Capistrano Unified School District

4th Grade Beginning Strings -Cello-

With input and materials from: Kerry Arakawa, Scott Arakawa, Steve Benefield, Michelle Brunton, Penni Buff, Chad Cunningham, Lisa Gray, Andrea Howard, Ann Ludwig, Barbara Scholl, Rob Stirling, Maryann Tucker, and Kory Wentzel.

Name:_________________       School:___________________

Classroom Teacher:_______________________
Parts of the Cello

Taking Care of Your Cello

Handle With Care! Your instrument is made of breakable wooden parts, so repairs can be expensive and time consuming.

Do not let anyone play your instrument unless it is your teacher or an experienced player you trust.

Always take the bow out first. Before taking your cello out, take the bow out of the pocket of the case.

Keep your instrument clean! After playing, wipe off the rosin dust, smudges, fingerprints, etc., with a soft clean cloth. Always wash your hands before playing your instrument.

Do not let your instrument get too hot or too cold. If the temperature is uncomfortable for you, it is also bad for your instrument. For example, never leave your instrument in a car on a hot or cold day.

Allow only an experienced repair person to fix your instrument.

Make sure your bridge is lined up correctly and standing straight at all times. If it gets out of place, ask your teacher to fix it for you.
Lesson One: Getting Started
Holding your Cello

1. Pull the end pin out far enough to make the scroll of the cello at least as high as your chin when you are standing.

2. Sit “tall” on the front edge of your chair with your knees bent and your left foot slightly forward. If you are sitting correctly, you can stand up quickly and easily.

3. While holding your cello straight up and down, and at arm’s length, center the end pin in front of you.

4. Bring your cello toward you so the upper edge touches the center of your chest. The lowest peg should be touching your head behind your left ear.

5. The inside of both knees touch the sides of your cello. Do not grip the cello with your knees.

6. If your position is correct, you should feel relaxed and balanced in your chair and be able to move side to side easily.

Pizzicato Position

1. Place the tip of your right thumb on the side of the fingerboard (near the corner).

2. Extend your first finger over the fingerboard and pluck the string.

3. For the best sound, make the string vibrate as much as possible.
The Cello has four open strings. They are named from lowest to highest, left to right, and thick to thin. This sentence will help you remember which order they are in: Cats Get Dogs Angry.

Let’s Review how to hold the cello in playing position.

1. Sit tall.
2. Cello makes contact with the floor, knees, and chest
3. Check the end pin is out far enough so that the C-peg is behind your left ear
4. Give cello a hug to center it in your body
5. Left hand rests on left knee

1. Rock House
   
   D D D D  D D D D  D D D D  D D D D

2 Rock Hound

   A A A A  A A A A  A A A A  A A A A

3. Rock Tango

   D D A A  D D A A  A A D D  A A D D

4. The Twist

   G G D D  G G D D  A A D D  G G G G

5. Lazy Afternoon

   G G D D  A A D D  G G D D  A A G G

6. Skip to My Lou

   D D D D  A A A A  D D D D  A A D D
7. Mary Had a Little Lamb

\[
\begin{align*}
&D D D D & D D D D & A A A A & D D D D \\
&D D D D & D D D D & A A A A & D - D - 
\end{align*}
\]

8. Cycle of Strings \( \dddot{\dddot{d}} \) = Quarter Rest (one beat of silence)

\[
\begin{align*}
&\dddot{\dddot{d}} & \dddot{\dddot{d}} & A A A A & D D D D & G G G G & C C C C \\
&C C C C & G G G G & D D D D & A A A A & \dddot{\dddot{d}} & \dddot{\dddot{d}}
\end{align*}
\]

*Pencil Fun- Do You Remember the Parts of the Cello?*

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________
13. ________________
Lesson Two: Whole, Half, and Quarter Note Rhythms

Time signatures appear at the beginning of a piece of music. They are made up of two numbers. The top number indicates the number of beats per measure. The bottom number indicates which note will get one beat.

