

PERUSAL BOOK 3



Online
Resources
Included

ESSENTIAL TECHNIQUE[®] for Strings

INTERMEDIATE TECHNIQUE STUDIES



MICHAEL ALLEN
ROBERT GILLESPIE
PAMELA TELLEJOHN HAYES

Also known as
Essential Elements Book 3



HAL•LEONARD[®]

PERUSAL BOOK 3

ESSENTIAL TECHNIQUE

for Strings

COMPREHENSIVE STRING METHOD

MICHAEL ALLEN • ROBERT GILLESPIE • PAMELA TELLEJOHN HAYES

ARRANGEMENTS BY JOHN HIGGINS

PERUSAL BOOK FORMAT

This book is designed to give you an overview of Essential Technique for Strings Book 3. Throughout this book you will find every exercise and page from the book, from the conductor book as well as a mixture of various student books. A variety of instruments were chosen to offer a sampling of how each instrument is approached. Instruments are notated on each page as they change throughout the book.

ESSENTIAL ELEMENTS INTERACTIVE

Essential Elements Conductor and Student Books come with a wealth of tools and resources online! Be sure to check out www.essentialelementsinteractive.com for more information.



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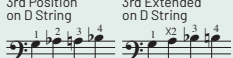
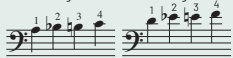
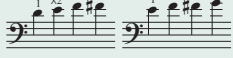
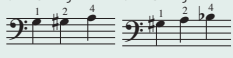
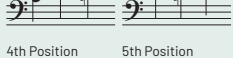
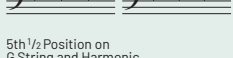
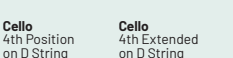
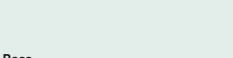
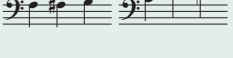
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EE STRINGS PERUSAL BOOK 3: TEACHER MANUAL

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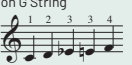
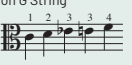
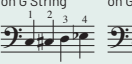
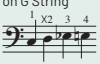
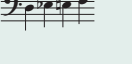
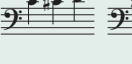
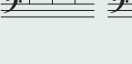
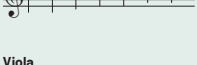
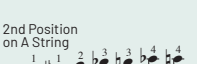
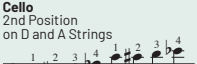
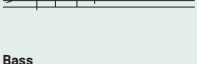
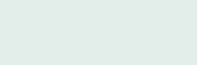
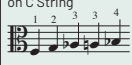
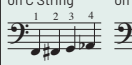
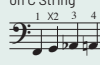
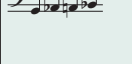
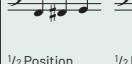
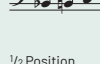
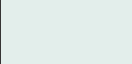
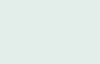
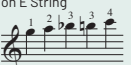
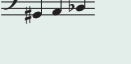
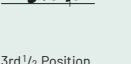
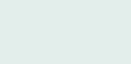
SEQUENCE OF ESSENTIAL TECHNIQUE:

Teacher Page	49-57	58-63	64-68	69-76	77-82	83-89	90-97	98-105
Student Page	2	3	4	5	6	7	8	9
History		Symphony						
Theory			Natural Harmonic					
Terms						D. S. al Fine Marziale		
Familiar Melodies		Mahler Symphony Theme French Folk Song				Can-Can March in D		
Special Features		Writing Position Fingers	Shifting	Shifting on the D and A Strings	Viola: Treble Clef	Violin: Shifting on the E String	Shifting on the D String	Violin, Viola, Cello: Shifting on the A String Bass: Shifting on the G String
Higher Positions	Violin 3rd Position on D String 3rd Position on A String  Viola 3rd Position on D String 3rd Position on A String  Cello 3rd Position on D String 3rd Extended on D String  4th Position on D String 3rd Position on A String  3rd Extended on A String 4th Position on A String  Bass 3rd Position on D String 3rd 1/2 Position on D String  4th Position on D String 5th Position on D String  4th Position on G String 5th Position on G String  5th 1/2 Position on G String and Harmonic 				Violin 3rd Position on E String  Viola Treble Clef  Cello 4th Position on D String Cello 4th Extended on D String  Bass 2nd Position on D String 4th Position on D String  5th Position on D String 5th 1/2 Position on D String 			

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SECTION ONE – HIGHER POSITIONS

