

Beginner *String Ensemble* Series

By Loreta Fin

CELLO  
BOOK 2



 Wilfin Music

## MESSAGE FOR STRING TEACHERS

For many years, I have been trialing, testing and tweaking this 1<sup>st</sup> year beginner method.

- It is a **sequential** learning method
- It supports the **Australian Curriculum Assessment and Reporting Authority (ACARA)** *General Capabilities for Instrumental Music*
- It is aligned with the **Queensland Instrumental Music Curriculum, 2016**, Department of Education and Training - **Level 1: 3 Dimensions and 10 Curriculum Objectives**
- It is designed for use in **mixed group classes** (I have a new 60+ mixed string class every year)
- It can also be used for **individual tuition**: Violin, Viola, Cello or Bass - each book stands alone.
- It is ideal for use in **Years 2 to 3** (7-9 yr olds), unlike other methods, which are aimed at 10+ year olds.
- Print is clear and pages are not too busy
- Instructions are limited, but are clear and repetitive.
- Teachers can choose to add as much or as little information as they like.
- Works alongside most classroom music programs which use Kodaly or Orff-based pedagogy.

**BOOK 1** is designed to be taught mostly aurally, no staff-reading is used.

There is lots of singing: letter names, showing the fingers, clapping rhythms and tone-names.

It gets the students playing tunes almost straight away. All pieces are based on Chords I, IV and V, so making up accompaniments on piano or guitar is very easy. Often, a simple keyboard or digital "drum beat" can be used in class, freeing the teacher to get around the class. It also means NO MUSIC STANDS and FEW CHAIRS, as Violins/Violas can stand while playing, and sit cross-legged, to do the singing. The book is used as a reference for home practice. It also means the mixed class can work together, free of "clef" issues in this crucial "setting up" phase. The letters are the same for all instruments!

**A suggested guideline for the first year might be:**

### **SEMESTER 1:**

**Term 1** - usually **pizzicato only** to be used, up to page 15, singing DEF#/ ABC# - just in time for Easter.

**Term 2** - introduces the bow and D Major Scale. Once the left hand has been set up, the bow can be added and the Term 1 tunes are easily played. Then, there are lots of new and well-known tunes.

**BOOK 2** can be used as an individual tutor book for older students or it goes straight on from Book 1.

### **SEMESTER 2: Terms 3 and 4**

Literacy: After Book 1, the students are already very familiar with:

- What is the **name** of the note?
- **How many fingers** do I use?
- **Which string** is it on?

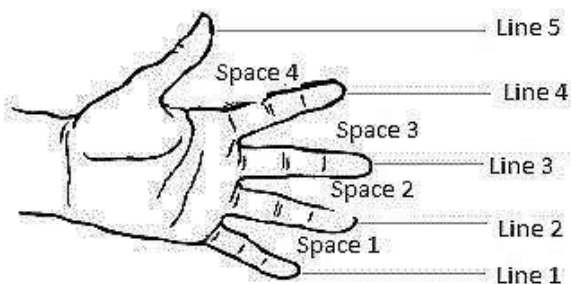
All that is left is: **What does it LOOK LIKE?** Now the **Note-Reading is so easy!**

Using the **Hand Staff** is a fabulous way to be able to "talk in 3 clefs" at once.

**I RECOMMEND YOU**

**GET THE STUDENTS USED TO COUNTING UP FROM LINE 1 TO 5 AND FROM SPACE 1 TO 4, AS PER THE DIAGRAM**

Then, students can all sing and read the notes simultaneously on their Hand Staff, in their own clef



**Book 2** uses staff reading, with exercises and original tunes. It mainly focuses on the common strings, but all strings are introduced by the end of the book. Various notes, rests, terms, signs and symbols are explained.

I hope you and your students enjoy using this method and I hope it helps to make your job easier.

# Things You Need To Know



This sign means **NEW MATERIAL** is being introduced

♩ is called a **crotchet** or **quarter note** and is worth 1 count

♪ is called a **quaver** or **eighth note**. One ♩ beat has two quaver sounds.

