Capistrano Unified School District

4th Grade
Beginning Strings
-Violin-

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 Violin**

**Taking Care of Your Violin**

**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.

**Never push down the case lid to make it close all the way.** Before closing and latching it, check for things that may be out of place inside. (Be sure, for example, to remove your shoulder pad before putting your instrument away.)

**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 Violin

1. Make sure your shoulder rest is placed on your violin correctly

2. Stand or sit “tall” keeping your head facing forward

3. Holding the violin parallel to the floor by the right upper shoulder and guiding it with your right hand, bring it toward you at an angle to your left

4. As you bring the violin toward you, place the end button close to your throat. Turn your head slightly to the left and tuck the edge (the bump) of your chin rest under your jaw to the left of your chin.

5. If your position is correct, you should feel relaxed and comfortable—able to easily move your head up and down and side to side. Your shoulder rest should allow you to hold your violin with no help from your hands.

Pizzicato Position

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

2. Extend your first finger and pluck the string about 2-3 inches over the end of the fingerboard.

3. Keep your thumb anchored on the side of the fingerboard

4. For the best sound, make the string vibrate as much as possible.
The Violin 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:

**Good Dogs Always Eat.**

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

1. Stand or sit tall.
2. Instrument rests on left collar bone and shoulder
3. Jaw drops comfortably onto the chinrest (heavy head)
4. Left hand rests on the shoulder of the violin
5. Place left elbow directly beneath wrist/shoulder line

1. **Rock House**
   
   \[ \text{D D D D} \quad \text{D D D D} \quad \text{D D D D} \quad \text{D D D D} \]

2. **Rock Hound**
   
   \[ \text{A A A A} \quad \text{A A A A} \quad \text{A A A A} \quad \text{A A A A} \]

3. **Rock Tango**
   
   \[ \text{D D A A} \quad \text{D D A A} \quad \text{A A D D} \quad \text{A A D D} \]

4. **The Twist**
   
   \[ \text{G G D D} \quad \text{G G D D} \quad \text{A A D D} \quad \text{G G G G} \]

5. **Lazy Afternoon**
   
   \[ \text{G G D D} \quad \text{A A D D} \quad \text{G G D D} \quad \text{A A G G} \]

6. **Skip to My Lou**
   
   \[ \text{D D D D} \quad \text{A A A A} \quad \text{D D D D} \quad \text{A A D D} \]
7. Mary Had a Little Lamb

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 -

8. Cycle of Strings

EEE E AAAA DDDD GGG G G G G G G

= Quarter Rest (one beat of silence)

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

1. _______________
2. _______________
3. _______________
4. _______________
5. _______________
6. _______________
7. _______________
8. _______________
9. _______________
10. ______________
11. ______________
12. ______________
13. ______________
14. ______________
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.

\[
\begin{align*}
\text{In } \frac{4}{4} \text{ time there are four beats in each measure.} \\
\text{A quarter note (•) = 1 beat} \\
\text{A half note (◦) = 2 beats} \\
\text{A whole note (○) = 4 beats}
\end{align*}
\]

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

\[
\begin{align*}
\frac{4}{4} \quad \text{Clap rhythm out loud.} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4}
\end{align*}
\]

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

\[
\begin{align*}
\frac{4}{4} \quad \text{Write count below notes.} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4}
\end{align*}
\]

Rests are used in music to indicate silence.

A quarter rest (•) = 1 beat
A half rest (◦) = 2 beats
A whole rest (○) = 4 beats

3. Write the count below the rests.

\[
\begin{align*}
\frac{4}{4} \quad \text{Write count below rests.} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4}
\end{align*}
\]

4. Write the count below the notes and rests, then clap and count the rhythm out loud.

\[
\begin{align*}
\frac{4}{4} \quad \text{Clap and count rhythm out loud.} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\
\text{1} \quad \text{2} \quad \text{3} \quad \text{4}
\end{align*}
\]
Write the count below the notes and rests. Clap the rhythms while counting out loud.
Lesson Three: Open Strings