Teacher Page	106–112	112–119	120–129	130–135	136–142	142–148	149–155	156–161
Student Page	10	11	12	13	14	15	16	17
History								
Theory				Dynamics				
Terms		Rallentando						
Familiar Melodies		Long, Long Ago Blue Bells of Scotland		Row, Row, Row Your Boat Theme from Violin Concerto		Candy Mountain Rock Field Song		Jolly Good Fellow May Time
Special Features		Shifting on the G String			Violin, Bass: Writing Note Names and Fingerings	Arranging Viola, Cello: Shifting on the C String	Viola: Writing Note Names in Alto and Treble Clef	Writing Musical Symbols and Articulations Violin, Viola: Shifting between 1st and 2nd Positions
Higher Positions	Violin 3rd Position on G String  Viola 3rd Position on G String  Cello 3rd Position on G String  3rd Extended on G String  4th Position on G String  Bass 3rd Position on G String  3rd 1/2 Position on G String  4th Position on G String  5th Position on G String 		Violin 2nd Position on A String  2nd Position on A String  Viola 2nd Position on D String  2nd Position on A String  Cello 2nd Position on D and A Strings  2nd Extended on D and A Strings  2nd 1/2 Position on D and A Strings  Bass 2nd Position on D String  2nd 1/2 Position on D String 		Viola 3rd Position on C String  Cello 3rd Position on C String  3rd Extended on C String  4th Position on C String  Bass 1/2 Position on E String  1/2 Position on A String  1/2 Position on D String  1/2 Position on G String 		Violin 2nd Position on E String  Bass 2nd Position on E String  2nd 1/2 Position on E String  3rd Position on E String  3rd 1/2 Position on E String 	

EE STRINGS PERUSAL BOOK 3: TEACHER MANUAL

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SEQUENCE OF ESSENTIAL TECHNIQUE:

Teacher Page	162-168	169-173	174-178	179-183	184-190	191-196	197-202	203-209	210-214	215-221
Student Page	18	19	20	21	22	23	24	25	26	27
History		J. S. Bach								
Theory										
Terms				Adagio		Maestoso				Louré (Portato) Bowing
Familiar Melodies		The British Grenadiers		Dona Nobis Pacem		Trumpet Voluntary		The Yellow Rose of Texas		Simple Gifts
Special Features	Identifying and Assessing Elements of Performance		Identifying Intervals				Marking Half Steps Viola: Use Treble Clef New Position for Viola and Cello		New position for Violin	
Finger Patterns	C Major		G Major		D Major		A Major		F Major	
Scales	C Major		G Major		D Major		A Major		F Major	
Arpeggio	C Major		G Major		D Major		A Major		F Major	
Scale in Thirds		C Major		G Major		D Major		A Major		F Major
Chorale		C Major		G Major		D Major		A Major		F Major

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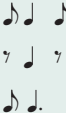
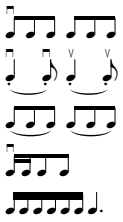
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SECTION TWO – KEYS AND SCALES

Teacher Page	222-226	227-231	232-236	237-241	242-247	248-252	253-259	260-263	264-269	270-273
Student Page	28	29	30	31	32	33	34	35	36	37
History				Richard Wagner				Spirituals	Bedrich Smetana Gavotte	Habañera
Theory					Minor Keys					Enharmonics Chromatic Scale
Terms		Espressivo					Musical Form			
Familiar Melodies		Londonderry Air		Pilgrim's Chorus from Tannhäuser	Scarborough Fair Greensleeves	La Cinquantaine Bourée from Suite in E Minor for Lute	Hey, Ho! Nobody Home Zum Gali Gali	Joshua Pat-A-Pan	Moldau Gavotte	Habañera
Special Features	New Position for Viola and Cello				Identifying Different Forms of the Minor Scale					Chromatic Scale Fingering
Finger Patterns	B♭ Major		E♭ Major							
Scales	B♭ Major		E♭ Major		A Natural Minor A Harmonic Minor A Melodic Minor	E Natural Minor E Harmonic Minor E Melodic Minor	D Natural Minor D Harmonic Minor D Melodic Minor	G Natural Minor G Harmonic Minor G Melodic Minor	C Natural Minor C Harmonic Minor C Melodic Minor	
Arpeggio	B♭ Major		E♭ Major		A Minor	E Minor	D Minor	G Minor	C Minor	
Scale in Thirds		B♭ Major		E♭ Major						
Chorale		B♭ Major		E♭ Major						

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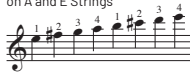
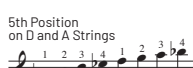
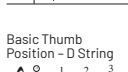
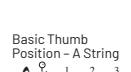
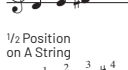
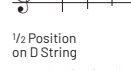
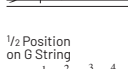
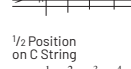
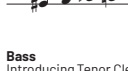
SEQUENCE OF ESSENTIAL TECHNIQUE:

Teacher Page	274-279	280-283	284-287	288-291	292-296	297-302
Student Page	38	39	40	41	42	43
Rhythms	Dotted Rhythm Studies 	Sixteenth Note Studies 	Syncopation Studies 	6/8 Rhythm Studies 		
Bowings						
Special Features	Writing Counting Sight-Reading	Writing Counting Sight-Reading	Writing Counting Sight-Reading	Rhythm Counting Sight-Reading	Vibrato Workouts	Vibrato Exercises
Special Instrument Pages						