In \( \frac{4}{4} \) time there are four beats in each measure.

1. Clap the rhythm while counting the beats out loud.

2. Write the count below the notes and then clap the rhythm while counting the beats out loud.

Rests are used in music to indicate silence.

3. Write the count below the rests.

4. Write the count below the notes and rests, then clap and count the rhythm out loud.
Rhythm Clap and Count #1

Write the count below the notes and rests.
Clap the rhythms while counting out loud.

Example

1
\[ \frac{4}{4} \]

2
\[ \frac{4}{4} \]

3
\[ \frac{4}{4} \]

4
\[ \frac{4}{4} \]

5
\[ \frac{4}{4} \]

6
\[ \frac{4}{4} \]

7
\[ \frac{4}{4} \]

8
\[ \frac{4}{4} \]

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\[ \frac{4}{4} \]

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\[ \frac{4}{4} \]

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12
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\[ \frac{4}{4} \]

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\[ \frac{4}{4} \]

16
\[ \frac{4}{4} \]

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\[ \frac{4}{4} \]

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\[ \frac{4}{4} \]

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\[ \frac{4}{4} \]

23
\[ \frac{4}{4} \]

24
\[ \frac{4}{4} \]

25
\[ \frac{4}{4} \]

26
\[ \frac{4}{4} \]

27
\[ \frac{4}{4} \]

28
\[ \frac{4}{4} \]

29
\[ \frac{4}{4} \]

30
\[ \frac{4}{4} \]

31
\[ \frac{4}{4} \]

32
\[ \frac{4}{4} \]
Lesson Three: Open Strings

Music Symbols

- Bass Clef
- Time Signature: \( \frac{3}{4} \) - how many beats in each measure
- Bar Line: divides the music into sections called “measures”
- Double Bar: the end of the song
- Quarter Rest: one beat of silence
- Half Rest: two beats of silence
- Whole Note: receives four beats
- Half Note: receives two beats
- Quarter Note: receives one beat

9. Teeter Totter

\( \frac{3}{4} \)

10. Bullfrog

\( \frac{3}{4} \)

11. Crossing the Strings

\( \frac{3}{4} \)

12. Skip to my Lou

\( \frac{3}{4} \)
Lesson Three: More Open Strings

13. Mary Had a Little Lamb

\[ \begin{array}{cccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccccc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Lesson Four: Using the Bow

Parts of the bow

Steps to a good bow hold.....

1. Middle fingers curve over the bow stick
2. Thumb touches where frog meets the

3. Check for bow hand circle
4. Wrap your first finger around the stick.
5. Little finger sits on the side of the stick.

At first, play in this area of your bow

a. Place your bow on the D string, halfway between the bridge and the fingerboard.
b. Angle the bow so it is parallel with the bridge (your wrist should be bent upwards.)
c. Pull the bow so it remains parallel to the bridge until you reach the tip. (You should need to bend your wrist the other way.)
d. Move the bow and your wrist in the opposite direction.
= Down bow (Pull Bow from frog to tip)

= Up Bow (Push Bow from tip to frog)

**The bow alternates back and forth unless marking is placed. Orchestra bows should all move together in the same direction.

16. Bowing on “D”

17. Bowing on “A” - Tilt the bow to the A String

18. Alternate “DNA” - Tilt the bow from the D String to the A String

Changing Strings: Your elbow is responsible for changing strings.
Bowing on Open Strings Review

19. “D” Smooth One

20. Smooth “A”

21. DNA

22. Teeter Totter

23. Cycle of Strings Encore

(Violin Solo)

(Violin Solo)
Lesson Five: “B” on the A String

To play “B” on the A string, press the tip of your first finger down securely on the first stripe on the A string.