♭ is called a **minim** or **half note** and is worth 2 counts

♭. is called a **dotted minim** and is worth 3 counts

⏏ This sign is called a **crotchet (or quarter note) rest** and is 1 count of silence

▭ This sign is called a **minim (or half note) rest** and is 2 counts of silence.

∇ This sign means **down bow**. Start at the square end of the bow and go towards the pointy end of the bow.

∧ This sign means **up bow**. Start at the pointy end of the bow and go towards the square end of the bow.

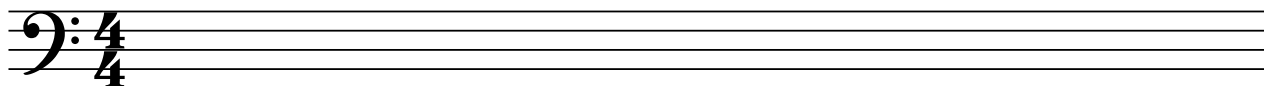
Always start with a **down bow** unless the music tells you to start with an up bow.

Music is written on 5 lines and 4 spaces called a **Staff**.


At the beginning of each new piece there is a Time Signature which tells you how many counts there are in each bar.

$\frac{4}{4}$  tells you there are 4 counts in each bar

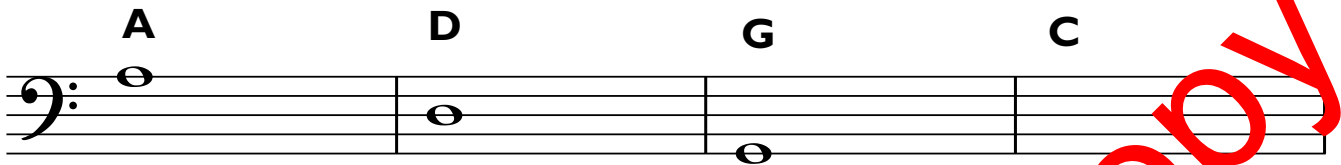
The Cello uses the **Bass Clef** at the beginning of each line



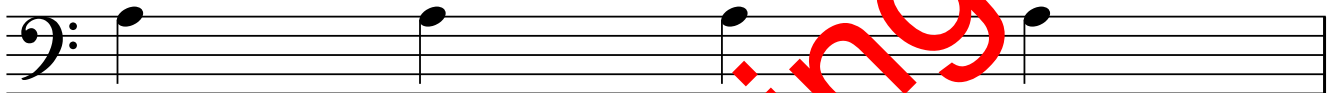
# The Open Strings - Cello

 Learning the **Open Strings** on the staff

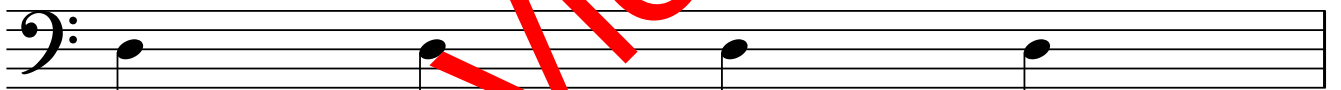
Your **hand** also has **five lines** and **four spaces**. Count them.



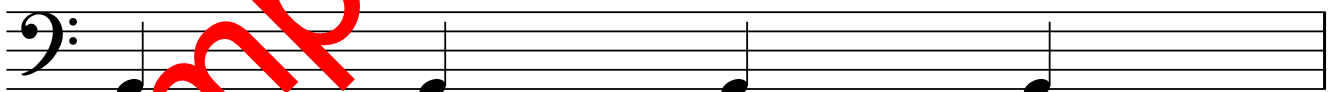
Learn these verses to help you remember the open strings.  
Clap the beat or march as you say the verses.  
Use your hand staff to find the notes as you say the verses.