EE STRINGS PERUSAL BOOK 3: TEACHER MANUAL

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SECTION THREE – BOWINGS, RHYTHMS, AND VIBRATO

Teacher Page	303–307	308–313	314–321	314–321	322–324
Student Page	44	45	46	47	48
Rhythms					
Bowings					
Special Features	Spiccato Bowing		Fingering Chart	Fingering Chart Enharmonics	Composition Reference Index
Special Instrument Pages	Violin 4th Position on A and E Strings  5th Position on A and E Strings  Viola 4th Position on D and A Strings  5th Position on D and A Strings  Cello Tenor Clef Practice  Basic Thumb Position – D String  Basic Thumb Position – A String  1/2 Position on A String  1/2 Position on D String  1/2 Position on G String  1/2 Position on C String  Bass Introducing Tenor Clef  Basic Thumb Position – D String  Basic Thumb Position – G String  Jazz Bass Lines				

QUICK REFERENCE ESSENTIAL TECHNIQUE FOR STRINGS

SECTION I: Higher Positions and Shifting *(student book pages 2–17)*

- Violin/viola: II, III positions
- Cello: II, II extended, II 1/2, III, III extended, IV, IV extended positions
- Bass: 1/2, I, II, II 1/2, III, III 1/2, IV, V, V 1/2
- Viola treble clef
- Harmonic shifts
- Open-string shifts
- Same-finger shifts
- Different-finger shifts
- Unison exercises and melodies with shifts to and from higher positions

SECTION II: Key and Scales *(student book pages 18–36)*

- Major Keys: C, G, D, A, F, B $\flat$, E $\flat$
- Minor Keys—all forms: a, e, d, g, c
- Violin/viola finger patterns for I and III positions
- Scales, arpeggios, and thirds for each major key
- Unison melodies in each major and minor key
- Chorales in each major key

SECTION III: Bowings and Special Techniques *(student book pages 37–48)*

- Enharmonics
- Chromatic scale fingerings
- Rhythm and Bowing Studies: dotted rhythms, 16th note rhythms, syncopated rhythms, rhythms in 6/8 meter
- Vibrato
- Spiccato
- Violin IV and V positions on the A and E strings
- Viola IV and V positions on the D and A strings
- Cello 1/2 position
- Cello and bass thumb position
- Cello and bass tenor clef
- Bass jazz line introduction
- Composition
- Sight-reading

GUIDELINES FOR USING ESSENTIAL TECHNIQUE FOR STRINGS

Purpose

Essential Technique for Strings is a collection of unison exercises and melodies written to help the intermediate player develop the skills to play school orchestra literature. Pedagogically, *Essential Technique for Strings* follows *Essential Elements for Strings Book 2*, but is designed as a flexible-use technique book within a string orchestra setting.

How to Use

Essential Technique for Strings is organized so that you may use it sequentially, teaching from one page to the next. Or, you may design your own teaching sequence, selecting various sections in the book that supplement the orchestra music you are rehearsing with your students.

For example, if you want to teach vibrato you could teach the vibrato exercises in this text, followed by orchestra literature using vibrato. If you have selected an orchestra piece for your students to learn that incorporates shifting to higher positions, you could prepare students by reviewing the related exercises in the first section of the book.

Also, if you want students to play an orchestra piece in a particular key you could review that key in the Keys and Scales section before you begin rehearsing the orchestra music. The tabs on the side of the pages are included so that students may quickly find the pages you have selected.

When to Use

Following skills learned by the end of book 2, students are ready to begin *Essential Technique for Strings*. If needed, see pages 12-13 in the Book 2 Teacher Manual for a list of those skills. You may use this book in class in many different ways:

- as part of a daily warm up
- during a part of the year designated to focus on developing student technique
- throughout the year as a method book supplement to orchestra music
- technical preparation of students for particular orchestra pieces
- preparation for playing skill tests
- for review and reinforcement of students' playing skills



ESSENTIAL ELEMENTS *INTERACTIVE*

THE POWERFUL CLOUD-BASED COMPANION TO THE ESSENTIAL ELEMENTS METHOD BOOKS



Essential Elements Interactive includes SoundCheck Performance Assessment and a wealth of online resources to support the time-tested Essential Elements methods. EEi is free to use for students and teachers, and Music Studio access is included with physical or digital method book purchases containing the activation code.

- Cloud-based platform—eliminating the need to download any software or renew licenses
- Seamless **Google Classroom** integration
- Online performance assessment powered by  **SoundCheck**
POWERED BY MATCHMYSOUND™
- Music studio with professional demonstration and accompaniment tracks, recording features, and practice tools (metronome, tuner, finger chart)
- Video assignment recording features for assessment, practice, and lesson review
- Supplemental learning resources such as pedagogical lessons, music theory lessons and more
- Customizable classroom calendar and flexible communication tools for teachers and students
- Pedagogically appropriate Bonus Songs available online and instrument-specific instructional videos

Essential Elements Interactive is available for
Essential Elements for Band and Strings Books 1, 2, and 3.



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CORRELATED, COPYRIGHTED POP MUSIC

Recent, popular Bonus Songs will be available online on Essential Elements Interactive that are pedagogically appropriate for what the student has learned at various points in the books. Students will be able to play familiar parts of the most recent pop songs from artists like Billie Eilish, Chappell Roan, Ed Sheeran, Taylor Swift and more! All are played in comfortable keys and with notes and rhythms they have already learned.



drivers license

by Olivia Rodrigo



Good Luck, Babe!

by Chappell Roan



I Ain't Worried

(from *Top Gun Maverick*)

by OneRepublic



What Was I Made For?