24. A to B

\[ \begin{align*}
   \text{Measure } & 1 \quad \text{Measure } 2 \\
   2 & \quad 3 \\
   \text{A} & \quad \text{A}
\end{align*} \]

25. Smooth Sailin’

\[ \begin{align*}
   \text{Measure } & 1 \quad \text{Measure } 2 \\
   2 & \quad 3 \\
   \text{A} & \quad \text{B}
\end{align*} \]

26. Back and Forth

\[ \begin{align*}
   \text{Measure } & 1 \quad \text{Measure } 2 \\
   2 & \quad 3 \\
   \text{B} & \quad \text{A}
\end{align*} \]

27. Two Note Jive

\[ \begin{align*}
   \text{Measure } & 1 \quad \text{Measure } 2 \\
   2 & \quad 3 \\
   \text{A} & \quad \text{B}
\end{align*} \]
Lesson Six: C# on the D String

To play C-Sharp, press the tip of your THIRD finger on the second stripe on the A string.

Reminder: Keep your first finger on the first stripe and your second finger in between the first and second stripes.

28. Three Note Hill

29. Up and Down

30. Fast and Slow

31. Hot Cross Buns
32. Mary Had a Little Lamb

$\frac{4}{4}$

8th notes
Each 8th note receives 1/2 of a count
Two 8th notes beamed together = 1 count

33. Mary Doubles
Eighth Note Rhythms

The rhythmic value of an eighth note is one half of a beat. Eighth notes may be written with a flag or a beam. If an eighth note appears by itself, it will have a flag. If two or more eight notes appear in a row, they will often be beamed together.

Use a plus sign (+) when writing the count for eighth notes.

1. Clap the rhythm while counting out loud.

2. Write the count below the notes and then clap the rhythm while counting out loud.

Eighth Note Clap and Count

Write the count below the notes and rests. Example

Clap the rhythms while counting out loud.
34. Claire de Lune

35. Lune de Claire

36. The Reapers
Lesson 7: New Note “High D”

To play High D, press the tip of your fourth finger (pinkie) on the third stripe on the A string.

Reminder: Keep your first three fingers down on the first two stripes.

37. Going Up the A String

\[ \begin{align*}
  \text{\( : \frac{3}{4} \)} & \quad A \quad A \quad A \quad A \quad B \quad B \quad B \quad B \quad \#C \quad \#C \quad \#C \quad \#C \quad D \quad D \quad D \quad D \\
\end{align*} \]

38. Going Down the A String

\[ \begin{align*}
  \text{\( : \frac{3}{4} \)} & \quad \#C \quad \#C \quad \#C \quad \#C \quad D \quad D \quad D \quad D \quad B \quad B \quad B \quad B \quad A \quad A \quad A \quad A \\
\end{align*} \]

39. Shark Week

\[ \begin{align*}
  \text{\( : \frac{3}{4} \)} & \quad \#C \quad D \quad \#C \quad D \quad \#C \quad D \quad \#C \quad D \quad \#C \quad D \quad \#C \quad D \quad \#C \quad D \quad - \\
\end{align*} \]

40. Bile Them Cabbage Down

\[ \begin{align*}
  \text{\( : \frac{3}{4} \)} & \quad \#C \quad C \quad C \quad C \quad D \quad D \quad \#C \quad \#C \quad C \quad C \quad C \quad C \quad B \quad B \quad \quad - \\
\end{align*} \]

= repeat sign

go back to beginning and play again
41. A String Note Review
Match the note with the finger numbers

B  3 on A string
C# 4 on the A string
A 1 on the A string
D open A string

42. Place a number (1-5) in the blanks to put the 5 steps to a good bow grip in order.

______ Thumb touches where frog meets the stick

______ Wrap your fingers around the stick

______ Check for bow hand circle

______ Middle fingers curve over the bow stick

______ Little finger (pinkie) sits on the side of stick
Lesson 8: New Note “E” on the D String

To play “E” on the D string, press the tip of your first finger down securely on the first stripe on the D string.