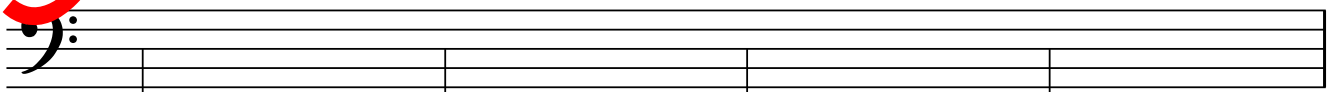
**A** is on the top line



**D** is on the middle line



**G** is on the bottom line

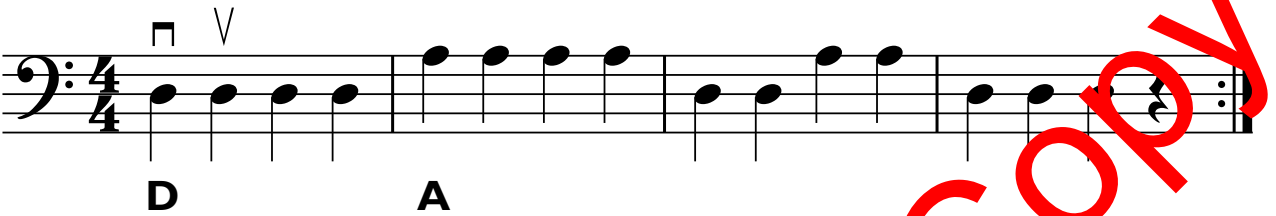


**C** is on two led - ger lines

## Open D and A Strings

- sing the letter names of the notes and show the fingers before you play.
- clap the rhythm and say the time names of each line before you play.
- use your hand staff and sing the notes before you play.

No. 1



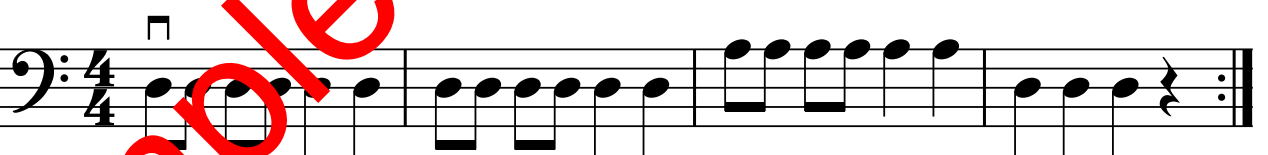
Diagrammatic notation for exercise No. 1: A bass clef with a 4/4 time signature. A square box above the staff contains a vertical line and a 'V' symbol. The first measure contains four quarter notes: D (open string), A (open string), D, and A. The second measure contains four quarter notes: D, A, D, and A. The third measure contains four quarter notes: D, A, D, and A. The fourth measure contains four quarter notes: D, A, D, and A. The piece ends with a double bar line and repeat dots.

No. 2




Diagrammatic notation for exercise No. 2: A bass clef with a 4/4 time signature. A square box above the staff contains a vertical line and a 'V' symbol. The first measure contains four quarter notes: D, A, D, and A. The second measure contains four quarter notes: D, A, D, and A. The third measure contains four quarter notes: D, A, D, and A. The fourth measure contains two half notes: D and A. The piece ends with a double bar line and repeat dots.

No. 3



Diagrammatic notation for exercise No. 3: A bass clef with a 4/4 time signature. A square box above the staff contains a vertical line and a 'V' symbol. The first measure contains four quarter notes: D, A, D, and A. The second measure contains four quarter notes: D, A, D, and A. The third measure contains four quarter notes: D, A, D, and A. The fourth measure contains four quarter notes: D, A, D, and A. The piece ends with a double bar line and repeat dots.

No. 4



Diagrammatic notation for exercise No. 4: A bass clef with a 4/4 time signature. A square box above the staff contains a vertical line and a 'V' symbol. The first measure contains four quarter notes: D, A, D, and A. The second measure contains four quarter notes: D, A, D, and A. The third measure contains four quarter notes: D, A, D, and A. The fourth measure contains four quarter notes: D, A, D, and A. The piece ends with a double bar line and repeat dots.

## Open D and A Strings

- sing the letter names of the notes and show the fingers before you play.
- clap the rhythm and say the time names of each line before you play.
- use your hand staff and sing the notes before you play.

No. 1

A D

No. 2

No. 3