

Week 5

Small-group learning

(try no name cards on stands this week--students can choose their seat for small groups)

NEED--flashcards--On Canvas

**anyone who was absent--Three Point Shot from last week

INSTRUMENT PARTS--review instrument parts while unpacking--I wonder how many instrument parts you've picked up already
neck, strings, bridge, chin rest, end pin/end button, fingerboard, scroll, pegs

OPEN STRINGS

Echo me

Students play 4-beat pattern using any open strings, group echoes

LH PLAYING POSITION

**Violins/Violas--swing arm into playing position; Cello/bass chicken wing, C shape

Show A, G, F#, E, D--sounds like Sol Fa Mi Re Do

****write in folders fingering chart**--D string notes, use capital letters

2nd and 3rd fingers touch--best friends, no tape for 2nd finger

#24 New Note F#--stays sharp for whole measure

#25 New Note E

#26 Shuffle Back and Forth--take a break--say letter names, finger numbers, play (I play piano)

#27 Mary Lee--try on your own, does it sound familiar?

A and G--4 fingers make which note?

P. 12 Play #19 Pumping Iron #1

BOW

Bow hold--go around and help make adjustments

**Next week--I will check off how it looks: 4-perfect, 3-1 or two minor changes, 2-major changes

p. 13--with CD

p. 15--begin--talk through how repeats work (try #28 Cross Bows slowly if time)

Need cloth to keep in case--old T-shirt or clean washcloth or unmatched sock

CANVAS--FLASHCARDS--show where to find, play one round of Matching game

ASSIGNMENT

- 12, 13, 14, 15
- Green sheet
- White packet--p. 3 ("Pumping Iron #3)
- flashcards for D string notes
- Find a cloth

Week 5

Full orchestra

OPEN STRINGS p. 10--warmup--can you play these without looking at your plucking hand?

Barcarolle--think about the time signature--3 or 4 beats in a measure--show how quick one beat is--yup, counted 1 2 3

Try showing how fast a measure is and see if students can figure out how many beats per measure

Tap downbeats on arm to show. Then, are there 3 or 4 beats in each measure?

(use [audio file](#) so I can tap along too)

Learn about the different instruments

share open strings (review)

Count between the different strings (1, 2, 3, 4, 5--vln/vla/cello; 1, 2, 3, 4--bass) look for similarities

(sounds like Twinkle)--pluck Twinkle Twinkle (Bass--Here Comes the Bride)

COMPOSITIONS--take turns between different instruments--have tabs open through Canvas and put on screen to play off of

(or create a new document, copy/paste so violin/bass chosen compositions are together and viola/cello are together)

AIR BOW p. 11--air bow--no bow--show me your imaginary bow--open and close from elbow (and p. 13)

vln/vla--from L shoulder to R knee; cello/bass from L knee to R knee

See how everyone's bow directions are matching

WHITE PACKET

p. 2--end with (singing and playing)

p. 4--start Twinkle harmony--sound like melody or harmony?