43. ED

44. First Finger Workout

45. Accelerator

46. Two by Two
Lesson 9: F# on the D String

To play F-Sharp, press the tip of your third finger on the second stripe on the D string.

Reminder: Keep your first finger on the first stripe and your second finger in between the first and second stripes.

47. Up and Down

\[ \frac{4}{4} \]

\[
\begin{array}{cccccccccccc}
\text{D} & \text{D} & \text{D} & \text{D} & \text{E} & \text{E} & \text{E} & \text{E} & \#F & \#F & \#F & \#F & \text{E} & \text{E} & \text{E} & \text{D} & \text{D} & \text{D} & \text{D}
\end{array}
\]

48. Hot Cross Buns on the D String

\[ \frac{4}{4} \]

\[
\begin{array}{cccccccccccc}
\text{D} & \text{D} & \text{D} & \text{D} & \text{E} & \text{E} & \text{E} & \text{E} & \text{E} & \text{E} & \#F & \text{E} & \text{E} & \text{D}
\end{array}
\]

49. Mary Had a Little Lamb on the D String

\[ \frac{4}{4} \]

\[
\begin{array}{cccccccccccc}
\text{D} & \text{D} & \text{D} & \text{D} & \text{E} & \text{E} & \text{E} & \text{E} & \text{E} & \text{E} & \#F & \#F & \#F & \#F & \text{E} & \text{E} & \text{E} & \#F & \#F & \#F & \#F & \text{E} & \text{E} & \text{E} & \text{D}
\end{array}
\]
50. Mary Doubles on the D String

51. Claire de Lune

---

Go back to the beginning and play again
Lesson 10: G on the D String

To play G, press the tip of your fourth finger (pinkie finger) on the third stripe.
Keep your first three fingers down on the first two stripes on the D String.
KEEP ALL FINGERS DOWN

52. Up the D string

53. Down the D String

54. Skipping Along the D String

55. Jolly Fellows
Lesson 11: Crossing Strings

56. Crossing Over

\[\frac{4}{4}\]

\[\text{A A A A G G G G A A A A G G G G} \]

\[\text{A A C G A A C G A C A C A C} \]

57. Ascending the D Scale

\[\frac{4}{4}\]

\[\text{D D D D E E E E #F# F# F# F# G G G G} \]

\[\text{A A A A B B B B #C# C# C# C# D D D D} \]

58. Descending

\[\frac{4}{4}\]

\[\text{D D D D #G# G# G# G# B B B B A A A A} \]

\[\text{C G G G #F# F# F# F# E E E E D D D D} \]
59. Twinkle Twinkle Little Star

\[ \begin{align*}
\text{\(\frac{3}{4}\)}D & D A A B B A G G ^\#F ^\#F E E D \\
\text{\(\frac{3}{4}\)} & A A G G ^\#F F E A A G G ^\#F F E \\
\text{\(\frac{3}{4}\)} & D D A A B B A G G ^\#F F E E E D
\end{align*} \]

60. Twinkle (Variation)

\[ \begin{align*}
\text{\(\frac{3}{4}\)} & D D D D D D AAAAAA A BBBBBB B AAAAAA A \\
\text{\(\frac{3}{4}\)} & C C C C C C ^\#F F F F F E E E E E \text{ DDDD D D} \\
\text{\(\frac{3}{4}\)} & AAAAAA A GGGGG G ^\#F F F F F E E E E E \\
\text{\(\frac{3}{4}\)} & AAAAAA A GGGGG G ^\#F F F F F E E E E E \\
\text{\(\frac{3}{4}\)} & AAAAAA A GGGGG G ^\#F F F F F E E E E E \\
\text{\(\frac{3}{4}\)} & DDDDDDD D AAAAAA A BBBBBB B AAAAAA A \\
\text{\(\frac{3}{4}\)} & GGGGG G ^\#F F F F F E E E E E \text{ DDDD D D}
\end{align*} \]
61. French Folk Song

