by adding both harmony and counterpoint. This prepares the pupils for holding their own in contrapuntal music.

Musical score for 'More Broken Thirds' in 4/4 time. The score consists of five staves. The first four staves are for a string ensemble (Violins I, Violins II, Violas, and Cellos/Double Basses). The fifth staff is for the piano accompaniment. The string parts feature broken thirds moving in parallel motion. The piano accompaniment provides harmonic support with chords and counterpoint.

Variation of "Lightly Row"

8 Ensemble with Broken Thirds

(S. B. pg. 1)

COUNTERPOINT USING RESTS

This ensemble study is developed with broken thirds and rests in counterpoint style.

The four quarter rests show their related time value to the whole rest.

Prepare for the down bows in measures 4 & 5 during the rests in the preceding measures.

Pupils should count these rests silently.

The piano introduces a counter line from a previous theme.

Musical score for 'Variation of "Lightly Row"' in 4/4 time. The score consists of five staves. The first four staves are for a string ensemble (Violins I, Violins II, Violas, and Cellos/Double Basses). The fifth staff is for the piano accompaniment. The string parts feature broken thirds and rests in a counterpoint style. The piano accompaniment introduces a counter line from a previous theme.

WHOLE REST

Relate the whole rest to the four quarter rests previously shown.

ACCENT MARKS

Pupils should play the accented notes with added bow pressure and speed.

Basses should retake the bow on the quarter rest for the double down bow.

8 (cont'd)

Musical score for page 8 (cont'd). The score is in 4/4 time and consists of six staves. The first four staves are for strings (Violins I, Violins II, Violas, and Cellos/Double Basses). The last two staves are for piano accompaniment. The score includes various musical notations such as notes, rests, and accidentals. A box labeled '10' is placed above the first staff, and the text 'whole rest - 4 counts' is written above the second staff. The score ends with a double bar line.

Extending the C Scale Downward for Violins

LOWER EXTENSION OF C SCALE FOR VIOLINS

HALF REST

This is an important concept for all pupils. The lowest pitch in any key is not necessarily an open string!

In later chapters, teachers might ask what is the lowest playable pitch (on the violin, for example) in the keys of C, G, Eb, Bb, D, etc.!

In this line, the C major scale, for the violins only, is extended downward, C-B-A-G as do-ti-la-sol. The other instruments provide the necessary harmonic support.

9

Below first octave

(Student Book pg. 2)

Musical score for page 9. The score is in 4/4 time and consists of six staves. The first four staves are for strings (Violins I, Violins II, Violas, and Cellos/Double Basses). The last two staves are for piano accompaniment. The score includes various musical notations such as notes, rests, and accidentals. A box labeled '10' is placed above the first staff, and the text 'whole rest - 4 counts' is written above the second staff. The score ends with a double bar line.

Good King Wenceslas

(S. B. pg. 2)

ENSEMBLE PLAYING

In previous exercises, the contrapuntal experience was provided by the piano accompaniments. Here, the instruments develop their own counterpoint by using rests.

In measure 5, the lower voices count silently and re-enter the piece in measure 6. This drill eases the pupils into independent part playing in a painless way!

In measure 13, the whole rest is substituted for the quarter rests.

The downward extension of C major is utilized in the violin and bass parts.

10

Old English Carol

5

0

V

0

5

counter-melody, "Long Long Ago"

9

13

0

9

13

Repeated Eighth Notes in two notations: single flag & beamed

EIGHTH NOTES ON COUNTS TWO AND FOUR

THE FOREARM STROKE

Use of the forearm stroke is to be featured in this line. (If the basses use the *German (Butler)* bow, their guidelines for this bowing technique will be different.)

The three joints of the right arm (wrist, elbow, shoulder) should be loose. Play within the upper half of the bow. Use short strokes for the eighth notes.

Keep the same steady *beat* between the quarters and eighths. Make sure that the two eighths are evenly played in the exact time of one quarter note.

The eighths are first shown with the single flag, then beamed. This prepares the pupils for the easy recognition of the dotted quarter and eighth in later chapters.

Have the pupils clap and count this exercise before playing.

11 UNISON and ENSEMBLE

Middle to upper part of bow

(S. B. pg. 2)

The musical score is divided into two main sections, each marked with a box containing the number 5 and 11 respectively. The first section (marked 5) is for the string ensemble and includes a piano accompaniment. The string parts are written for Violin I, Violin II, Viola, and Cello/Double Bass. The piano part is for the left and right hands. The second section (marked 11) is for the unison ensemble and includes a piano accompaniment. The string parts are written for Violin I, Violin II, Viola, and Cello/Double Bass. The piano part is for the left and right hands. The score includes various musical notations such as eighth notes, beamed eighth notes, and single flags. Fingerings are indicated by numbers 0, 1, 2, 3, 4, and 5. A '1/2 pos' marking is present in the first section. The tempo is marked 'Allegretto'.

EIGHTH NOTES ON COUNTS ONE AND THREE

HARMONIC SUPPORT FROM WITHIN THE ENSEMBLE

Remember to use the upper part of the bow for this exercise.

This rhythm drill employs the basic harmonies within C major as previously developed.

Each rhythmic variation adds to the pupils' bowing technique.

THE FEELING OF THE BEAT IS ACHIEVED THROUGH THINKING AND SENSING THE PULSE!

Have the pupils clap and count this line before playing.

12 More repeated eighth notes

Watch out for the last measure - it's a rhythm trap!

Independent Part Playing

COUNTERPOINT WITH QUARTERS AND EIGHTHS AGAINST HALVES

Play the slurred notes in the upper half of the bow as for the single stroked eighth notes. Use short forearm strokes.

The slurred eighths have the same speed in the fingers as the separate strokes. Only the bow speed changes.

Feel the *swing of the beat* to find the correct bow speed. Think of the *swing of the conductor's baton*.

This exercise is the first of several which, collectively, form **THE BATTLE OF RHYTHMS!**

Ask the basses why they should start this line in half position.

13 Counterpoint Study

Scale Ensemble in Contrary Motion

COUNTERPOINT IN CONTRARY MOTION

Developing counter scaleplaying, as in contrary motion, offers new musical values in harmony and rhythm.

In measure three, the lower voices must have their bows ready to make a clear and definite entrance on count two.

Play in March Style, with strong rhythmical accents!

The enriched piano accompaniment provides the *March Beat* with its drum effects.

14

In March Style (tempo di marcia)

(S. B. pg. 2)

Measures 1-5 of the musical score. The score is written for a string quartet (Violin I, Violin II, Viola, Violoncello) and piano. The key signature is one sharp (F#) and the time signature is 4/4. The tempo is 'In March Style (tempo di marcia)'. The score includes fingerings (0, 4, 5) and bowing marks (V). The piano part features a 'March Beat' with drum effects.

Measures 9-13 of the musical score. The score continues for the string quartet and piano. It includes fingerings (0, 4, 5, 13) and bowing marks (V). The piano part continues with the 'March Beat' and drum effects.

C Major with First and Second Octaves Upward Extensions of C major

(Student Book pg. 3)

THE SECOND (INCOMPLETE) OCTAVE OF C MAJOR

BASSES SHIFT TO II POS.

The C major scale is extended into the second octave. In order to carry out the coordinated plan of position playing, the violins, violas and cellos remain in the first position.

Violins play the first seven steps of the second octave of the scale as a counterpoint to the full second octave in the lower voices. Remind them how to find F on the E string!

Violins and violas should use both open string and fourth finger, as shown, in all lines. This is in preparation for playing in higher positions and remote keys which come later in this book.

The basses have previously completed the full first octave of C major. Here they will shift to the second position (II). This avoids any higher positions at this time.

These new ranges add a rich sonority to the string ensemble.

The pupils' ears will be guided to the new pitches through the counterpoint.

15 Pizz, then arco

SECOND OCTAVE OF C MAJOR IN UNISON AND CONTRARY MOTION

The violins play up to B on the E string, the violas and cellos to D on the A string.

The bass repeats the first octave with only a slight change.

16 Upward Extension of C Major

(S. B. pg. 3)

The counter melody in the piano enhances the simple scale lines of the strings!

Basic Arpeggios in the Second Octave

(S. B. pg. 3)

BROKEN CHORDS

The basic arpeggios in the second octave require the same harmonic approach to establish the pitches as in the first octave. **New keys will be presented in the same manner.**

REMINDER:

Aim for continuous improvement in tone quality. This is achieved by keeping the bow in that **IMAGINARY GROOVE, PARALLEL TO THE BRIDGE.**

The bow should maintain firm contact with the string. Use the **forearm stroke with the upper half of the bow.**

Have the pupils evaluate their tone and pitch, collectively and individually.

Do their pitches *fit* into the supporting harmonies provided in the piano part?

17

Bass employs II position to top off arpeggios!

ITALIAN HYMN (The Dotted-half Note)

(S. B. pg. 3)

Giardini

THE DOTTED-HALF NOTE

THE TIE

RETAKE OF THE DOWN-BOW

This melody follows both the broken chord and scale patterns.

Be sure to drill the rhythm patterns in measures 5 & 10.

Clapping and counting the rhythms of this piece is good drill technique.

Use these rhythms to play rote scales and arpeggios as warm-ups to this lesson.

The dotted-half note is developed using the tie as in measure 3.

The "double down-bow" occurs in measures 6 & 7. Note that the new phrase begins with a new down-bow in measure 7!

18 Unison

The violins must *open* the left hand in order to reach from 4th finger E to 1st finger F in measure 11.

Interval Drill

19 Broken Thirds in the Second Octave Unison and Ensemble

(S. B. pg. 3)

BROKEN THIRDS

EXTENDED SCALE FOR VIOLA

ENRICHED ACCOMPANIMENT

Viola: The E, fourth finger on the A string, is introduced for the first time.

Violin: Use of the fourth finger should be well established by now.

The broken thirds in Ex. 19 and 20 are varied for ensemble effects. There are octaves, sixths and thirds in chordal style.

The basic harmonic support uses the simplest harmonies. The enriched accompaniment is treated in an imaginative manner, adding special emphasis on rhythmic accentuation.

Bass: The *portamento* shift in measure 6 is done by sliding the hand up to II pos. with the 1st finger maintaining contact with the string. The 4th finger comes down on C as the hand reaches the new position. The hand stays in II position while playing the open G in measure 7.

The cellos and basses will re-take an up-bow in measure 9.

Basses down-shift in meas. 11

SINGLE NOTES IN THIRDS

DELAYED ENTRANCE

In this line, there are single notes for each pitch. This means that the pupils will have to change pitch at a faster speed. This promotes velocity.

The delayed violin entrance in measure 2 is a step toward independent part playing.

Ask the pupils whether all of the parts are the same. This is a good time to introduce the orchestral responsibility for listening to the other sections.

Can the basses locate their shift points (meas. 3 & 6)?

20 Broken Thirds in Harmonic Form-Ensemble

(S. B. pg. 3)

Musical score for 'Broken Thirds in Harmonic Form-Ensemble' in 4/4 time. The score consists of five staves. The first four staves are for strings (Violins I, Violins II, Violas, and Cellos/Double Basses) and the fifth staff is for Piano. The score features a series of broken thirds in the upper strings, with fingerings (0, 4, 1, 4, 2) indicated for the lower strings. A box with the number '5' is placed above the first staff in measure 5 and below the fifth staff in measure 5. The piano part provides a harmonic accompaniment.

Two Octaves of C Major Descant to An Old Oaken Bucket

21 Unison and Ensemble

(S. B. pg. 3)

THE SCALE AS DESCANT

This simple scale drill within the two octaves of C major is made doubly interesting by treating it as a descant to the tune *An Old Oaken Bucket*, played by the piano.

Herein lies the charm of counterpoint.

This develops individual technique and prepares the ear and mind for ensemble and orchestral playing.

Musical score for 'Two Octaves of C Major Descant to An Old Oaken Bucket' in 3/4 time. The score consists of four staves for strings (Violins I, Violins II, Violas, and Cellos/Double Basses) and a fifth staff for Piano. The string parts play a two-octave C major scale in a descending pattern. The piano part plays the melody of 'An Old Oaken Bucket' as a counterpoint. The title 'An Old Oaken Bucket - counter melody' is written above the piano staff.