(from *Barbie*)

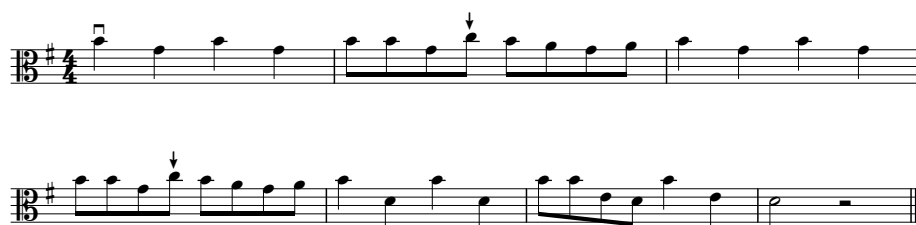
by Billie Eilish

- Pedagogically appropriate
- Play familiar parts of the most recent songs, bowings and fingerings included
- Comfortable keys
- Notes and rhythms that students have already learned

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GOOD LUCK, BABE!

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JUSTIN TRANTER and KAYLEIGH ROSE AMSTUTZ



CELLO

I AIN'T WORRIED

from TOP GUN: MAVERICK

Words and Music by RYAN TEDDER,
BRENT KUTZLE, TYLER SPRY,
BJÖRN YTTLING, JOHN ERIKSSON
and PETER MOREN



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DOUBLE BASS

WHAT WAS I MADE FOR?

from BARBIE

Words and Music by BILLIE EILISH O'CONNELL
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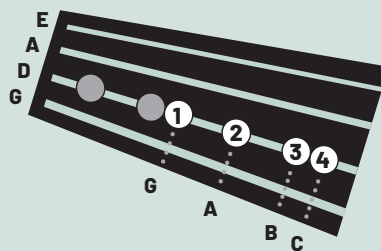
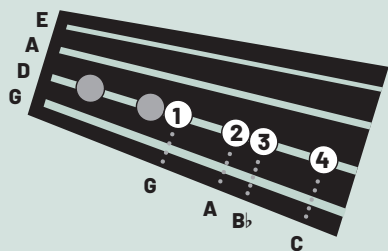
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EE STRINGS PERUSAL BOOK 3: VIOLIN

2

POSITIONS

THIRD POSITION ON THE D STRING



1. TUNING TRACK

2.



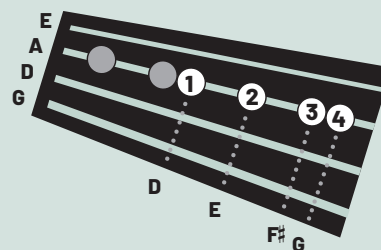
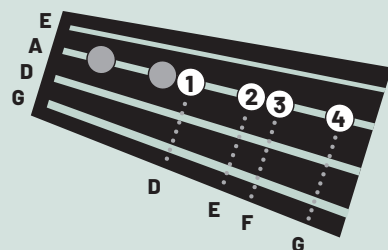
3.



4.



THIRD POSITION ON THE A STRING



5.



6.



7.



EE STRINGS PERUSAL BOOK 3: CELLO

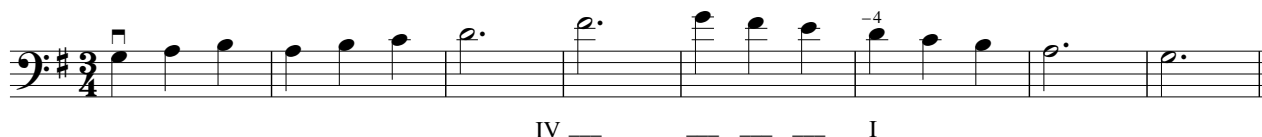
3

POSITIONS

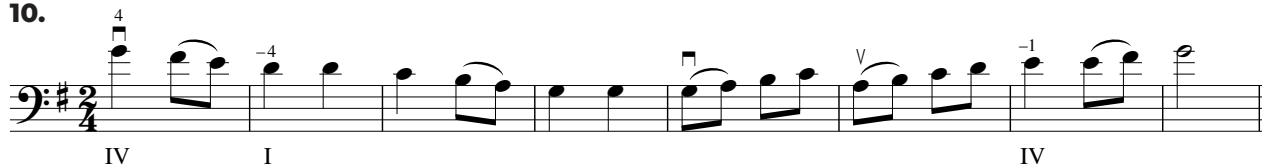
8.