![Music notation for French Folk Song]

62. Note Review- Write the note names for all the notes you have learned so far

![Diagram showing finger placement on strings]

Name the Strings

1st finger
2nd finger
3rd finger
4th finger
63. Tuneful Tune

64. Ode to Joy
Honor 4th Grade String Songs

65. Mary on the A String

66. Mary Doubles- (1st Variation)

67. Twinkle Twinkle, Little Star
68. Twinkle Variation

69. French Folk Song
70. Ode to Joy

71. Tuneful Tune

Off (Pluck!)
### Some Basic Rhythmic Fundamentals

<table>
<thead>
<tr>
<th>Note Values</th>
<th>Rest Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Note ♩ = one beat</td>
<td>Quarter Rest ♩ = one beat</td>
</tr>
<tr>
<td>Half Note ♩ = two beats</td>
<td>Half Rest = two beats</td>
</tr>
<tr>
<td>Dotted Half Note ♩ = three beats</td>
<td>Whole Rest = four beats</td>
</tr>
<tr>
<td>Whole Note ♩ = four beats</td>
<td></td>
</tr>
</tbody>
</table>

#### 72. Quiz

1. A ♩ receives ___________ beats.
2. A = receives ___________ beats.
3. A ♩ = receives ___________ beats.
4. A ♩ = receives ___________ beats.
5. A ♩ = receives ___________ beats.
6. A = receives ___________ beats.
7. A ♩ = receives ___________ beats.

Directions: Match each note to the number of beats it gets
Reading Music

Staff

A music staff has five lines and four spaces.

Bass Clef

The bass clef is located at the beginning of every staff and tells us this music is for cello and other low pitched instruments.

Time Signature 4 4

The top number tells us how many beats are in each measure. The bottom number tells us which kind of note receives one beat.

Rhythm Chart

- Whole note = 4 beats
- Half note = 2 beats
- Quarter note = 1 beat
- Eighth note = ½ beat

4 Steps to Success

1. Count and clap the rhythms.
2. Clap and sing the note names.
3. Sing note names and shadow bow.
4. Play.

Note Name and Fingering Reference Chart
73. First Finger March

74. Flash-E First

75. Mix Em Up

76. ED Takes a Stroll

77. Diz-E-Dog

There are four counts in each measure. Write each count in the correct space. Start each measure with count one.
78. New Note F#

79. Let’s Read F#

80. Climbing Up

81. Black and White

82. Resting

83. Walking Song

F# is located on the fourth line.
E is located on the third space.
Open D is located on the third line.

A Quarter Rest is one beat of silence.
F# Tunes

84. The Reapers

85. Skip-A-Long

86. Claire de Lune

87. Lune de Claire

Lift bow off of the string and reset at the frog.
88. Write the note names on the lines below

\begin{music}
\begin{music}
\begin{musicnote}s2\end{musicnote} \begin{musicnote}s1\end{musicnote} \begin{musicnote}s3\end{musicnote}
\end{music}
\end{music}
\end{music}

_______________________________

89. Name That Tune

\begin{music}
\begin{music}
\begin{musicnote}s2\end{musicnote} \begin{musicnote}s1\end{musicnote} \begin{musicnote}s3\end{musicnote}
\end{music}
\end{music}
\end{music}

_______________________________

90. Name That Tune

\begin{music}
\begin{music}
\begin{musicnote}s2\end{musicnote} \begin{musicnote}s1\end{musicnote} \begin{musicnote}s3\end{musicnote}
\end{music}
\end{music}
\end{music}

_______________________________

91. Peter's Hammer

\begin{music}
\begin{music}
\begin{musicnote}s2\end{musicnote} \begin{musicnote}s1\end{musicnote} \begin{musicnote}s3\end{musicnote}
\end{music}
\end{music}
\end{music}

_______________________________
92. Three Plus G

93. Going Up and Down

94. Go, Go, Go

95. Grasshoppers

96. Norwegian Folk Song

97. Pizzicato March

G is located on the fourth space.
F# is located on the fourth line.
E is located on the third space.
Open D is located on the third line.
G Tunes

KEY SIGNATURE

In this *key signature* you will play all F’s as F♯’s and all C’s as C♯’s. The *key signature* is always located at the beginning of each line. You will notice that there are no longer any sharps located in the songs.