Yankee Doodle

FINISHING C MAJOR

The principle of *one key for a chapter* greatly benefits the learner. It gives him/her time to adjust the ear, mind and fingers to the varying interval combinations in the key.

Students' ensemble playing is enhanced when they are confident of their ability to find the pitches easily.

In repeating *Yankee Doodle*, the piano accompaniments create different ensemble effects.

Try playing this line as fast as you can!

If two keyboards are available, ask a colleague(s) to assist by playing first one accompaniment, then the second, and, finally, both together!

If three hands are available, play the upper line of Piano B along with the A part!

22 Unison

5

(S. B. pg. 3)

The musical score for 'Yankee Doodle' is presented in a unison format. It begins with a vocal line in 2/4 time, marked with a box containing the number 5. This line is followed by two piano accompaniments, Piano A and Piano B, each consisting of two staves. Piano A's upper staff features a melodic line with eighth and sixteenth notes, while the lower staff provides a harmonic accompaniment. Piano B's upper staff has a more complex melodic line with many sixteenth notes, and the lower staff provides a steady harmonic accompaniment. The entire piece concludes with a double bar line and repeat dots.

Chapter 2 - G Major

Instructional Guide

Positions:

The violins, and violas will remain in 1st position until Chapter 9. The Cellos will use EXTENDED FIRST POSITION. The basses will play in positions I, II and III.

Objectives:

1. To establish a **moveable do**.
2. To develop the **key signature** as arising from the major scale.
3. To advance **fingerboard harmony** through the primary chords of G major.
4. To take additional steps in **ensemble** by playing in canonic style.
5. To play the **full range of G major** in two octaves by both downward and upward extensions of the key.
6. To develop **use of the fourth finger** for violins and violas
7. To play in more than one **meter** within this key.
8. To play the **incomplete second octave** of G major.
9. To reinforce new concepts by **playing repertoire tunes**
10. To introduce the principle of **chromatics**.

Teaching suggestions and performance hints are set forth in the score.

General Teaching Hints:

PIZZICATO. Continue to pluck (pizz) the notes before using the bow. This focuses attention on intonation and fingering before adding the complication of the bow.

BOW CONTROL. When starting the quarter notes, place the bow on the string slightly below the middle. Tilt the stick away from the bridge (toward the fingerboard). Establish a definite contact with the string, then draw the bow. Use the middle to upper half of the bow. Keep the bow in the "imaginary groove" to produce a clear sound. This idea will keep the bow from skating across the strings, producing an unclear and "fuzzy" tone.

FINGERINGS. The violins and violas should use both the open strings and the fourth finger as shown in the exercises. This prepares the players for fluency in both the remote keys and for playing in the higher positions which will be introduced in Chapter 9.

SHIFTING. The use of extended position for cello (0-1-x2-x4) is introduced to enable the player to perform certain chromatics. The basses will shift through I, II and III positions as the musical demands broaden.

INCOMPLETE SECOND OCTAVE. This concept will be retained for each new key.

CHAPTER 2 - G MAJOR

BASS POSITIONS: I, II, III

S.B. pg. 4

GETTING INTO G MAJOR

G MAJOR WITHOUT SIGNATURE

MODULATION

The violins and violas must slide the second finger from F to F#. Do not hop!

'Cellos and basses use a different finger for F#.

Ask the pupils to define a half-step.

Be sure to support the modulation with the keyboard harmonies provided in the accompaniments.

What is *modulation*, anyway?

1 C major Modulating to G Major Through the Ascending Chromatic

0 2 2 3 G major 0 tie whole note 1-2-3-4

0 2 2 3 0 1 4

2 2 4 0 0 1 4

C major modulates to G major

FIRST OCTAVE OF G MAJOR WITHOUT SIGNATURE

Can you guess what the signature of G major might be? Why?

Gotcha! if you played two G's at the end of this line. "You're supposed to be reading."

The moveable *do*. Explain why *do* in this chapter is the pitch G rather than C as in chapter 1.

2 G Major Scale - First Octave

G A B C D E F# G 0 1 2 3 0 1 2 3 2 1 0 3 2 1 0

0 1 2 3 0 1 2 3 2 1 0 3 2 1 0

0 1 3 4 0 1 3 4 3 1 0 4 3 1 0

2 0 1 2 0 1 4 0 4 1 0 2 1 0 2

1

3 G major - with signature

(S. B. pg. 4)

KEY SIGNATURE

The F# for this key signature is extracted from the scale and placed at the beginning of the line.

The students' books have the signature printed within a box.

Use the middle to upper half of the bows for this line.

4 Basic Arpeggios in G Major

(S. B. pg. 4)

CHORDS OF I, IV, V7 IN G MAJOR

Play this line *pizzicato* the first time, then *arco* thereafter.

A good drill technique is to highlight each section, in turn, by having it play *arco* while the other sections others play *pizz*.

Flagged eighths are reviewed here to prepare for dotted rhythms which will be introduced in a later chapter.

4 (cont'd)

Musical score for piece 4 (cont'd). The score is written for four staves: two for a four-part vocal or instrumental ensemble and two for piano accompaniment. The key signature is one sharp (F#) and the time signature is 4/4. The ensemble parts include fingerings (1, 3, 0, 2, 0) and measure numbers 9 and 13. The piano part includes a 'counter-motive' section starting at measure 13.

Billy Boy

(S. B. pg. 4)

5

Unison

Mountain Song

Musical score for piece 5, 'Billy Boy'. The score is written for four staves: two for a four-part vocal or instrumental ensemble and two for piano accompaniment. The key signature is one sharp (F#) and the time signature is 4/4. The ensemble parts include fingerings (0, 4, 0) and measure numbers 5 and 4. The piano part includes a section with measure number 5.

6 Broken Thirds

(S. B. pg. 4)

4 0

4 0

counter-motive

9

0 4

0 4

9

7 More Broken Thirds

(S.B. pg. 4)

7 More Broken Thirds

4 0 0 4

4 0 0 4

l.h.

Detailed description: This musical score is for a piece titled 'More Broken Thirds'. It is written for a four-part vocal ensemble (Soprano, Alto, Tenor 1, Tenor 2) and a piano accompaniment. The key signature is one sharp (F#) and the time signature is 4/4. The vocal parts feature a melodic line with frequent broken thirds, indicated by the numbers 4 and 0 above the notes. The piano accompaniment consists of chords and single notes, with the left hand (l.h.) playing a more active role in the later measures.

Variation on an Old English Tune

8 Unison

(S.B. pg. 4)

4 0 0 0

4 0 0 0

Detailed description: This musical score is for a piece titled 'Variation on an Old English Tune'. It is written for a four-part vocal ensemble (Soprano, Alto, Tenor 1, Tenor 2) and a piano accompaniment. The key signature is one sharp (F#) and the time signature is 3/4. The vocal parts feature a melodic line with frequent broken thirds, indicated by the numbers 4 and 0 above the notes. The piano accompaniment consists of chords and single notes, with the left hand (l.h.) playing a more active role in the later measures.

G Major - The Second Octave

The complete second octave for violin,
incomplete second octave for viola, 'cello & bass

THE SECOND OCTAVE OF G MAJOR

BASSES SHIFT TO III POS.

Only the violins will play the complete second octave of G major. The other instruments will play the incomplete second octave so as to provide an ensemble support for the violins.

The violas and cellos will remain in first position while the bass shifts to III position in order to reach the dominant (D) on the G string.

The bass has new shifting tones, from B (I) to C (III). This is a new kind of shift for the bass. Make sure that the whole hand moves to the new position as a unit. In the upshift the fourth finger holds onto B as the thumb and hand begin their upward shift. It is released at the moment the first finger is poised to attack C! Reverse this for the downshift.

Reminder: have the violins and violas use BOTH open strings and fourth finger on successive replays of this line.

9

G A B C D E F# G

3 0 1 2 3 0 1 2

4 4 4 4 4 4 4 4

3 0 1 2 3 4 3 2 1 0 3 4 4 0

4 4 4 4 4 4 4 4 4 4 4 4 4 4

4 0 1 2 4 4 2 1 0 4

0 1 4 1 4 4 1 4 1 0

G A B C D I

(S.B. pg. 5)

10 Ensemble Drill in G Major

(S.B. pg. 5)

BASSES PLAY IN I, II & III POSITIONS

Violins and violas use both fourth finger and open strings on successive replays.

The basses will employ three positions in this line. Make sure that the whole hand moves as a unit for each shift. In measure 3, the second finger drops onto B as the hand shifts downward.

0 0 0 0

4 4 4 4

0 0 0 0

4 4 4 4

1 4 2 4 1

III II I

G Major with First and Second Octaves Upward Extensions of G major

UPWARD EXTENSION OF G MAJOR FOR VIOLINS

COUNTER-THEME IN LOWER VOICES

BASSES: NEW SHIFT

Violins will explore the full range of G major in first position. Be sure the 4th finger is employed on the ascent in preparation for the B on the E string.

Lower voices will support the violins with a counter-theme beginning in measure 5.

Basses will employ the *portamento* shift in measure 6. The first finger will remain on the string as the whole hand shifts upward from A to C in II position. (In slow motion, a small glissando will be heard as this occurs.) The fourth finger will land on C as the hand enters II position.

As bassists' confidence increases, the speed of this move will effectively eliminate the *gliss*!

11

(S. B. pg. 5)

Preparation for two ensembles in G major.

Following are two ensemble selections which serve to summarize the new learnings presented thus far in Chapter 2. Take the time now to review them with your pupils before going ahead. They are:

* Violins & Violas - Use of the fourth finger, as required. Make sure that the left hand *opens* so the the fourth finger can reach the pitches *in tune*.

* 'Cellos - Are they using the upper half of the bow?

* Basses - Review the several shifts introduced so far.

G Major Arpeggio Ensemble
in Canonic Imitation Style

12

(S. B. pg. 5)

Measures 12-15 of the piece. The score is written for four staves: Treble, Alto, Bass, and Piano. The key signature is one sharp (F#) and the time signature is 3/4. Fingerings are indicated by numbers 0-4 above the notes. Measure 12 includes a box with the number 5. Measure 13 includes a box with the number 5. Measure 14 includes a box with the number 5. Measure 15 includes a box with the number 5. The Piano part includes the instruction "(Chords only for basic harmonic support)" and the word "play". Measure 13 includes the instruction "whole rest" and "three counts". Measure 14 includes the instruction "II 1/2". Measure 15 includes the instruction "II".

Measures 16-19 of the piece. The score is written for four staves: Treble, Alto, Bass, and Piano. The key signature is one sharp (F#) and the time signature is 3/4. Fingerings are indicated by numbers 0-4 above the notes. Measure 16 includes a box with the number 9. Measure 17 includes a box with the number 13. Measure 18 includes a box with the number 13. Measure 19 includes a box with the number 13. The Piano part includes the instruction "play".

Au Clair de La Lune (and Billy Boy)

(S. B. pg. 5)

13 Unison with counter melody (lower voices)

French Folk Song

test

test

test

test

countermelody

pizz - 2nd time

counter melody

tacet 2nd time

TEACHING SUGGESTION:

Play line 13 twice: (1) unison, with piano, (2) unison until meas. 13, then viola, cello and bass play the counter melody (in small notes), with piano only until meas. 13

Broken Thirds in the Second Octave
of G major

14 Unison and Ensemble

(S.B. pg. 5)

The first system of the musical score consists of six staves. The first four staves are for individual instruments: Treble, Alto, Bass, and a second Bass staff. The fifth and sixth staves are for piano accompaniment. The key signature is one sharp (F#) and the time signature is 4/4. The first four staves contain melodic lines with various fingering numbers (0, 4, 1, 2) and articulation marks. The piano accompaniment features chords and moving lines in both hands.

The second system of the musical score continues the piece and consists of six staves, identical in layout to the first system. It includes the same four individual instrument staves and piano accompaniment. The notation continues with melodic and harmonic development, including a repeat sign at the end of the system.