9. Write the correct finger numbers for fourth (IV) position below each note.

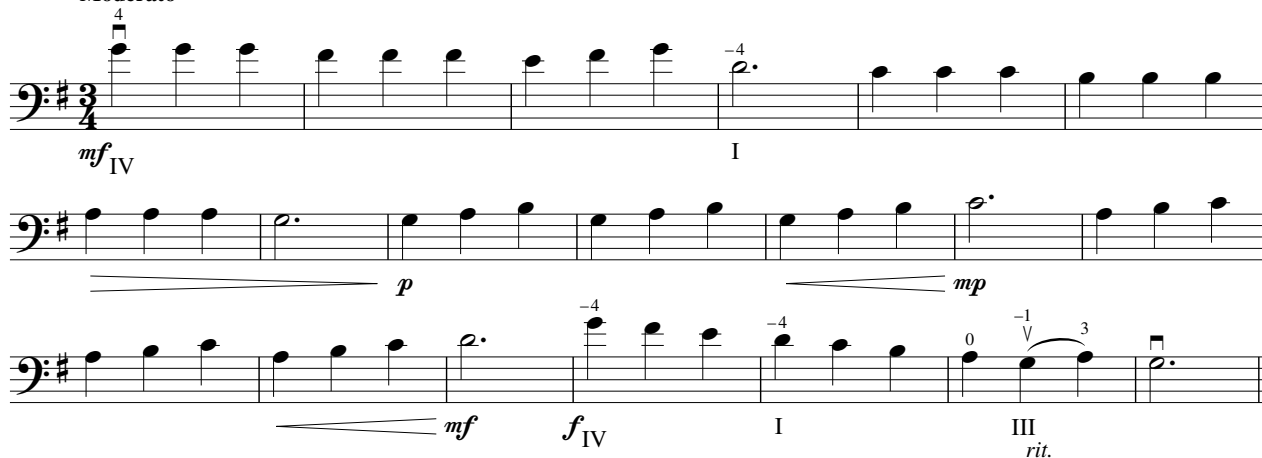


10.



11. FRENCH FOLK SONG

Moderato



The **symphony** has its roots in late 18th century central Europe. Haydn, a German composer, wrote more than one hundred symphonies and is credited with setting a standard of symphonic composition that was a model for those who followed. Haydn's contemporary, Mozart, added to the symphony by expanding melodic content as well as form. Beethoven brought the symphony into the Romantic age by further expanding form as well as changing instrumentation. Following Beethoven were numerous Romantic composers such as Tchaikovsky, Brahms, and Dvořák who developed harmony, rhythm, and folk elements.

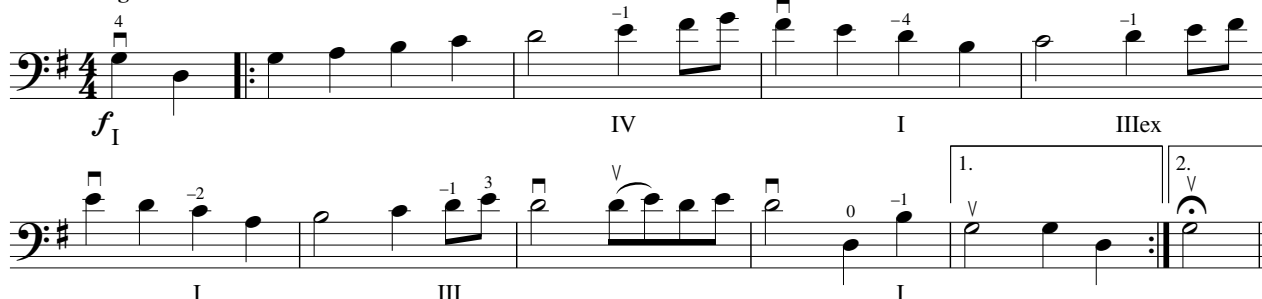
By the late 1800s, Mahler's and Bruckner's compositions were so developed that they hardly resembled the symphonies of Haydn. Listen to recordings of symphonies from various style periods and attend live performances whenever possible. Describe the various sounds and instruments that you hear.

HISTORY

12. SYMPHONY NO. 1 THEME

Gustav Mahler (1860–1911)

Allegro



EE STRINGS PERUSAL BOOK 3: VIOLIN

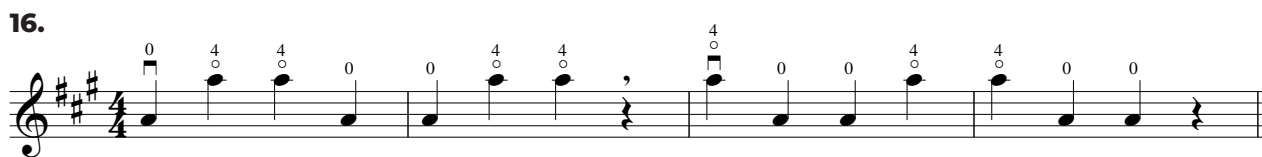
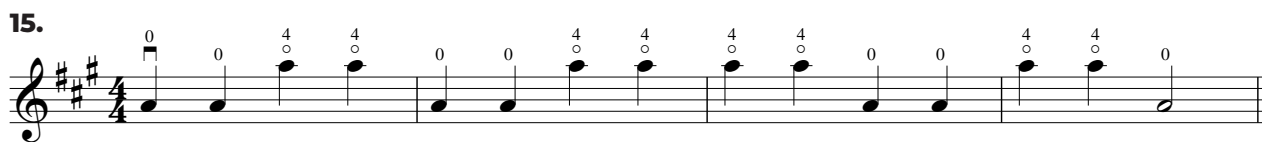
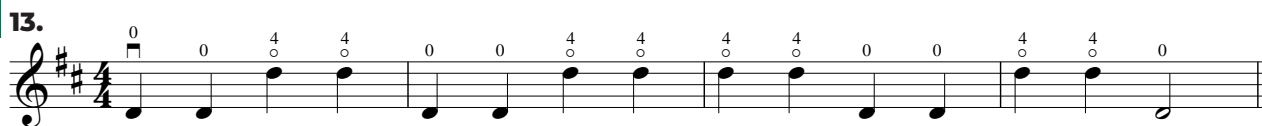
4