98. Cockroaches

99. Speed Bump

(Lift)

100. Clown Dance (Play 3 Times)

101. Write the correct note letter name under each note

1.____  2._____  3._____  4.____  5.____  6.____  7.____

102. Draw four E quarter notes  2. Draw four F♯ quarter notes  3. Draw two G half notes
Crossing Strings: New Note A

103. More DNA

104. Crossing Over

105. Climbing to A

106. Merry Dance

A is located on the fifth line.
G is located on the fourth space.
F# is located on the fourth line.
E is located on the third space.
Open D is located on the third line.
A Tunes

107. Jingle Bells

108. Skipping Around

109. Lightly Row
B on the A String

B is located on top of the music staff.
Open A is located on the fifth line.

110. A to B

111. Apples and Bananas

112. Old MacDonald

= Each eighth note is half of a beat. Two eighth notes equal one beat.

4. Count and Clap

113. Baa Baa Black Sheep
114. My A-B-C-‘s

115. Apples, Bananas, and Cherries

116. Merry Go Round

117. Go Tell Aunt Rhodie

118. Name That Tune __________________
D on the A String

119. Reaching for High D

120. Donkey Song

121. Rockin’ on the A String

122. D Major Scale and Arpeggio

D is located on top of the first ledger line.
C# is located on the first ledger line.
B is located on top of the music staff.
Open A is located on the fifth line.
A Repeat Sign tells you to repeat the music.

123. School March

124. Bohemian Folk Song

125. Scotland’s Burning
126. Camptown Races

127. Can Can
Honor Songs

Mary Had a Little Lamb

Mary Doubles

Twinkle, Twinkle Little Star
Twinkle Variation

French Folk Song
Glossary of Terms

Accidentals (♯, ♭, ♮): sharp, natural, and flat symbols for altering pitch.

**Arco:** to play using the bow.

**Arpeggio:** notes of a chord played separately.

**Beat:** the pulse of the music.

**Bow lanes:** point of contact of the bow, near the bridge or near the fingerboard.

**Bow lift:** lift the bow from the string and return to the frog in a circular motion.

**Clef sign:** located at the beginning of each line of music, the clef sign defines the letter names for the lines and spaces on the staff for your instrument.

**Col legno:** or more precisely col legno battuto (Italian for "hit with the wood"), is an instruction to strike the string with the stick of the bow.

**Down bow:** moving bow toward tip; pull.

**Duet:** music in two parts.

**Fermata:** symbol indicating to hold a note longer.

**Key signature:** identifies notes that are raised or lowered.

**Ledger lines:** extend the staff with small lines written above or below.

**Legato:** play with smooth bow strokes.

**Measure:** the space between barlines.

**Octave:** a pitch that is eight notes higher or lower and both pitches have the same letter name.

**Pizzicato (pizz.):** pluck the string with the index finger of the right hand.

**Repeat sign:** go back and play a section of music again.

**Scale:** a set of eight notes in ascending or descending order that begins and ends on the same letter.

**Spiccato:** bowing technique for string instruments in which the bow bounces lightly upon the string.

**Staccato:** stopped bow stroke.

**Staff:** 5 lines and 4 spaces, used for writing music.

**Time signature:** indicates how many beats are in a measure (top number) and what kind of note gets one beat (bottom number).