Rock of Ages

(S. B. pg. 5)

15 Unison - First and Second Octaves in G Major

Traditional

The first system of the musical score for 'Rock of Ages' consists of six staves. The top four staves are for vocal parts: Soprano (treble clef), Alto (treble clef), Tenor (bass clef), and Bass (bass clef). The bottom two staves are for piano accompaniment: Right Hand (treble clef) and Left Hand (bass clef). The key signature is G major (one sharp) and the time signature is 4/4. Fingerings are indicated with numbers 0, 4, and 5. A box containing the number 5 is placed above the Soprano staff. The system concludes with a double bar line.

The second system of the musical score continues the piece. It also consists of six staves for vocal and piano parts. Fingerings are indicated with numbers 0, 9, and 13. Boxes containing the numbers 9 and 13 are placed above the Soprano staff. The system concludes with a double bar line.

Chromatics in G Major

CONCEPT OF CHROMATICS

HALF-STEP FROM F# TO F

THE "CHROMATIC SLIDE"

This line introduces the chromatic move from F# to F. The violins and violas will retain the 2nd finger on the string and SLIDE it downward a half step between measures two and three. The same will be true for the violins in their line B, only this time the first finger will make the half step slide!

Measure 6 requires both the half step and whole step upward from E.

The cellos and basses will use different fingers for F# and F.

Drill Suggestion - play this line three ways:

- 1) A part, unison;
- 2) B part, ensemble;
- 3) A & B divisi (switch parts on replay)

16 Unison and Ensemble

(S.B. pg. 6)

The musical score for 'Chromatics in G Major' measures 16-21. It is written for a string ensemble with Violins (A and B), Violas (A and B), Cellos (A and B), and Double Basses (A and B). The key signature is one sharp (F#) and the time signature is 4/4. The score includes fingerings (0, 1, 2, 3, 4) and articulations (half step, whole step). Measure 16 shows a chromatic slide from F# to F. Measure 17 shows a whole step upward from E. Measure 18 shows a half step upward from F. Measure 19 shows a whole step upward from F. Measure 20 shows a half step upward from F. Measure 21 shows a whole step upward from F. The score is divided into two systems, each with a Violin/ Viola part and a Cello/ Double Bass part.

More Chromatics in G Major

HALE-STEP FROM C TO C#

CHROMATIC IN BOTH OCTAVES OF G MAJOR

EXTENDED POSITION FOR CELLO

As in line 16, the violins and violas will slide from C to C# using the second finger in line A and the third finger in line B. Remind the students that they must *reach* with their third fingers in order to play the C# in measure 5 in tune!

Cellos, in line B will employ extended position which places a whole step between the first and second fingers. Remind the pupils to release the first finger (A) at the same time as the second finger strikes (B), pivoting the hand on the second finger into extended first position.

Basses will use I, II and III positions in the A line and I position only in the B line.

Drill Suggestion - play this line three ways:

- 1) A part, unison
- 2) B part unison
- 3) A & B parts *divisi*

17 Unison

(S. B. pg. 6)

The musical score is for a piece titled "More Chromatics in G Major", measure 17, unison. It is in 4/4 time and G major. The score includes parts for Violins (A and B), Cellos (A and B), Basses (A and B), and Piano. The key signature has one sharp (F#). The tempo/mood is indicated as "half step*". The score includes various musical notations such as notes, rests, and fingerings. The Violin parts (A and B) are in treble clef. The Cello parts (A and B) are in bass clef. The Bass parts (A and B) are in bass clef. The Piano part is in bass clef. The score includes a box labeled "5" in measure 5. The score includes a box labeled "5" in measure 5. The score includes a box labeled "5" in measure 5.

* "half step" & note names repeated in students' books

Thuringian Folk Song

18 Unison, with chromatic in melody

(S. B. pg. 6)

Measures 1-8 of the musical score. The score is written for four staves: Treble, Alto, Bass, and Piano. The key signature is one sharp (F#) and the time signature is 4/4. The melody in the Treble staff features a chromatic line with fingerings 4, 0, 0, 5, 4. The Alto staff has fingerings 4, 0, 0, 4. The Bass staff has a 'x4' marking. The Piano accompaniment consists of chords and single notes in both hands.

Measures 9-16 of the musical score. The score continues with the same four staves. Measures 9 and 13 are marked with box numbers 9 and 13 respectively. The Treble staff has fingerings 0, 4. The Alto staff has fingerings 0, 4. The Bass staff has fingerings 2, 4, 1, 4, 2, 1. The Piano accompaniment continues with chords and single notes.

Arpeggios in Two Octaves

(S. B. pg. 6)

19 In Canonic Style

First system of musical notation for '19 In Canonic Style'. It consists of two systems of staves. The first system has four staves: Treble, Alto, Bass, and Bass. The second system has two staves: Treble and Bass. The key signature is one sharp (F#) and the time signature is 4/4. Fingerings are indicated by numbers 4, 0, and 5. A box with the number 5 is placed above the first staff in the second system.

Second system of musical notation for '19 In Canonic Style'. It consists of two systems of staves. The first system has four staves: Treble, Alto, Bass, and Bass. The second system has two staves: Treble and Bass. The key signature is one sharp (F#) and the time signature is 4/4. Fingerings are indicated by numbers 9, 0, and 13. A box with the number 9 is placed above the first staff in the first system, and a box with the number 13 is placed above the first staff in the second system.

Chromatic Ensemble

20

(S. B. pg. 7)

APPLICATION OF CHROMATICS IN TWO OCTAVES

CUE NOTES (FOR VIOLINS)

FOURTH FINGER HALF-STEP SLIDE FOR CELLOS

Explain "cue notes" for the violins in measures 1 & 2. They will play them in the absence or in support of the violas.

Cellos will slide the fourth finger up a half step between measures 1 & 2, from C to C#. Remember to keep the finger on the string for this shift. The hand will re-set during the first open D in measure 2.

Remind the cellos to "reach out" to extended I position with their fourth fingers in measure 6 in order to reach the C# in tune.

Basses will down-shift to I position on the open D in measure 14.

(viola cue)

Make sure that the basses make a quick, clean up-shift in measure 13, and then down-shift on the open D in measure 14.

Chorale in G Major

21 In Broad Style

(S. B. pg. 7)

5

4

0

0

counter-theme!

5

(Piano-rehearsal only)

9

13

0

9

13

Preparatory Ensemble Studies for "Abide With Me"

The following two lines (Nos. 22 & 23) review a range of technical problems which will be encountered in the Concert Version of *Abide With Me* (line 24) which can be played in as many as eight parts, plus piano. They constitute a summary of the new skills and understandings which have been introduced in Chapter Two.

This is a good time for teachers to review these skills, not only in lines 22 & 23, but by going back into the chapter for additional emphasis. Of special importance are the chromatic *slides* and extensions, the use of extended position for 'cello and the fourth finger for violin and viola.

22 Downward Extension of G major

(S. B. pg. 7)

The musical score is for a 4-part vocal ensemble in G major, 4/4 time. It consists of six systems of staves. The first system includes a vocal line with a 'counter theme' and a guitar line with an 'extending G scale down'. The guitar line has fret numbers 0, 3, 2, 1, 0, 4, 1 written above it. The second system continues the vocal and guitar parts, with fret numbers 0, x4, x2, 1, 0, 1, x2, x4, 0, 1 written above the guitar staff. The third system includes a vocal line with a 'counter theme' and a guitar line. The fourth system continues the vocal and guitar parts, with fret numbers 2, 1, 0 written above the guitar staff. The fifth system includes a vocal line with a 'counter theme' and a guitar line. The sixth system continues the vocal and guitar parts. The score is marked with various musical notations including notes, rests, and dynamic markings.

counter theme

extending G scale down

0 3 2 1 0 4 1

G F# E D C

0 x4 x2 1 0 1 x2 x4 0 1

(note names shown in all three lower voice parts)

2 1 0

counter theme

23 Descant and Counterpoint

(S. B. pg. 7)

Abide With Me

Concert Version

Play this piece at least twice.

First time all play the "A" parts with piano accompaniment. This is the unison version.

Second time, violins "divisi," all others play the "B" part, no piano. This is the ensemble version.

Another option is to have each section solo on the "A" part in turn with the others playing the "B" part.

24 Unison ("A" parts) and Ensemble ("B" parts)

(Student Book pg. 8)

Violins

violins "divisi" second time

Violas

Cellos & Basses

(cello) x2 x4

more.....

24 (cont'd)

This musical score is for page 24 (cont'd) and consists of eight staves. The first six staves are arranged in three systems of two staves each, all in the key of D major (one sharp) and 4/4 time. The first system (staves 1-2) features a melody in the upper voice with a trill marked '0' and a vibrato 'V' in the lower voice. The second system (staves 3-4) continues this with a trill marked '0' and a vibrato 'V' in the lower voice. The third system (staves 5-6) features a trill marked '0' and a vibrato 'V' in the lower voice. The seventh staff is a single staff in the key of D major, 4/4 time, featuring a melody with a trill marked '0' and a vibrato 'V' in the lower voice. The eighth staff is a single staff in the key of D major, 4/4 time, featuring a melody with a trill marked '0' and a vibrato 'V' in the lower voice. The score includes various musical notations such as notes, rests, trills, and vibrato marks.

Old English Dance
Unison and Ensemble

25 Review of C Major (see Chap 1, #1)

play in upper part of bow

(S. B. pg. 8)

The musical score is written for a violin and piano ensemble. It consists of two systems of staves. The first system includes a violin part (treble and bass clefs) and a piano part (treble and bass clefs). The second system continues the piece with similar staves. The key signature is C major, and the time signature is 4/4. The score includes various musical notations such as notes, rests, and fingerings. Boxed numbers 5, 9, and 13 indicate specific measures or techniques. The piano part features a steady bass line and harmonic support for the violin melody.

Modulation Ensemble

C to G to D major

26

C Major

5

(S. B. pg. 8)

Musical score for the C Major section, measures 26-35. The score is written for a string ensemble (Violins I, Violins II, Violas, Cellos/Double Basses) and a piano accompaniment. The key signature is one sharp (F#), indicating C Major. The time signature is 3/4. The string parts feature a melodic line with a fermata at measure 30, marked with a '5' in a box. The piano accompaniment provides harmonic support with chords and moving lines. A finger number '0' is indicated above the first violin staff at measure 32.

9 G major

14

Musical score for the G major section, measures 36-45. The score continues for the string ensemble and piano accompaniment. The key signature changes to two sharps (F# and C#), indicating G Major. The time signature remains 3/4. The string parts continue the melodic development, with a fermata at measure 40, marked with a '14' in a box. The piano accompaniment follows. Finger numbers '4' and '0' are indicated above the first violin staff at measures 38 and 39 respectively. The text 'violin counter melody' is written below the first violin staff at measure 36.

more

26 (cont'd)

18 D major 22 Rit..... 4 0

The image shows a musical score for guitar and piano. The guitar part is written in D major and features a melodic line with a 'Rit.' (ritardando) instruction. The piano part provides harmonic support with chords and bass lines. The score is divided into two systems, each with measures 18 and 22 marked. The guitar part includes a '4 0' notation, likely indicating a barre and open string. The piano part includes a '18' and '22' marking, likely indicating a change in the piano part.

Chapter 3 - D Major

Instructional Guide

Positions:

The violins and violas will remain in 1st position until Chapter 9. The Cellos will use both HALF POSITION and EXTENDED FIRST POSITION. The basses will play in positions I, II and III.

Objectives:

1. To learn the **dotted-quarter eighth rhythm** in several meters.
2. To play the **full range of D major** in two octaves by both downward and upward extensions of the key.
3. To take additional steps in **ensemble** by playing in contrapuntal style.
4. To require **use of the fourth finger** for violins and violas
5. To add to the skills required for the playing of **chromatics**.
6. To add several **repertoire pieces** for concert use.
7. To begin to observe **expression dynamic marks**.

Teaching suggestions and performance hints are set forth in the score.

General Teaching Hints:

CLAPPING AND COUNTING. The development of the dotted rhythms will be facilitated by first counting aloud while clapping the music. The plus (+) sign in the music should be read as "and." Ex: "one, two and three, four."

PIZZICATO. Continue to pluck (pizz) the notes before using the bow.

BOW CONTROL. Dotted rhythms, half and whole notes will require added attention to drawing a steady, smooth bow.