POSITIONS

THEORY

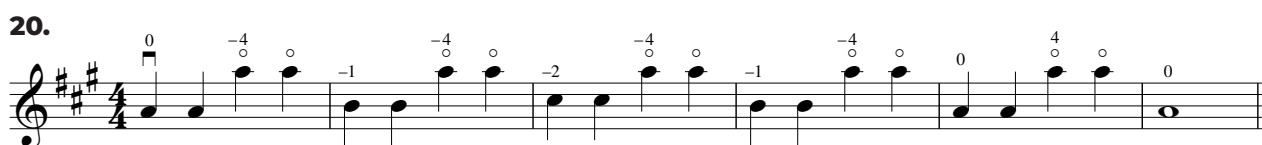
Natural Harmonic (Review)

Natural harmonics are tones created by a vibrating string divided into equal sections. To play an octave higher than an open string, lightly touch the string exactly half way between the bridge and the nut. In the following examples, harmonics are indicated by a "o" above a note, plus a fingering number. 4 indicates a harmonic played with the fourth finger.



Shifting (Review)

Slide your left hand smoothly and lightly to a new location on the fingerboard, indicated by a dash (-). Be sure your thumb moves with your hand.



SHIFTING ON THE D AND G STRINGS

POSITIONS

21.



22.



23.



24.



25.



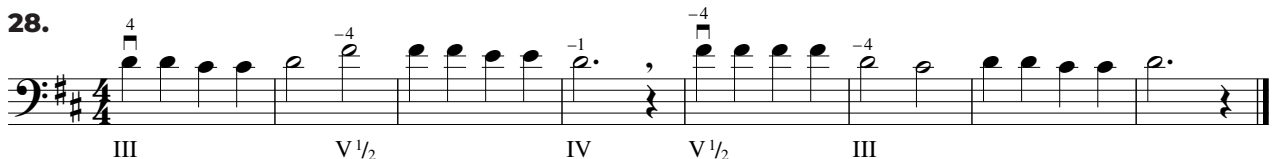
26.



27.



28.

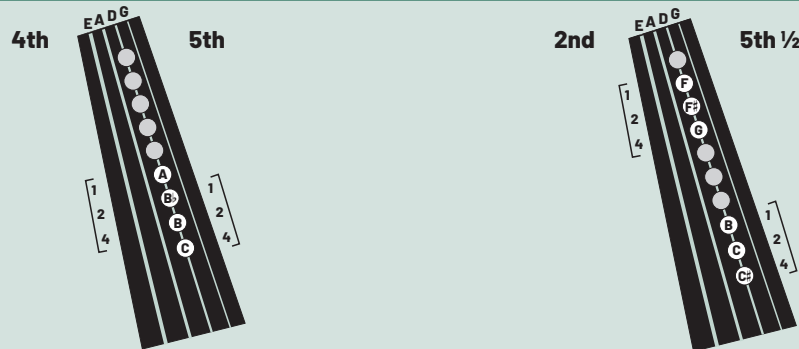


EE STRINGS PERUSAL BOOK 3: DOUBLE BASS

6

POSITIONS

SECOND, THIRD, FOURTH, FIFTH, AND FIFTH 1/2 POSITIONS ON THE D STRING



29.

IV V IV V IV V IV

30.

IV V 1/2 IV V 1/2 IV V 1/2 IV

31.

IV V 1/2 V 1/2 IV V 1/2 V 1/2 IV

32.

III V 1/2 V 1/2 III I

33.

III I

34.

V 1/2 I III V 1/2

EE STRINGS PERUSAL BOOK 3: DOUBLE BASS

7

POSITIONS

35. CAN-CAN

Jacques Offenbach (1819-1880)

Presto ◀ Very fast

D.S. al Fine

Play until you see the **D.S. al Fine**. Then go back to the sign (%) and play until the word **Fine**.
D.S. is the abbreviation for **Dal Segno**, or "from the sign," and **Fine** means "the end."

36. MARCH IN D

Johann Sebastian Bach (1685-1750)

Marziale ◀ March-like style

SHIFTING ON THE D STRING

37.

38.

39.

40.

EE STRINGS PERUSAL BOOK 3: VIOLA

8

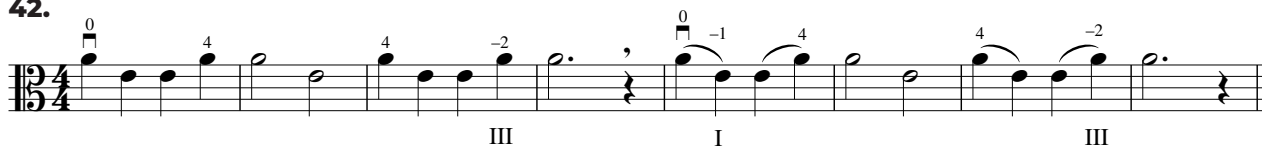
POSITIONS

SHIFTING ON THE D STRING

41.