**Tremolo:** shake the bow back and forth rapidly as if trembling.

**Up bow:** moving bow toward frog; push.

Note Name and Fingering Reference Chart

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>D</td>
<td>E</td>
<td>F#</td>
<td>G</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C#</td>
<td>D</td>
</tr>
</tbody>
</table>

51
Glossary Crossword Puzzle

Please complete the crossword puzzle below using the terms and definitions from the glossary.

Across:
1. 5 lines and 4 spaces, used for writing music
2. located at the beginning of each line of music, this symbol defines the letter names for the lines and spaces on the staff for your instrument (2 words)
3. the pulse of the music
4. play with smooth bow strokes
5. identifies notes that are raised or lowered (2 words)
6. extend the staff with small lines written above or below (2 words)
7. lift the bow from the string and return to the frog in a circular motion (2 words)
8. go back and play a section of music again (2 words)
9. points of contact of the bow, near the bridge or near the fingerboard (2 words)
10. music in two parts
11. shake the bow back and forth rapidly as if trembling
12. the space between barlines
13. a pitch that is eight notes higher or lower and both pitches have the same letter name
14. a set of eight notes in ascending or descending order that begins and ends on the same letter
15. bowing technique for string instruments in which the bow bounces lightly upon the string.
16. sharp, natural, and flat symbols for altering pitch
17. symbol indicating to hold a note longer
18. pluck the string with the index finger of the right hand
19. notes of a chord played separately
20. stopped bow stroke
21. moving the bow toward frog; push (2 words)
22. indicates how many beats are in a measure (top number) and what kind of note receives one beat (bottom number) (2 words)

Down:
2. located at the beginning of each line of music, this symbol defines the letter names for the lines and spaces on the staff for your instrument (2 words)
3. the pulse of the music
8. go back and play a section of music again (2 words)
9. points of contact of the bow, near the bridge or near the fingerboard (2 words)
10. music in two parts
12. the space between barlines
13. a pitch that is eight notes higher or lower and both pitches have the same letter name
14. a set of eight notes in ascending or descending order that begins and ends on the same letter
15. bowing technique for string instruments in which the bow bounces lightly upon the string.
16. sharp, natural, and flat symbols for altering pitch
17. symbol indicating to hold a note longer
18. pluck the string with the index finger of the right hand
19. notes of a chord played separately
20. stopped bow stroke
21. moving the bow toward frog; push (2 words)
22. indicates how many beats are in a measure (top number) and what kind of note receives one beat (bottom number) (2 words)
Each group of notes spells a word. Use the words to fill in the blanks in the following story. The number "1" group spells the word for the number "1" blank, the number "2" group spells the word for the number "2" blank, and so on.

___________(1) and her mom and ________(2) were moving into a new home at the ___________(3) of town. It was their last night in the old house. Everything was moved out except a ____________(4), some _____________(5), and a sleeping ________(6). __________(7) said, “It sure is _________(8) around here.” She_________(9) to have a party that last night, but __________(10) said it was a ____________(11) time to have friends over, and, too it was late. Mom ____________(12) that there was no way she could ____________(13) anyone, so a party was out. Just then the door flew open. There were Ruthie, ____________(14) and __________(15) standing in the doorway, yelling “Surprise!” Each carried a __________(16) filled with goodies. They also brought paper plates and cups. There was even a jug of lemon __________(17). What started out as a dull evening turned out to be a fun time for all.
Cut out and use to practice your note names.
Flashcards for the D String Notes

\[ \text{\textbf{G}} \quad \text{\textbf{A}} \quad \text{\textbf{B}} \quad \text{\textbf{C}} \]

\[ \text{\textbf{G}} \quad \text{\textbf{A}} \quad \text{\textbf{B}} \quad \text{\textbf{C}} \]
Cut out and use to practice your note names.

Flashcards for the A String Notes

\[ \text{Notes: } \text{A} \]

\[ \text{Notes: } \text{A} \]

\[ \text{Notes: } \text{A} \]

\[ \text{Notes: } \text{A} \]