FINGERINGS. The violins and violas **must** the fourth finger in order to reach the top of first position as shown in the exercises. Violas and cellos will use the lowered first finger to play the low C# in this key. The violins will use this technique for A# on the A string.

SHIFTING. The use of extended position for cello (0-1-x2-x4) is necessary to enable the players to perform in the lower octave of this key. The basses will shift through I, II and III positions as the music demands.

Chapter 3 - D Major The dotted quarter-eighth

THE COMPLETE FIRST OCTAVE OF D MAJOR

THE EIGHTH REST

The violins and violas should use both the open strings and fourth finger as shown. Play this line one way on the first reading and the other way on the repeat.

"Test" notes are matching pitches for the violas and cellos.

Cellos will use the extended position, introduced in Chapter 2, in this exercise.

The basses should play their "A" line the first time through and the "B" line on the repeat. Note the *la-ti-do* shift between measures 3 & 4 of the "A" part.

Try a third reading with the basses *divisi*, with the "B" line played *pizz.*

Teach the value of the eighth rest.

1 D Major Scale - First Octave (without signature)

(Student Book pg. 9)

Violins: D 0, E 1, F# 2, G 3, A 0, B 1, C# 2, D 3. Fingerings: 1, 2, 3, 4, 1, 2, 3, 4, 2, 1, 0, 3, 2, 1, 0. Bowings: test 1, 2, 3, 4, 1, 2, 3, 4, 3, 2, 1, 4, 3, 2, 1. Eighth rest.

Violas: D 0, E 1, F# 2, G 3, A 0, B 1, C# 2, D 3. Fingerings: 1, 2, 3, 4, 1, 2, 3, 4, 2, 1, 0, 3, 2, 1, 0. Bowings: test 1, x2, x4, 0, 1, x2, x4, 0, x4, x2, 1, 0, x4, x2, 1.

Cellos: D 0, E 1, F# 2, G 3, A 0, B 1, C# 2, D 3. Fingerings: 1, 2, 3, 4, 1, 2, 3, 4, 2, 1, 0, 3, 2, 1, 0. Bowings: test 1, x2, x4, 0, 1, x2, x4, 0, x4, x2, 1, 0, x4, x2, 1.

Basses: D 0, E 1, F# 2, G 3, A 0, B 1, C# 2, D 3. Fingerings: 1, 2, 3, 4, 1, 2, 3, 4, 2, 1, 0, 3, 2, 1, 0. Bowings: test 1, x2, x4, 0, 1, x2, x4, 0, x4, x2, 1, 0, x4, x2, 1.

Piano: D 0, E 1, F# 2, G 3, A 0, B 1, C# 2, D 3. Fingerings: 1, 2, 3, 4, 1, 2, 3, 4, 2, 1, 0, 3, 2, 1, 0. Bowings: test 1, x2, x4, 0, 1, x2, x4, 0, x4, x2, 1, 0, x4, x2, 1.

bass notes below the first octave

The Mysterious Dot! Rote to Note

THE DOTTED QUARTER NOTE-EIGHTH IN 4/4 TIME

The dot is really the *incredible shrinking note!*

Show the students that the dot is really a shrunken eighth note first connected to the quarter note by the *elastic tie*, and then moved next to the quarter.

Have the students count aloud, "one two-and three four". Then, have them clap and count. Then play the passage by rote, *pizzicato*.

2 From tie to dot

(S. B. pg. 9)

Violins: D 0, E 1, F# 2, G 3, A 0, B 1, C# 2, D 3. Fingerings: 1, 2, 3, 4, 1, 2, 3, 4, 2, 1, 0, 3, 2, 1, 0. Bowings: test 1, x2, x4, 0, 1, x2, x4, 0, x4, x2, 1, 0, x4, x2, 1.

Violas: D 0, E 1, F# 2, G 3, A 0, B 1, C# 2, D 3. Fingerings: 1, 2, 3, 4, 1, 2, 3, 4, 2, 1, 0, 3, 2, 1, 0. Bowings: test 1, x2, x4, 0, 1, x2, x4, 0, x4, x2, 1, 0, x4, x2, 1.

Cellos: D 0, E 1, F# 2, G 3, A 0, B 1, C# 2, D 3. Fingerings: 1, 2, 3, 4, 1, 2, 3, 4, 2, 1, 0, 3, 2, 1, 0. Bowings: test 1, x2, x4, 0, 1, x2, x4, 0, x4, x2, 1, 0, x4, x2, 1.

Basses: D 0, E 1, F# 2, G 3, A 0, B 1, C# 2, D 3. Fingerings: 1, 2, 3, 4, 1, 2, 3, 4, 2, 1, 0, 3, 2, 1, 0. Bowings: test 1, x2, x4, 0, 1, x2, x4, 0, x4, x2, 1, 0, x4, x2, 1.

Piano: D 0, E 1, F# 2, G 3, A 0, B 1, C# 2, D 3. Fingerings: 1, 2, 3, 4, 1, 2, 3, 4, 2, 1, 0, 3, 2, 1, 0. Bowings: test 1, x2, x4, 0, 1, x2, x4, 0, x4, x2, 1, 0, x4, x2, 1.

count: 1 2 + 3 4, 1 2 + 3 4, 1 2 + 3 4, 1 2 + 3 4

Drilling The Dot!

3 D Major with Signature

(S. B. pg. 9)

play twice

count:

lower notes second time

4 Melody Rhythm Drill

count:

Basic Arpeggios in D Major

Ties and Slurs with Dotted Quarter-Eighth Notes

5

(S. B. pg. 9)

count: 1 2 + 3 4

5

I IV

9 13

9 13 counter-them

V7 I

Joy To The World
Dotted Quarter in Two Quarter Time

6 Unison

(S. B. pg. 9)

new tie!

count: 1 - 2 1 - 2 (+)

9

13

13

7 The Mysterious Dot starts the fourth quarter!

(S. B. pg. 9)

TEACHING SUGGESTIONS:

1. When clapping this and other dotted-rhythm exercises have the pupils use a clasped hands gesture at the dot.
2. At this point, it is usually a good idea to ask the pupils to sing simple lines in a moveable "do" *solfege*. (Mi, re, do, do, re/mi, re,...etc.)
3. Don't forget to try new lines *pizzicato* before using the bow!

(S. B. pg. 9)

The musical score for 'The Rose Tree' is presented in two systems. The first system consists of four staves: Treble, Alto, Bass, and a second Bass staff. The second system consists of two staves: Treble and Bass. The key signature is one sharp (F#), and the time signature is 4/4. The score includes measure numbers 9 and 13 in boxes. The melody is primarily in the Treble staff, with accompaniment in the other staves. The Alto staff has a '4' above it, and the Bass staff has a '4' below it, indicating a four-measure rest or a specific rhythmic pattern. The second system shows a more complex arrangement with chords and moving lines in both the Treble and Bass staves.

(Incomplete Second Octave for Violins)

TEACHING SUGGESTIONS:

- 4. Note names and fingerings are shown in the Students' Books.**

Upward Extension of D Major

9 Unison and Ensemble

9 Unison and Ensemble

Incomplete second octave..... (S. B. pg. 10)

D major - first

0 0 3 0 1 2 3 4

Second octave

4 0 4 0 1 3 4 0 1 4 2 4 4 2 4

1 x2 x4 0 simile 0 1 3 4 simile

0 0 1 1 4 2 4 4 2 4

III I

countermelody

Mozart Melody Variation

10 Unison

(S. B. pg. 49)

0 4 0 4

4 0 4

simile

9 0 4 0 4

4 0 4

9 r.h.

Downward Extension of D Major

C# ON THE G STRING FOR VIOLINS

LOWERED FIRST FINGER FOR VIOLAS AND CELLOS

The C# in measure 4 provides the challenge in this line.

Violins. The D in measure 4 must be played with the fourth finger. The pupils should be encouraged to "tuck" the third finger under the fourth so as to achieve the C# in tune. A useful image is to suggest that the third finger "kicks" the fourth finger off the string!

The violas and cellos will perform the C# by shifting the first finger backwards from D a half step. Do not lift the finger off the string during this move. The finger will slide back up to D on count three.

These enriched harmonies depart somewhat from the conventional and demand added concentration from the players!

11

First Octave.....

(S. B. pg. 10)

Violins: 0 4 3 2 1 (D C# B A)
 Violas: 4 0 1 1 (D C#)
 Cellos: 0 4 1 0 2 1 0 (D C#)
 Double Basses: 0 4 1 0 2 1 0 (D C#)
 Piano: Lower Extension.....

Violins: 4 0 0
 Violas: 4 0 0
 Cellos: 0 4 0
 Double Basses: 0 4 0
 Piano: 4 0 0

In The Gloaming

Concert Version in D Major

(S. B. pg.10)

12 Unison and Ensemble
Slowly

5

Harrison

2nd time

2nd time

2nd time

5

9

13

2nd time

pizz

arco

pizz

arco

9

13

TEACHING SUGGESTION:

All instruments play twice. Violas, cellos and basses first time unison melody.
Second time, play "cue" notes.

D Major Arpeggio Ensemble

13

Violin A 4 0 4 0 5 (S. B. pg. 10)

(viola cue)

Violin B 0 4 0

cello-stems up; bass-stems down

Bass: 0 1 4 1 0
III/2 III I

countermelody

9 13 4 0

cello: 1 1 1

9 13

TEACHING SUGGESTION:

1. Split the violins between the A and B parts. Interchange on replay.

New Chromatics in D Major

E TO E# CHROMATIC

A TO A# CHROMATIC

FIRST FINGER HALF-STEP SLIDE FOR VIOLINS

This is a good time to introduce the idea of ENHARMONICS. The pitch E# on the piano is the same as F. Show the students the piano keyboard and identify this half-step for them.

The violins and violas (A part) will have to reach back with their first fingers to find the A# in measure 3. Then, they will slide this finger up a half step to B.

The cellos (A part) will back-shift to 1/2 position in measure 3 for the A# and B, but will slide the first finger between these two notes in measure 6!

The basses will shift to half position in measure 2 in order to play the E# in measure 2 and the A# in measure 3.

The violas, cellos and basses should alternate between the A and B lines on successive replays of this line.

NOTE NAMES ARE IMPORTANT!

Play this line three times:

Violins play their line three times.

Violas, cellos and basses play the A line, the B line and then, *divisi*.

14 Unison

(S. B. pg. 11)

The musical score is for a 14-measure unison exercise in D major. It is written for Violins, Violas, Cellos, and Basses. The key signature has two sharps (F# and C#), and the time signature is 4/4. The score includes fingerings (0, 1, 2, 3, 4) and specific instructions like 'first finger slide!', 'second finger slide!', and '1/2 pos.'. The bottom section is labeled 'countermotiv'.

Violins: first finger slide!

Viola A: first finger slide!

Viola B: second finger slide! first finger slide!

Cello A: 1/2 pos. first finger slide!

Cello B: second finger slide!

Bass A: 1/2 pos. first finger slide!

Bass B: 1/2 pos. first finger slide!

countermotiv

D Major Scale With Chromatics

ADDED SCALE TONES

In this line, chromatics are included in the D scale as passing tones. Students should apply the fingerings learned in line 14 to this exercise.

Play this line three times as in line 14. Try using varying dynamic levels on the replays.

Bowing: Use separate strokes the first time through, then slurs as shown.

Position numbers for cello and bass have been omitted. The fingerings given should imply the position utilized.