9. Teeter Totter

\[\text{Music Symbols}\]
\[\text{\texttt{\textbullfight\textrow}\texttt{\textbullfight\textrow}=\texttt{\textbullfight\textrow}\texttt{\textbullfight\textrow}\texttt{\textbullfight\textrow} = \texttt{\textbullfight\textrow}\texttt{\textbullfight\textrow}\texttt{\textbullfight\textrow}}\]

\[\text{\textbullpoint}=\text{Treble Clef} \quad \text{\textbullpoint}=\text{Time Signature} \quad \text{\textbullet}=\text{Bar Line (divides the music into sections called “measures”)}
\]

\[\text{\textbullet}=\text{Double Bar (the end of the song)} \quad \text{\textbullet}=\text{Whole Note (receives four beats)} \quad \text{\textbullet}=\text{Half Rest (two beats of silence)} \quad \text{\textbullet}=\text{Quarter Note (receives one beat)}
\]

10. Bullfrog

11. Crossing the Strings

12. Skip to My Lou
13. Mary Had a Little Lamb

14. Cycle of Strings

15. Open String Blues
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 stick
3. Check for bow hand circle
4. Wrap your first finger around the stick.
5. Little finger (pinkie) sits on top 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

(Viola and Cello 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

\[
\begin{align*}
\text{\textbf{4/4}} & \quad \text{A} \quad \text{A} \quad \text{A} \quad \text{A} \quad \text{B} \quad \text{B} \quad \text{B} \quad \text{B} \quad \text{A} \quad \text{A} \quad \text{A} \quad \text{A} \\
\end{align*}
\]

25. Smooth Sailin’

\[
\begin{align*}
\text{\textbf{4/4}} & \quad \text{A} \quad \text{A} \quad \text{B} \quad \text{B} \quad \text{B} \quad \text{A} \quad \text{A} \quad \text{B} \quad \text{A} \quad \text{A} \\
\end{align*}
\]

26. Back and Forth

\[
\begin{align*}
\text{\textbf{4/4}} & \quad \text{B} \quad \text{A} \quad \text{A} \quad \text{B} \quad \text{A} \quad \text{B} \quad \text{B} \quad \text{A} \quad \text{B} \quad \text{A} \quad \text{B} \\
\end{align*}
\]

27. Two Note Jive

\[
\begin{align*}
\text{\textbf{4/4}} & \quad \text{A} \quad \text{A} \quad \text{B} \quad \text{B} \quad \text{A} \quad \text{B} \quad \text{A} \quad \text{B} \quad \text{B} \quad \text{A} \quad \text{A} \\
\end{align*}
\]
Lesson Six: C# on the A String

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

Reminder: Keep your first finger on the first stripe.

28. Three Note Hill

29. Up and Down

30. Fast and Slow

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

Each eighth note receives 1/2 of a count
Two eighth 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 eighth notes appear in a row, they will often be beamed together.

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

 spoken: one and two and three and four and

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.

Clap the rhythms while counting out loud.

Example

Clap the rhythms while counting out loud.
\[ \text{\textpointdown{} = Bow Lift} \]
(lift the bow off the string and reset it at the frog)

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 third finger on the third stripe on the A String. Keep your first two fingers down on the first two stripes on the A String. KEEP ALL FINGERS DOWN

37. Going Up the A String

38. Going Down the A String

39. Shark Week

40. Bile Them Cabbage Down

= repeat sign

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

B 2 on A string
C# 3 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 top of stick
***Lessons 5, 6, and 7 have been using the notes on the A-String. All of Lessons 8 and 9 are on the D-String.

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 second finger on the second stripe on the D string.

Reminder: Keep your first finger down on the first stripe.

47. Up and Down

48. Hot Cross Buns on the D String

49. Mary Had a Little Lamb on the D String
50. Mary Double on the D String

51. Claire de Lune on the D String

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

To play G, press the tip of your third finger on the third stripe on the D string.

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

52. Up the D string

53. Down the D String

54. Skipping Along the D String

55. Jolly Fellows
Lesson 11: Crossing Strings

Notes on the D String

56. Crossing Over

57. Climbing the D Scale (Ascending)

58. Going Down the D Scale (Descending)
59. Twinkle, Twinkle Little Star

60. Twinkle (Variation)
61. French Folk Song

62. Note Review- Write the note names for all the notes you have learned so far
High E: play your open E String

✓ 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</td>
<td>Quarter Rest</td>
</tr>
<tr>
<td>( \frac{1}{4} )</td>
<td>( \frac{1}{4} )</td>
</tr>
<tr>
<td>= one beat</td>
<td>= one beat</td>
</tr>
<tr>
<td>Half Note</td>
<td>Half Rest</td>
</tr>
<tr>
<td>( \frac{1}{2} )</td>
<td>( \frac{1}{2} )</td>
</tr>
<tr>
<td>= two beats</td>
<td>= two beats</td>
</tr>
<tr>
<td>Dotted Half Note</td>
<td>Whole Rest</td>
</tr>
<tr>
<td>( \frac{1}{2} )</td>
<td>( \frac{1}{2} )</td>
</tr>
<tr>
<td>= three beats</td>
<td>= four beats</td>
</tr>
<tr>
<td>Whole Note</td>
<td></td>
</tr>
<tr>
<td>( \frac{1}{4} )</td>
<td></td>
</tr>
<tr>
<td>= four beats</td>
<td></td>
</tr>
</tbody>
</table>