42.



43.



44.



45.



46.



47.



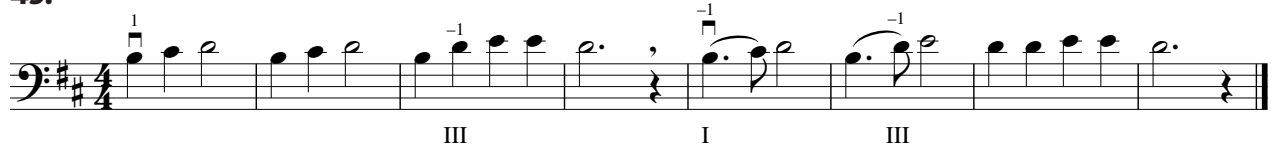
48.



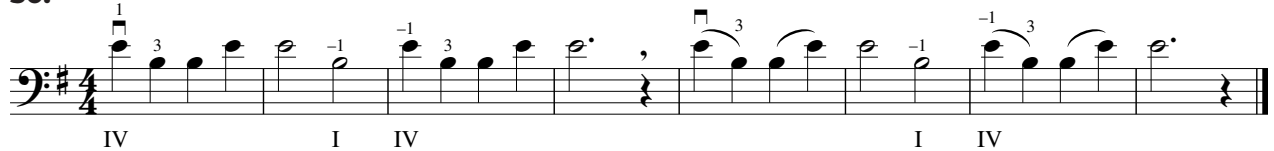
SHIFTING ON THE A STRING

POSITIONS

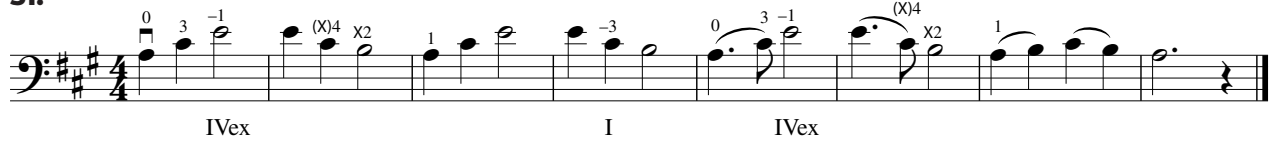
49.



50.



51.



52.



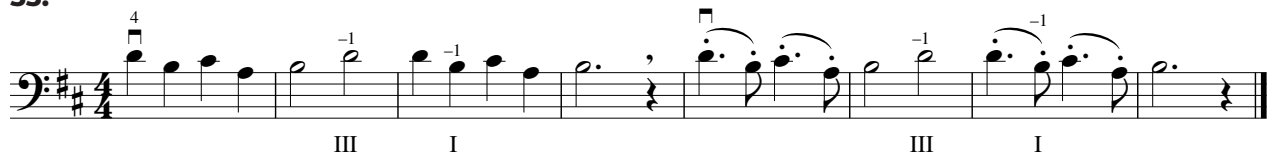
53.



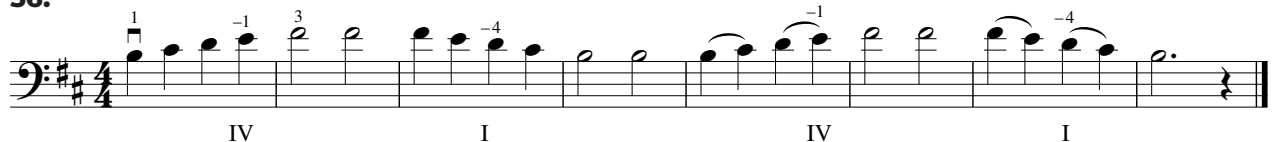
54.



55.



56.

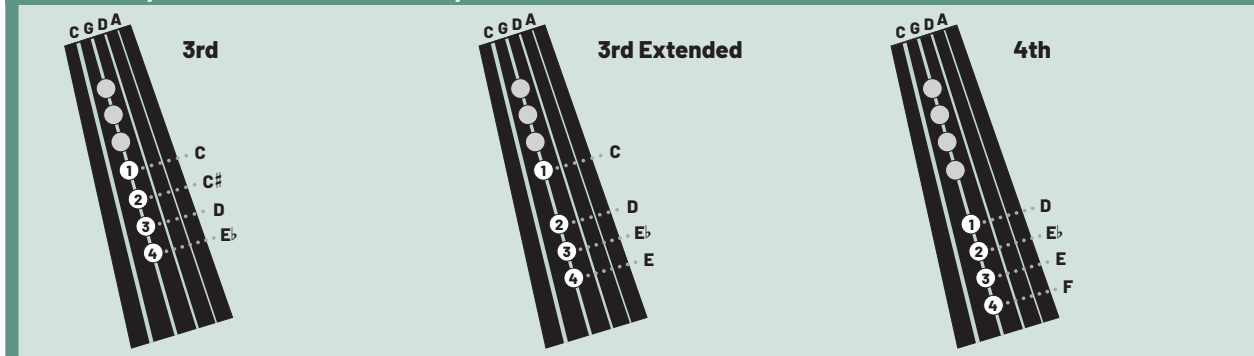


EE STRINGS PERUSAL BOOK 3: CELLO

10

POSITIONS

THIRD, THIRD EXTENDED, AND FOURTH POSITIONS ON THE G STRING



57.