15 Unison

(S. B. pg. 11)

The musical score is for a string quartet and piano. It consists of the following parts:

- Violin A:** Treble clef, 4/4 time. Notes: D4 (1), E4 (4), F#4 (0), G4 (1), A4 (0), B4 (1), C#5 (1), D5 (1), E5 (1), F#5 (1), G5 (1), A5 (1), B5 (1), C#6 (1), D6 (1).
- Violin B:** Treble clef, 4/4 time. Notes: D4 (2), E4 (4), F#4 (1), G4 (4), A4 (1), B4 (1), C#5 (1), D5 (1), E5 (4), F#5 (2), G5 (2), A5 (2), B5 (2), C#6 (2), D6 (2).
- Cello A:** Bass clef, 4/4 time. Notes: D3 (0), E3 (1), F#3 (2), G3 (3), A3 (4), B3 (0), C#4 (1), D4 (1), E4 (3), F#4 (4), G4 (1), A4 (1), B4 (1), C#5 (1), D5 (1), E5 (2), F#5 (1), G5 (1).
- Cello B:** Bass clef, 4/4 time. Notes: D3 (1), E3 (2), F#3 (3), G3 (4), A3 (1), B3 (2), C#4 (4), D4 (1), E4 (2), F#4 (1), G4 (2), A4 (1), B4 (3), C#5 (2), D5 (2), E5 (3), F#5 (2), G5 (2).
- Bass A:** Bass clef, 4/4 time. Notes: D3 (0), E3 (1), F#3 (2), G3 (1), A3 (2), B3 (4), C#4 (2), D4 (4), E4 (4), F#4 (2), G4 (1), A4 (2), B4 (1), C#5 (2), D5 (1), E5 (2), F#5 (1), G5 (1).
- Bass B:** Bass clef, 4/4 time. Notes: D3 (1), E3 (2), F#3 (1), G3 (1), A3 (4), B3 (0), C#4 (1), D4 (1), E4 (1), F#4 (1), G4 (1), A4 (1), B4 (1), C#5 (1), D5 (1), E5 (1), F#5 (1), G5 (1).
- Piano:** Treble and Bass clefs, 4/4 time. Provides harmonic support with chords and single notes.

"Chromatic Waltz"

Introducing a New Chromatic

16 Unison

(Play three times, as in nos. 14 & 15)

5

(S. B. pg. 11)

Violin A
Violin B
Cello A
Cello B
Bass A
Bass B

Measures 16-20. The score shows a unison chromatic line for all instruments. Measure 16 starts with a whole note G4. Measure 17 has a whole note F#4. Measure 18 has a whole note F4. Measure 19 has a whole note E4. Measure 20 has a whole note D4. The piano accompaniment features a steady eighth-note pattern in the right hand and a bass line in the left hand.

New Chromatic!

Measures 21-25. The score introduces a new chromatic line. Measure 21 starts with a whole note B4. Measure 22 has a whole note B#4. Measure 23 has a whole note B4. Measure 24 has a whole note A#4. Measure 25 has a whole note A4. The piano accompaniment continues with a steady eighth-note pattern in the right hand and a bass line in the left hand.

"Chromatic Waltz" (cont'd)

Measures 17-21 of "Chromatic Waltz" (cont'd). The score is written for four staves: Treble, Alto, Bass, and a lower Bass staff. The key signature is one sharp (F#). Measure numbers 17 and 21 are boxed. Fingerings are indicated by numbers 0, 1, 2, 4 above or below notes. The music features a chromatic descending line in the upper staves and a more active bass line.

Measures 22-26 of "Chromatic Waltz" (cont'd). The score continues on four staves. Measure 22 starts with a 0 above the first note. Measure 26 ends with a double bar line. The music continues the chromatic theme with various chordal textures and melodic fragments.

Preparation for "Largo" Chromatic Ensemble and Rhythmic Variation

17 Violins *divisi*. Interchange A and B parts on replay.

(S. B. pg. 11)

Violin A 0 4 1 0 9

Violin B 0 4 1 0

4 1 1 1 2 3 1 2 1

Piano for rehearsal only. 5 9

13 4 0 1 0

0 1 1 0 0 1 0 0

0 0 4 0 0 1 0 0

2 4 1 4

13

Play Twice:

- 1- Part A, unison melody with piano
- 2- Violins, A & B, *divisi*, with part A *tacet* 13 to 17

Violas, Cellos, basses, part B only (ensemble)

"Largo" (Concert version in D Major)from the *New World Symphony*

(S. B. pg. 12)

Dvorak

Violin A (melody) 4

Violin B (harmony) 0 4 0 0

Viola A (melody) 4

Viola B (harmony) 0 1

Cello-Bass A (melody)

Cello/Bass B (harmony) 2 3 1

Rehearsal

Concert

5

9

13

pp violin A *tacet* second time to 17

pp

pp

9

13

pp

"Largo" (cont'd)

17 4 p 0 4 1 21 4 cresc 0 4 4 4 0 cresc 1 2 3 4 cresc 17 21 cresc 25 4 0 p dim solo 4 0 solo dim mf dim solo dim mf p mf 25 mf p mf

Chapter 5- A Major

Instructional Guide

Positions:

The violins and violas will remain in 1st position until Chapter 9. The Cellos will use both HALF POSITION and EXTENDED FIRST POSITION. The basses will play in positions 1/2, I, II, II 1/2 and III.

Objectives:

1. To modulate from C major to A major
2. To learn how to play in the full range of A major
3. To play a detached stroke
4. To play the dotted-quarter eighth in three-quarter time
5. To perform an extended adaptation of the theme of a Mozart Piano Sonata

Teaching suggestions and performance hints are set forth in the score.

General Teaching Hints:

FINGERING. In this chapter the pupils will be required to play the pitches G# and C# by using a **lowered first finger**. The basses will employ 1/2 position for these notes. In addition, the violins and violas will be required to use an **extended third finger** as well as the fourth finger to reach familiar pitches in a new key context.

BOWING. The detached slurs in line 3 should be done with a smooth up-bow,

PIZZICATO. Continue to pluck (pizz) the notes where indicated before using the bow.

SHIFTING. The use of extended position for cello will occur with increasing frequency in this and later chapters. The basses will shift through 1/2 I, II, II 1/2 and III positions as the music demands.

CHAPTER 5 - A Major

1 C major modulating to A major

(Student book, pg. 15)

DEVELOPING A MAJOR - FIRST OCTAVE

Violins, violas and cellos must **slide** the first finger back for G# and then forward for A (meas. 5 & 6 and 8).

2

A Major Scale (without signature)

S. B. pg. 15

THE COMPLETE FIRST OCTAVE OF A MAJOR

Violins and violas should be encouraged to use both fourth finger and open strings in this line on replays.

The cellos will employ extended position for this scale. Note that the designations x2, x4 are replaced with the numerals only.

This is done with the expectation that the pupils will recognize themselves when to use extended and normal fingerings!

Basses will down-shift to 1/2 position in measure 4 in order to play the G#, and return to I position in measure 6 to complete the exercise.

The Detached Stroke

3 A Major with Signature

(Student book, pg. 15)

THE SIGNATURE OF A MAJOR

THE DETACHED BOW-STROKE

Review the origin of key signatures by showing how the accidentals required for this key are taken from the scale and placed at the beginning of the line. Also point out that the order of the sharps in the signature does NOT correspond to the order of their appearance in this scale.

The new bowing "DOWN, UP, UP," requires that the bow be kept on the string throughout. The half-note down bow is a forearm stroke. The two up bow notes are really one single up bow with a brief rhythmic pause between the two quarter notes.

Try for a smooth transition between the two up bows.

4 Basic Arpeggios in A Major

(S. B. pg. 15)

REACHING THE MAJOR THIRDS A TO C# AND E TO G#

The violins, violas and cellos are challenged in this line to perform the A to C# and E to G# intervals IN TUNE! This requires a new sensation or feel in the left hand.

The violins and violas must REACH OUT with their third fingers to achieve the C# and G# in tune. The first finger must release from the string at the same moment as the third finger strikes the C# or G#.

The cellos must REACH OUT with their fourth fingers so that they expand the hand by a half step in order to play the C# and G# in tune. The first finger must release from the string at the same moment as the fourth fingers strikes the C# or G#. For some players, those with small hands, a tiny, upward *portamento slide* of the first finger is appropriate. This will insure that the fourth finger can be placed with confidence.

Basses must downshift to half position in order to play the G# on the G string. This will necessitate two quick shifts in succession between measures 5 & 6!

NEW "SENSATIONS" IN THE LEFT HAND

This deceptively simple line tests the independance of the fingers of the left hand for violins, violas and cellos.

The major third A to C# requires these pupils to "take a giant" step with the appropriate finger in order to play this interval in tune.

Violins and violas must use their fourth fingers as shown. This is another example of how the left hand must be FLEXIBLE so that the minor third between F# and A can be played in tune.

The cellos must expand their reach for the A to C# interval.

5 Broken Thirds

(Student book, pg. 15)

6 A Major Scale - Second Octave

(Student book, pg. 16)

COMPLETE SECOND OCTAVE FOR VIOLINS

INCOMPLETE SECOND OCTAVE FOR VIOLA, CELLO & BASS

(Note names for the second octave are shown in all parts)

Although there are no "new" notes in this line, pupils should pluck the notes first because of the new key context.

7 Broken Chord Ensemble

The musical score is written for a four-part vocal ensemble (Soprano, Alto, Tenor 1, Tenor 2) and piano accompaniment. The key signature is A major (three sharps: F#, C#, G#) and the time signature is 3/4. The score is divided into two systems, each containing four staves.

First System:

- Vocal Staves:** Each part features a melodic line with fingerings indicated by numbers 0, 1, 2, 3, 4 above the notes. The Soprano part starts with a half note G4, followed by quarter notes A4, B4, and C5. The Alto part starts with a half note F#4, followed by quarter notes G4, A4, and B4. The Tenor 1 part starts with a half note E4, followed by quarter notes F#4, G4, and A4. The Tenor 2 part starts with a half note D4, followed by quarter notes E4, F#4, and G4.
- Piano Accompaniment:** The right hand plays a series of chords, while the left hand plays a bass line. The first measure of the piano part is marked with a Roman numeral $I \quad III/2$.

Second System:

- Vocal Staves:** The vocal parts continue their melodic lines. The Soprano part has a half note D5, followed by quarter notes E5, F#5, and G5. The Alto part has a half note C5, followed by quarter notes B4, A4, and G4. The Tenor 1 part has a half note F#4, followed by quarter notes E4, D4, and C4. The Tenor 2 part has a half note B3, followed by quarter notes A3, G3, and F#3.
- Piano Accompaniment:** The piano part continues with chords and a bass line. The second measure of the piano part is marked with a Roman numeral $III/2 \quad III$.

Theme from "The Bartered Bride"
adapted from the opera by Smetana

8

Ensemble

(Student book, pg. 15)

This musical score is for an ensemble piece, likely for a string quartet or a small chamber group. It is written in 4/4 time and the key of D major, indicated by two sharps (F# and C#) in the key signature. The score consists of two systems of staves. The first system includes a Violin I staff, a Violin II staff, a Viola staff, a Cello/Bass staff, and a Piano accompaniment. The second system continues the same instrumentation. The music features a variety of rhythmic patterns, including eighth and sixteenth notes, and rests. Fingerings are indicated by numbers 1-4 above or below notes. Some notes are marked with a box containing the number 5, possibly indicating a fifth finger or a specific fingering. The word 'simile' is written below the piano staff in the first system, suggesting a similar pattern to the previous one. The score concludes with a double bar line.

Downward Extension of A Major

9 Ensemble

(Student book, pg. 16)

REACHING THE LOWEST PITCH IN A MAJOR

EXTENDED FOURTH FINGER FOR VIOLAS

What is the lowest possible pitch in A major for each of the string instruments?

Violins are asked to employ fourth finger for A in measure 5, as shown. This is good technique and is preparatory to playing in the higher positions and remote keys.

The violins, violas and cellos will employ the lowered first finger to achieve the low G# and C# required in this key.

The Violas are asked to extend the fourth finger in measure 3 so that the scale fragment G# down to C# can be played solely on the C string. This demands extra flexibility in the left hand.

The cellos will employ extended position to reach the same pitches.

(Note names are included in cello and bass parts)

The musical score is for an ensemble piece titled "Downward Extension of A Major". It is in 3/4 time and has a key signature of two sharps (F# and C#). The score is divided into two systems. The first system contains five staves: Violin I, Violin II, Viola, Cello, and Bass. The second system contains five staves: Violin I, Violin II, Viola, Cello, and Bass. Fingerings and positions are indicated by numbers (0-4) and letters (A, G#, F#, E, D, C#) above the notes. The first system shows a descending scale from A4 to C#3. The second system shows a continuation of the scale, including a chromatic descent from C#3 to B2.