72. Quiz

1. A \( \frac{1}{4} \) receives \( \frac{1}{4} \) beats.
2. A \( \frac{1}{2} \) receives \( \frac{1}{2} \) beats.
3. A \( \frac{1}{2} \) receives \( \frac{1}{2} \) beats.
4. A \( \frac{1}{2} \) receives \( \frac{1}{2} \) beats.
5. A \( \frac{1}{2} \) receives \( \frac{1}{2} \) beats.
6. A \( \frac{1}{2} \) receives \( \frac{1}{2} \) beats.
7. A \( \frac{1}{2} \) receives \( \frac{1}{2} \) beats.

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

- \( \frac{1}{4} \) receives \( 1 \) beats.
- \( \frac{1}{2} \) receives \( 2 \) beats.
- \( \frac{1}{2} \) receives \( 3 \) beats.
- \( \frac{1}{2} \) receives \( 4 \) beats.
String Instrument Word Search

alto clef  bow lift  down bow  half rest  quarter note  sharp  treble clef  whole rest
arco  bridge  end button  measure  quarter rest  shoulder pad  tuning pegs
barline  cello  fine tuners  melody  repeat sign  sound holes  up bow
bass clef  chin rest  fingerboard  neck  rhythm  tailpiece  viola
bow  double bar  frog  notes  rosin  tempo  violin
bow grip  down bar  half note  pizzicato  scroll  time signature  whole note
Reading Music

Staff

Treble Clef

Time Signature 4

A music staff has five lines and four spaces.

The treble clef is located at the beginning of every staff and tells us this music is for violin and other high pitched instruments.

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**

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>E</td>
<td>F#</td>
<td>G</td>
<td>A</td>
<td>B</td>
<td>C#</td>
<td>D</td>
</tr>
</tbody>
</table>
E on the D String

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.
F# on the D String

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 first space.
E is located on the first line.
Open D is located below the staff.

= 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

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

89. Name That Tune

90. Name That Tune

91. Peter’s Hammer
92. Three Plus G

93. Going Up and Down

94. Go, Go, Go

95. Grasshoppers

96. Norwegian Folk Song

97. Pizzicato March
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 second space.
G is located on the second line.
F# is located on the first space.
E is located on the first line.
Open D is located below the staff.
B on the A String

B is located on the third line.
Open A is located on the second space.

110. A to B

111. Apples and Bananas

112. Old MacDonald

Ex: 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &

4. Count and Clap

113. Baa Baa Black Sheep
C# on the A String

C# is located on the third space.
B is located on the third line.
Open A is located on the second space.

114. My A-B-C-‘s

115. Apples, Bananas, and Cherries

116. Merry Go Round

117. Go Tell Aunt Rhodie

118. Name That Tune __________________
119. Reaching for High D

120. Donkey Song

121. Rockin’ on the A String

122. D Major Scale and Arpeggio
D Tunes

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
Hoedown

VIOLIN

1

5

9

13

17

21

25

29
Honor Songs

Mary Had a Little Lamb

Mary Doubles

Twinkle, Twinkle Little Star
Ode to Joy

Tuneful Tune
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.

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Note Name and Fingering Reference Chart

```
\[\text{\includegraphics[width=\textwidth]{note_name_fingering_chart}}\]
```
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
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)
11. shake the bow back and forth rapidly as if trembling
14. a set of eight notes in ascending or descending order that begins and ends on the same letter
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) an 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
15. bowing technique for string instruments in which the bow bounces lightly upon the string.
16. sharp, natural, and flat symbols for altering pitch
19. to play using the bow
23. moving bow toward tip; pull (2 words)
24. an instruction to strike the string with the stick of the bow (2 words)
Complete the Story

___________(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
Flashcards for the A String Notes
Cut out and use to practice your note names.