Broken Thirds in Two Octaves

Unison and Ensemble

10 Use separate strokes at first

(Student book, pg. 16)

Dotted-Quarter Eighth in 3/4 time

11 Pluck, then bow.

(Student book, pg. 16)

PREPARATION FOR "MOZART AT THE PIANO" (LINE 13)

DOTTED-QUARTER IN 3/4 METER

As previously, the compound rhythm is introduced using the "incredible shrinking eighth note." (Measures 4 & 5). The first eighth of count two shrinks to a mere dot which then "hugs" count one.

This device is useful in having the pupils understand the concept of dotted rhythms.

Try clapping, counting and singing before playing (a) *pizz.* and then, (b) *arco.*

12 More Rhythm Drill

DOTTED-QUARTER-EIGHTH ON CONSECUTIVE PITCHES

In line 11 the compound rhythm occurred on repeated tones. Here, there is a new pitch on the "and" of count two.

Mozart at the Piano
Adapted from the Piano Sonata

13 Unison and Ensemble

(Student book, pg. 16)

The musical score is written for a group of students, with parts for Unison and Ensemble. It is in the key of A major (three sharps: F#, C#, G#) and 3/4 time. The score consists of two systems of staves. The first system has four staves: two for Unison (treble and bass clef) and two for Ensemble (treble and bass clef). The second system also has four staves: two for Unison (treble and bass clef) and two for Ensemble (treble and bass clef). The Unison parts are marked with a '4' above the first measure of each system, indicating a four-measure phrase. The Ensemble parts are marked with a '0' above the first measure of each system, indicating a whole note. The score includes various musical notations such as notes, rests, and bar lines.

13 (cont'd)

(Student book, pg. 16)

System 1 of the musical score, measures 17 to 25. The score is written for a guitar and piano. The guitar part is in the upper staves, and the piano part is in the lower staves. The key signature is two sharps (F# and C#), and the time signature is 3/4. Measure numbers 17, 25, and 33 are indicated in boxes. The guitar part features a melodic line with various fingerings (0, 4) and a final measure with a 4-fingered note. The piano part provides harmonic support with chords and arpeggios.

System 2 of the musical score, measures 33 to 41. The score continues the guitar and piano arrangement. The guitar part shows a melodic progression with a final measure ending on a whole note. The piano part continues with harmonic accompaniment, including a prominent arpeggiated figure in the right hand. Measure numbers 33 and 35 are indicated in boxes.

Chapter 6- A Minor

Instructional Guide

Positions:

The violins and violas will remain in Ist position until Chapter 9. The Cellos will use both LOWERED and EXTENDED FIRST POSITION. The basses will play in positions 1/2, I, II, and III.

Objectives:

1. To move easily from A major to A minor
2. To learn how to play contrapuntally, using delayed entrances
3. To review the detached stroke
4. To review the dotted-quarter eighth
5. To perform an extended adaptation of "Hatikvah"

Teaching suggestions and performance hints are set forth in the score.

General Teaching Hints:

FINGERING. In this chapter the violins will be required to play **both f# and f natural** on the E string with **the first finger**. They will also be required to play in the melodic minor on the same string. This requires that the fingers of the left hand **not remain on the string longer than the correct rhythmic value of each note**.

BOWING. The detached slurs in line 4 (measure 6) are preceded by a normal slur. This is a new and sophisticated skill.

SHIFTING. The use of extended position for cello will occur with increasing frequency in this and later chapters. The basses will shift through 1/2 I, II and III positions as the music demands. Violins and violas will make **minute shifts within first position** to reach the required pitches in these keys.

CHAPTER 6 - A MAJOR TO A MINOR

A major to the Parallel A minor in the second octave without signatures

Ensemble

Student Book pg. 17

CONTRASTING THE MAJOR AND MINOR MODES

Review the principles of the lowered third step as introduced in Chapter 4 "D Major to D Minor."

Additional theory instruction is possible by introducing the lowered sixth step for the violins in measures 6 and 11 and the raised sixth and seventh steps in measure 8.

Violins must reach back with their first fingers to achieve the *f* in measure 6. BE certain that the finger is placed on its tip and not layed flat on the first joint!

Cellos must "reach" for the *G#* in measure 13, using their fourth fingers in extended position.

Basses have several shifts and will utilize half, first, second and third positions as shown.

1 A major C# 2 4 A minor C# 2 4 5 E F# G#

Violins must make certain that their first and second fingers relax off the string after each note is finished in measures 8 & 9 so that they may be free to play the descending pitches in measures 10 & 11.

3 10 G# F# 1 0 2 0 x4 1 2 1 1 1 1 4 1 1 1 2

Scale Ensemble

The major and minor modes are presented in ensemble style

Student Book, pg. 17

2 A major
separate strokes, at first

The first system of the A major scale ensemble. It consists of four staves. The top staff is a single treble clef. The next three staves are a grand staff (treble and bass clefs). The music is in 4/4 time. The first staff has a finger number '0' above the first measure. The music features eighth and sixteenth notes with slurs and ties, and rests.

A minor-melodic

The second system of the A minor-melodic scale ensemble. It consists of four staves. The top staff is a single treble clef. The next three staves are a grand staff (treble and bass clefs). The music is in 4/4 time. The first staff has finger numbers '0' above the first and third measures. The second and third staves have a '(b)' above the first measure of the second staff, indicating a flat. The music features eighth and sixteenth notes with slurs and ties, and rests.

A major to A minor in the First Octave

MAJOR AND MINOR MODES IN THE LOWER OCTAVE

This unison drill features the lowered third and sixth steps for all instruments.

Encourage the pupils to identify the whole and half-steps which define the major and minor tonalities in this line.

Violins, violas and cellos will use a lowered first finger for the low G#.

Cellos will employ both first position and extended first position in this line.

Basses will remain in first position for this line.

3. A major

A B C#
1 2 3

A minor

C#
3

Student Book, pg. 17

Two Octave Melodic Minor on A

(Raised and Lowered 6th & 7th Steps)

S. B., pg. 17

4 Unison and Ensemble

raised 6th
& 7th steps

lowered 6th &
7th steps

Major and Minor Ear Training
Harmonic Preparation for "Hatikvah" (Nos. 5-7)

5 A Major

S. B. pg. 17

Violins

A

B

Viola

Cello
Bass.

(Rehearsal
Only).

violins switch parts on
replay

6 A Minor

S. B. pg. 18

S. B. pg. 18

[illegible]

The image displays a musical score for the song 'The Rose Tree'. It is written for four staves: two for the vocal parts (Soprano and Alto) and two for the piano accompaniment (Right and Left Hand). The key signature is one sharp (F#), and the time signature is 4/4. The score is divided into two systems, each containing measures 9 through 13. The vocal parts feature a melody with various note values, including quarter, eighth, and sixteenth notes, and rests. The piano accompaniment provides a harmonic foundation with chords and single notes. Dynamics such as *p* (piano) and *mf* (mezzo-forte) are indicated throughout the piece. The score is presented in a clear, professional layout with standard musical notation.

Hatikvah in A Minor Concert Version

8 Ensemble

Violin A

Violin B

Viola

Cello

Bass

Obblig. Piano

Concert Piano

(violins switch parts on replay)

f

f

well marked

f

well marked

f

f

0

4

0

0

x4

1

1/2

6

4

0

0

0

4

0

0

6

10

6

10

f

f

14

mf

mf

mf

mf

mf

14

mf

18

A little broader

f

f

f

f

f

poco rit.

Chapter 7- New Steps for Review

Instructional Guide

Positions:

Positions previously learned will be reviewed in this chapter. The violins will use extended first position to reach the high C on the E string.

Objectives:

1. To play easily in the keys of A, C, G and D major and D minor
2. To improve part-playing skills through counterpoint
3. To learn to play diminished fifths
4. To advance playing of chromatic passages
5. To review the dotted-quarter eighth
6. To perform concert versions of familiar melodies

Teaching suggestions and performance hints are set forth in the score.

General Teaching Hints:

FINGERING. The violins will reach the high C on the E string by extending the fourth finger out of first position. All instruments will practice the SLIDE of a finger on the string in order to play adjacent half-steps in chromatic passages. Conversely, when a diminished fifth is played with the SAME finger, it must be lifted from the first pitch and replaced onto the second.

BOWING. Slurred groupings appear more frequently in this chapter.

SHIFTING. The violins and violas are asked to use the fourth finger throughout this chapter instead of open strings. This is in preparation for playing in the higher positions which are introduced in Chapter 9. The Cellos and basses will continue using the upper and extended positions previously introduced.

CHAPTER 7 - New Steps for Review

Part 1 - Review of C, G, D major and minor, A major

Scale Ensemble in Counterpoint Style

Student Book pg. 19.

1

REVIEW OF C MAJOR

This chapter reviews previously studied keys using a variety of rhythms already learned.

Warm up for this lesson by going over the C major scales in Chapter 1, lines 1, 2 & 3.

Musical score for Scale Ensemble in Counterpoint Style, Part 1. The score is in 4/4 time and consists of six staves. The first four staves are for voices or instruments, showing a C major scale in counterpoint style. The fifth and sixth staves are for piano accompaniment, featuring chords and arpeggios. The piece ends with a double bar line.

Stephen Foster Melody Unison Review of C Major

2

Musical score for Stephen Foster Melody Unison Review of C Major. The score is in 4/4 time and consists of six staves. The first four staves are for voices or instruments, showing a C major scale in unison. The fifth and sixth staves are for piano accompaniment, featuring chords and arpeggios. The piece ends with a double bar line.

2 (cont'd)

9 13 4 4 V

0 0 4 V

9 13 V

17 21 4 4

bows remain on string during rests

0 0 4 4

17 21

Ensemble Within Two Octaves

(Violins extend first position upwards to play a high C)

S. B. pg. 19

3 Ensemble

Extended first position

use 4th finger as shown

countermelody

counter theme

Extending The Chromatic Patterns

In this line, violins and violas will get extensive practice with the fourth finger. This is a prelude to learning to play in the higher positions.

All instruments will drill chromatic half-steps using the same finger for two adjacent pitches. Keep the finger on the string during the half-step slide!

S.B. pg. 19

4 Unison

Violin I (test) 2 3 0 1 2 4

Violin II (test) 3 4 0 1 1 4 4 2 4 3 0 4

Viola (test) 4 1 1 3 4

Cello/Double Bass (test) 1 2 4 4 0 4 1 1 2 4

Measures 1-5. Box 5 above measure 5.

Measures 9-13. Box 9 above measure 9, Box 13 above measure 13.

Diminished Fifths in C Major

Is there life after G 7? In this line the violas will use the 2nd finger and the violins will use the 1st and 2nd fingers to play the diminished 5th between b and f. The implied half-step movement of these fingers takes place **IN THE AIR** as the finger moves from one string to the other.

5. Mostly Unison

S. B. pg. 19

The musical score is written for a string quartet (Violin I, Violin II, Viola, and Violoncello) and piano accompaniment. The key signature is C major, and the time signature is 4/4. The score is divided into two systems, each containing five staves.

System 1 (Measures 1-12):

- Violin I:** Starts with a (test) measure. Measures 2-12 show a melodic line with fingerings 0, 1, 1, 5, 4, 2, 2, 2, 2, 2, 2, 2. A "dim. 5th" instruction is placed above measures 10-11.
- Violin II:** Starts with a (test) measure. Measures 2-12 show a melodic line with fingerings 4, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2.
- Viola:** Starts with a (test) measure. Measures 2-12 show a melodic line with fingerings 2, 3, 2, 1, 2, 1, 2, 1, 2, 1, 2, 1.
- Violoncello:** Starts with a (test) measure. Measures 2-12 show a melodic line with fingerings 2, 1, 2, 1, 2, 1, 2, 1, 2, 1, 2, 1.
- Piano:** Provides harmonic support with chords and arpeggios.

System 2 (Measures 13-24):

- Violin I:** Measures 13-24 show a melodic line with fingerings 2, 2, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0. A "dim. 5th" instruction is placed above measures 13-14.
- Violin II:** Measures 13-24 show a melodic line with fingerings 1, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2. A "dim 5th" instruction is placed below measures 13-14.
- Viola:** Measures 13-24 show a melodic line with fingerings 1, 2, 3, 2, 2, 2, 2, 2, 2, 2, 2, 2.
- Violoncello:** Measures 13-24 show a melodic line with fingerings 0, 1, 2, 4, 4, 2, 1, 1, 4, 1, 1, 2. A "slide!" marking is placed below measures 13-14.
- Piano:** Provides harmonic support with chords and arpeggios.

Reuben and Rachel

Concert version in Canonic Style

Play this line three times: 1. For UNISON, all parts begin tune in first measure (lower voices disregard opening rest measure)
At measure 9, cellos and basses repeat first eight measures.

2. In CANONIC STYLE as written, with or without basic piano support.

3. For CONCERT, play strings alone or with enriched piano accompaniment.

6 Unison and Ensemble

Slowly, at first - then faster!

S. B. pg. 19

Measures 6-12 of the musical score. The score is written for four staves: Treble, Alto, Bass, and Bass. The key signature is 2/4. The tempo is 'Slowly, at first - then faster!'. The score includes fingerings (4, 0, 5) and breath marks (V). The piano part is labeled '(Basic Piano)' and '(Enriched Piano)'. The enriched piano part includes a countertheme in the bass line.

Measures 13-19 of the musical score. The score is written for four staves: Treble, Alto, Bass, and Bass. The key signature is 2/4. The tempo is 'Slowly, at first - then faster!'. The score includes fingerings (4, 0, 5) and breath marks (V). The piano part is labeled '(Basic Piano)' and '(Enriched Piano)'. The enriched piano part includes a countertheme in the bass line.

Foster Melody for Concert Ensemble

A Study in Dynamic Balance

For concert use, play STRINGS ALONE, with violins
interchanging the A & B parts on re-play.

S. B. pg. 20

7. In Moderate Tempo

Violin A

Violin B

p *mf* *p* *mf* *p* *mf*

(Rehearsal only)

Measures 7-13. Violin A and Violin B parts. Violin A starts with a piano (p) melody, and Violin B starts with a mezzo-forte (mf) melody. They interchange parts at measure 5. Rehearsal marks 5, 9, and 13 are shown.

Measures 13-19. Continuation of the Violin A and Violin B parts. The melody continues to interchange between the two parts. Rehearsal marks 9 and 13 are shown.

Foster Melody (cont'd)

S. B. pg. 20

The musical score is divided into two systems. The first system contains measures 17 through 21, with measure numbers 17 and 21 boxed above the staff. It features five staves: two treble clefs and three bass clefs. Fingerings are indicated by numbers 0, 4, and V. The second system contains measures 22 through 26, with measure numbers 17 and 21 boxed above the staff. It features two staves: one treble and one bass clef. The notation includes various musical symbols such as notes, rests, and bar lines.

Part 2 - Unison Melodies
in G, D and A Major for concert with piano

All Through the Night
Welsh Folk Tune

Review G major scales
Chapter 2, nos. 2 & 9

S. B. pg. 20

8 4 5

9 13

9 13

220

9

Musical score for 'Deck the Halls' (Old Welsh Carol), measures 1-8. The score is written for four staves: Treble, Bass, and two additional staves (likely for a second system or different instrument). The key signature is D Major (two sharps) and the time signature is 4/4. The notation includes various musical symbols such as notes, rests, and accidentals. Fingerings are indicated by numbers 0, 4, and 5 above the notes. A box containing the number 5 is present above the second staff in measure 5.

Musical score for 'Deck the Halls' (Old Welsh Carol), measures 9-13. The score continues from the previous system. It includes measures 9, 10, 11, 12, and 13. The notation includes various musical symbols such as notes, rests, and accidentals. Fingerings are indicated by numbers 4, 0, 1, 2, 4, and 5 above the notes. A box containing the number 9 is present above the first staff in measure 9, and a box containing the number 13 is present above the first staff in measure 13.

Beethoven Theme
From the 9th Symphony

Review A major,
Chapter 5, nos. 2 & 6.

S. B. pg. 20

10

5

4

mf

(from original)

5

This system contains measures 1 through 8 of the Beethoven Theme. It is written for a four-part vocal ensemble (Soprano, Alto, Tenor, Bass) and a piano accompaniment. The key signature is A major (three sharps) and the time signature is 4/4. Measure numbers 4, 5, and 5 are indicated above the staves. The piano part includes a dynamic marking of *mf* and a note '(from original)'.

9

13

new tie!

9

13

This system contains measures 9 through 16 of the Beethoven Theme. It continues the four-part vocal setting and piano accompaniment. Measure numbers 9 and 13 are indicated above the staves. A new tie is introduced in measure 13, as noted by the text 'new tie!'. The piano part continues with its accompaniment.

Part 3 - Performance Pieces

Long, Long Ago Concert Version in C Major

S. B. pg. 21

11 The Theme, in Unison

Bayly

Measures 1-8 of the musical score for 'The Theme, in Unison'. The score is written for four voices (Soprano, Alto, Tenor, Bass) and piano accompaniment. The key signature is C major and the time signature is 4/4. The piano part features a steady eighth-note accompaniment in the right hand and a more active bass line in the left hand. The vocal parts enter in measure 1 with a unison melody. Measure numbers 4, 0, and 5 are indicated above the staves.

Measures 9-13 of the musical score for 'The Theme, in Unison'. The score continues the unison vocal melody and piano accompaniment. Measure numbers 9 and 13 are indicated above the staves. The piano part includes a section labeled 'FOR CONCERT' in measure 10, which features a more complex harmonic texture with chords and moving lines in both hands.

Long, Long Ago (11 cont'd)

Variation I - Ensemble

This musical score is for Variation I - Ensemble of the piece 'Long, Long Ago'. It is written for a string quartet, consisting of two violins, two violas, and two cellos. The score is divided into two systems, each containing staves for the four instruments. The first system begins with a treble clef and a key signature of one flat. The music features a variety of rhythmic patterns, including eighth and sixteenth notes, and rests. Fingering numbers (0, 4, 5) are indicated above certain notes. The second system continues the musical theme, with similar rhythmic and melodic structures. The score includes performance instructions such as 'pizz' (pizzicato) and 'arco' (arco), as well as dynamic markings like 'very softly'. The piece concludes with a final chord in the low register.

4 0

5 4 0

4

pizz

5

9 0

13 4 0

4

very softly

0

4

4

V

V

arco

9 13

Variation II - As a round

Measures 1-8 of Variation II - As a round. The score is written for five staves: Treble, Bass, Bass, Bass, and Bass. The first staff has a treble clef, and the others have bass clefs. The music is in 4/4 time. Measures 1-4 are marked with a '4' above the first staff, indicating a four-measure phrase. Measures 5-8 are marked with a '5' above the first staff, indicating a five-measure phrase. The music features a mix of eighth and sixteenth notes, with some rests and ties.

Measures 9-16 of Variation II - As a round. The score continues on five staves. Measures 9-12 are marked with a '9' above the first staff, and measures 13-16 are marked with a '13' above the first staff. The music continues with similar rhythmic patterns and melodic lines. The final measure (16) ends with a double bar line.

Ensemble

In The Style of Haydn

12 Steady Tempo.

S. B. pg. 21

Softly

pizz

pizz

pizz

pizz

(for concert)

arco

arco

arco

arco

countertheme!

pizz

Part 4 - Chromatic Designs in D Minor to Major

Variations on a Violin Etude by Wohlfart

Unison and Ensemble

13 preparatory to Wohlfart

S. B. pg. 22

CHROMATICS IN TWO OCTAVES

Each voice has two parts; A & B. Try this line with all A parts, all B parts and in combinations and divisi!

This is a good time to review the principles of chromatics. When two adjacent pitches are played with the same finger, SLIDE the finger on the string from one pitch to the other. The violins and violas will find examples of this chromatic slide in both octaves.

Counterthemes will pop up in the piano accompaniments in this line and in No. 14!

Rhythmic Variation of Line 13 (assign parts as in line 13)

14 Play with separate strokes, at first

Variation of Wohlfart Etude

S. B. pg. 22

15

from Beethoven

from Wohlfart

(from the D minor melodic scale)

Battle of the Titans Beethoven vs. Wohlfart

Unison and Ensemble

A Study in Thematics - D major and melodic minor

S. B. pg. 22

16

D major - Theme

0 6 4

This musical score is for the D major theme, measures 0 to 8. It features a piano accompaniment with a right-hand melody and a left-hand bass line. The melody is in D major, 4/4 time, and consists of a series of eighth and quarter notes. The bass line provides a harmonic foundation with chords and moving lines. Measure numbers 0, 6, and 4 are indicated above the staff.

9 Violin (A)

10 D minor - melodic form

13

9 10 13

melodic minor scale.....

Descant

(A) (B) (A) (B) (A) (B)

This musical score is for the D minor melodic form, measures 9 to 13. It includes staves for Violin (A), Violin (B), and piano accompaniment. The violin parts play a melodic line in D minor, with measures 9, 10, and 13 marked. The piano accompaniment provides harmonic support. A 'melodic minor scale' and 'Descant' are indicated. The piano part includes a 'f' (forte) dynamic marking. Measure numbers 9, 10, and 13 are indicated above the staff.

(16, cont'd)

PLAY NO. 16 THREE WAYS: INTERCHANGE PARTS (see examples below)

1. All play the (A) part as a unison theme to the end
2. Violin - repeat (A) part to measure 9 then (B) part, as descant with (A) part tacet.
Viola, cello, bass - play the (B) part - theme for ensemble
3. Violin - Same as second time - concert ensemble
Viola, cello, bass - play the (A) part - concert ensemble

THE PIANO IS AD LIB, BUT SHOULD PLAY THIRD TIME FOR CONCERT ENSEMBLE

Condensed Ensemble Patterns Showing Various Tonal Balances

1. Theme in Unison
Violin (A)
Viola (A)
Cello (A)
Bass (A)

2. Theme with Changes of Register and Descant
(A) (B) (B) (B)
descant

3. Concert Ensemble
(A) (A) (A) (A)

Chapter 8 - F Major

Instructional Guide

Positions:

Violins and violas will employ a "lower first position" so that their Bb and F naturals can be comfortably reached. The cellos will use the lower extended position and the basses will play from half position to III position.

Objectives:

1. To play easily in the key of F major in both available octaves
2. To play chromatics in F major
3. To learn to play in "eighth time" (4/8 & 6/8)
4. To play 6/8 time in two beats
5. To play triplets
6. To learn how to play up-beats (The Anacrusis)
7. To play mixed meters in ensemble
8. To play first and second endings

Teaching suggestions and performance hints are set forth in the score.

General Teaching Hints:

FINGERING. The violins will reach the Bb on the A string and the F on the E string by placing the first finger **on the tip** one half step above the open string. In this key, the extension from 4th finger to 1st is larger than in keys already studied. Allow the thumb to move back (a "lower first position") to accommodate this requirement. Violas must allow the second finger to release from the string as soon as the fourth finger is placed. This helps the fourth finger to extend to reach the correct pitch. Cellos will reach backward into the lowered extended position to play the Bb on the A string.

BOWING. Generally speaking, single up-beat notes ("pick-ups") will be taken up-bow, while the opposite will be true for double note up-beats.

ENSEMBLE CHALLENGE. The combining of meters and triplets in duple against 6/8 time will test the pupils' ability in independent part-playing.

Success in playing in this and other "flat" keys is achieved by allowing the left hand to find its natural, lowered first position. Violins will need to do this immediately in line 1 so that their Bb's & F's will be secure. Violas will do this in line 5. The bass will begin this key in half position. Cellos will employ the lower extended position in line 5.

Student Book pg.23

[illegible]

The image displays a musical score for a piece in F major, 3/4 time, titled "F major - With signature". The score is written for guitar and includes a vocal line. The guitar part is in standard tuning (E2-A2-D3-G3-B3-E4) and features a key signature of one flat (Bb) and a 3/4 time signature. The vocal line is in the soprano range. The score is divided into two systems. The first system consists of four staves: two for guitar (treble and bass clef) and two for vocal (treble and bass clef). The second system consists of two staves: one for guitar (treble clef) and one for vocal (bass clef). The guitar part includes various fret numbers (0, 4) and a capo sign. The vocal part includes a key signature change to one flat and a 3/4 time signature.

3 Basic Arpeggios in F Major

Student Book pg.23

Measures 1-8 of the arpeggio exercise. The score is written for four staves: Treble, Alto, Bass, and a lower Treble staff. The key signature is one flat (Bb) and the time signature is 4/4. Fingerings are indicated by numbers 0-4 above the notes. Measure numbers 5 and 13 are boxed. The lower Treble staff contains whole notes and rests.

Measures 9-16 of the arpeggio exercise. The score continues on the same four staves. Fingerings are indicated by numbers 0-4. Measure numbers 9, 13, and 13. are boxed. The lower Treble staff contains whole notes and rests.

4 Broken Thirds in F Major

Student Book pg. 23

Musical score for 'Broken Thirds in F Major' in 4/4 time. The score is written for four staves: Violin I, Violin II, Viola, and Cello/Double Bass. The key signature has one flat (Bb). The piece consists of 8 measures. Fingerings are indicated by numbers 0, 4, and 0 above or below notes. A 'doublestop!' instruction is present in measure 5 for the Violin II part. The bottom two staves show the piano accompaniment with chords and arpeggiated figures.

Extending the F Scale - Up & Down

INCOMPLETE SECOND OCTAVES

In this line all voices will explore the upper and lower extensions of F major. Each instrument will reach into the highest and lowest notes in F major in the positions already reviewed.

For example, beginning in measure 3 all instruments will begin the upper octave of F major. The violins will get as far as Bb on the E string, the violas and cellos will reach D on the A string and the basses will climb to a D on the G string.

Conversely, when reaching downward into the lower octave, the violins will get only as far as the open G string, the violas and cellos will reach an open C and the basses can only get one note in the lower octave, the open E string.

(Fingerings will be shown in smaller type from this line onwards)

Musical score for 'Extending the F Scale - Up & Down' in 4/4 time. The score is written for four staves: Violin I, Violin II, Viola, and Cello/Double Bass. The key signature has one flat (Bb). The piece consists of 8 measures. The first measure is labeled 'First octave...' and the second measure is labeled 'Starting second octave'. Notes are labeled with their pitch names: F, G, A, Bb, C, D. Fingerings are indicated by numbers 0, 1, 2, 3, 4, and 5. The bottom two staves show the piano accompaniment with chords and arpeggiated figures. The score includes markings for 'H.P.' (Harmonics) and 'III' (Triads).

5 (cont'd)

[illegible]

Arpeggio Ensemble with chromatics in F Major

Student Book pg.23

6

Broken Thirds in Ensemble

Student Book pg.23

7

9

9

Frere Jacques Goes Round and Round

Student Book pg. 24

8 Two Part Round

8 Two Part Round

1 5 9

(ad lib)

countertheme
mf

pizz

9 13

pizz

pizz

pizz

pizz

p

8a Three-Part Round

S. B pg. 24

The first system of the musical score consists of two systems of staves. The top system has four staves: Treble, Alto, Bass, and a second Bass staff. The first staff is marked 'arco' and contains a melodic line with a measure rest at measure 4, followed by a measure with a circled '5'. The second staff is marked 'arco' and contains a similar melodic line. The third and fourth staves are also marked 'arco' and contain a lower melodic line. The bottom system has two staves: Treble and Bass. The Treble staff is marked '(piano second time)' and contains a melodic line with a measure rest at measure 4, followed by a measure with a circled '5'. The Bass staff is marked 'mf' and contains a similar melodic line. The key signature is one flat (B-flat) and the time signature is 4/4.

The second system of the musical score consists of two systems of staves. The top system has four staves: Treble, Alto, Bass, and a second Bass staff. The first staff is marked 'pizz' and contains a melodic line with a measure rest at measure 4, followed by a measure with a circled '9'. The second staff is marked 'pizz' and contains a similar melodic line. The third and fourth staves are also marked 'pizz' and contain a lower melodic line. The bottom system has two staves: Treble and Bass. The Treble staff is marked 'pp' and contains a melodic line with a measure rest at measure 4, followed by a measure with a circled '9'. The Bass staff is marked 'pp' and contains a similar melodic line. The key signature is one flat (B-flat) and the time signature is 4/4.

Theme and Variations for New Rhythms

Development of "EIGHTH TIME." The next 5 lines will introduce the students to the concept of giving one count to an eighth note. From 2/4 through 4/8 to 6/8 meters, these lines will use "Frere Jacques" to build confidence with this new concept. Students should clap and count each of these lines to reinforce rhythmic understanding.

9 Very slowly (in 2)

Student Book pg.24

9a Variation I (in 4 - same speed as No. 9)

6/8 Time - Eighth Notes and Rests

The concept of six eighth notes in a measure is introduced here for the first time. Teachers are encouraged to further this concept by suggesting to students that ANY number of notes (beats) can be organized into a single measure and that they will find, in much modern music, exactly that.

9b Variation II (in 6) Slowly

Student Book pg. 24

Measures 1-6 of Variation II (in 6) Slowly. The score is written for a piano with four staves: Treble, Alto, Bass, and Grand Staff. The time signature is 6/8. The key signature has one flat (B-flat). The first staff includes a count: (count) 1 2 3 4 5 6. The music consists of eighth notes and rests. A fermata is placed over the final eighth note of measure 6. A double bar line with a repeat sign is at the end of measure 6.

Measures 7-12 of Variation II (in 6) Slowly. The score continues with the same instrumentation and key signature. Measures 7 and 8 include counts: 1 2 3 4 5 6 and 1 2 3 4 5 6. The music continues with eighth notes and rests. A fermata is placed over the final eighth note of measure 12. A double bar line with a repeat sign is at the end of measure 12.

Development of 6/8 Time in Two Beats

Lines 9c and 9d should each be begun slowly in 6 beats and accelerated until they are played in two beats to the bar

Student Book pg.24

9c Variation III - Two eighths tied into a quarter

faster and faster so that repeat is in two!

9d Variation IV - Three eighths tied equals a dotted-quarter in 6/8 time

start in 6 beats

FROM TIE TO DOT!

faster and faster so repeat is in two beats!

dotted half in 6/8

Row, Row, Row Your Boat

Play this line three times:

1. For UNISON, all parts begin tune in the first measure with notes; play eight measures.
2. The ROUND, as written with or without basic piano accompaniment.
3. For CONCERT, strings alone or with regular piano accompaniment.

10 Two eighths tied for a quarter in 6/8

5

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(whole rest in 6/8)

Musical score for 'Row, Row, Row Your Boat' in 6/8 time. The score is written for four staves (two treble and two bass). The first staff has a '1' and '2' under the first two measures. The second staff has a '1' and '2' under the first two measures. The third staff has a '1' and '2' under the first two measures. The fourth staff has a '1' and '2' under the first two measures. The score includes a key signature of one flat (Bb) and a time signature of 6/8. The piece is marked with a '5' in a box. The score ends with a double bar line.

Preparatory Chromatics for "Sweet and Low"

11 Slowly, in 6

Musical score for 'Preparatory Chromatics for "Sweet and Low"' in 6/8 time. The score is written for four staves (two treble and two bass). The first staff has a '0' under the first measure. The second staff has a '0' under the first measure. The third staff has a '0' under the first measure. The fourth staff has a '0' under the first measure. The score includes a key signature of one flat (Bb) and a time signature of 6/8. The piece is marked 'Slowly, in 6'. The score includes various musical notations such as slurs, ties, and dynamic markings. The score ends with a double bar line.

Concert Version of "Sweet and Low"
Old Scottish Tune by Joseph Barnby (1818-1896)

Play this line twice:

1. Unison melody with piano
2. Violins and violas repeat melody until measure 15, then violins *divisi* A & B, violas B part only, cellos & basses play counter-melody *divisi*. No piano.

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11 Slowly, in 6

The musical score is written for a concert version of the Old Scottish Tune "Sweet and Low" by Joseph Barnby. It is in 6/8 time and consists of 15 measures. The score is divided into two systems. The first system (measures 1-15) includes staves for Violins (V), Violas (V), Cellos and Basses (C & B), and Piano (P). The second system (measures 16-30) includes staves for Violins (V), Violas (V), Cellos and Basses (C & B), and Piano (P). The score includes various musical notations such as notes, rests, and dynamic markings. Key annotations include "cello & bass-first time; melody.", "cello & bass-second time; counter-melody", "lower stems for bass", "bass-pizz", "arco", and "bass". Measure numbers 5, 9, 15, and 19 are indicated in boxes. The score concludes with a double bar line and repeat signs.

The Up-Beat

Two new concepts are introduced in this line:

1. The up-beat (the "pick-up"). Students should be introduced to the idea of the "missing rests" at the beginning and the end of this line.
2. First and second endings. Students must go back to the repeat mark at the first full measure then skip to the second ending after the repeat.

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13 German College Song

First beat is SILENT!

5

1 2

(for drill, play first beat)

5

Norwegian Folk Song

Silent counts

Where's the missing beat?

For drill, play first two beats

3

countertheme

Auld Lang Syne

Concert Version in F Major

Play twice:

1. Unison melody with piano
2. Violins repeat melody, viola and cello counter melody, bass harmony

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15 Unison and Ensemble

1 - 2 - 3
(silent count) V

viola melody V

viola counter melody

cello & bass melody

cello counter melody

bass harmony

pizz

arco

15

9

13

4

3

4

2

4

1

For He's A Jolly Good Fellow

Old French Tune

Play twice:
1. In 6 beats to the bar
2. In 2 beats to the bar

16

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count 1 2 3 4 5 6

This musical score is for the piece 'For He's A Jolly Good Fellow', an Old French Tune. It is written for a four-part vocal or instrumental ensemble (Soprano, Alto, Tenor, Bass) and a piano accompaniment. The key signature has one flat (B-flat), and the time signature is 6/8. The score begins with a 'count' of 1 2 3 4 5 6. The vocal parts feature various ornaments, including grace notes and mordents. A box containing the number '6' is placed above the Soprano part on the fifth measure. The piano accompaniment consists of a steady eighth-note pattern in the right hand and a more complex rhythmic pattern in the left hand.

Irish Jig

17 Think the preparatory eighths

This musical score is for the piece 'Irish Jig'. It is written for a four-part vocal or instrumental ensemble (Soprano, Alto, Tenor, Bass) and a piano accompaniment. The key signature has one flat (B-flat), and the time signature is 6/8. The score begins with the instruction 'Think the preparatory eighths'. The vocal parts feature various ornaments, including grace notes and mordents. A box containing the number '5' is placed above the Soprano part on the fifth measure. The piano accompaniment consists of a steady eighth-note pattern in the right hand and a more complex rhythmic pattern in the left hand.

Changing 6/8 into Triplets Combining 6/8 and 2/4 time

18 Keep the eighth note speed the same - Develop two pulses in each

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Exercise 18 is a musical exercise for four staves. The first staff is in 6/8 time, followed by a 2/4 time signature, and then returns to 6/8. The second staff is in 6/8 time, followed by a 2/4 time signature, and then returns to 6/8. The third and fourth staves are in 6/8 time, followed by a 2/4 time signature, and then return to 6/8. The exercise includes a count: 1 2 3 4 5 6, 1 - - 2 - -. Triplet markings (3) are used throughout the piece. A box with the number 5 is present in the first staff.

"See-Saw with "Row-Row" Ensemble with Triplets

19 In 2

Exercise 19 is a musical exercise for four staves. The first staff is in 6/8 time, followed by a 2/4 time signature, and then returns to 6/8. The second staff is in 6/8 time, followed by a 2/4 time signature, and then returns to 6/8. The third and fourth staves are in 6/8 time, followed by a 2/4 time signature, and then return to 6/8. The exercise includes a count: 1 2. Triplet markings (3) are used throughout the piece. A box with the number 5 is present in the first staff.

"Boogie-Cha" with Auld Lang Syne
The "Battle of Meters" - 6/8 vs. 4/4

Counterpoint Ensemble in F Major

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20 SNAPPY STYLE (in 2) - Slowly at first, then accel.

Keep bows on the string during

Violins divide into A &
B parts in measures 18 -
26

Same Beat, in 4 (6/8 into Triplet Equals One Quarter)

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Violin A Theme

divisi

Violin B

Viola countermotive

Cello & Bass

23

23