58.



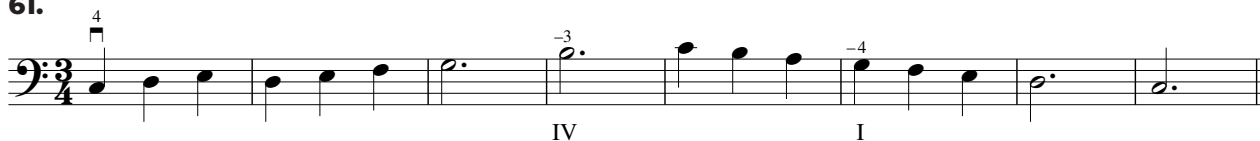
59.



60.



61.



62.



EE STRINGS PERUSAL BOOK 3: VIOLA

11

POSITIONS

Rallentando

rall. – Gradually slower (same as *ritardando*).

63. LONG, LONG AGO

Moderato

Violin I: *mf* III

Violin II: *mp* *rall.*

64. BLUE BELLS OF SCOTLAND

Allegretto

Violin I: *f* III *mp*

Violin II: *mf*

Viola: *f*

SHIFTING ON THE G STRING

65.

Violin I: III I III

66.

Violin I: III I III

67.

Violin I: III I III I III I

68.

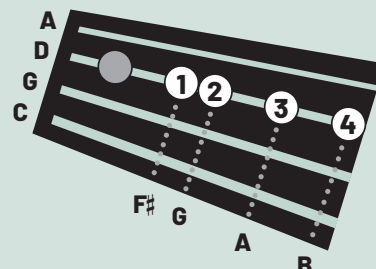
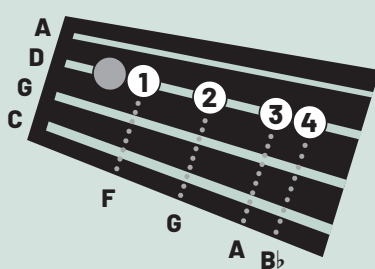
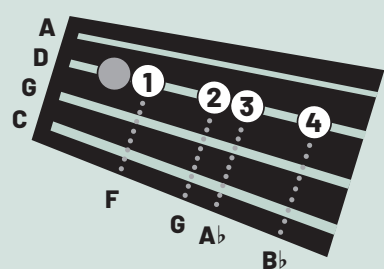
Violin I: III I III I

EE STRINGS PERUSAL BOOK 3: VIOLA

12

POSITIONS

SECOND POSITION ON THE D STRING



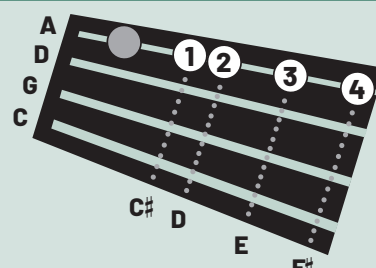
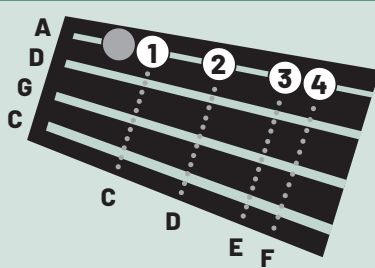
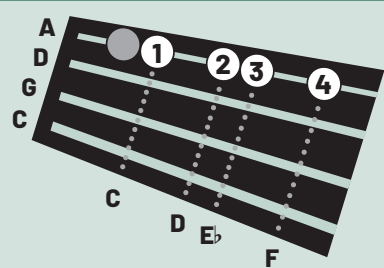
69.

70.

71.

72.

SECOND POSITION ON THE A STRING



73.

74.

75.

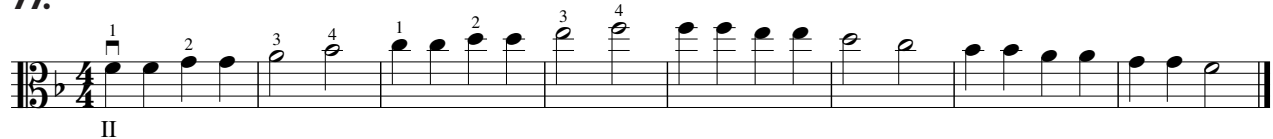
76.

EE STRINGS PERUSAL BOOK 3: VIOLA

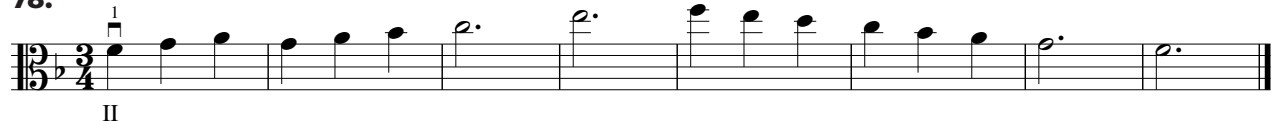
13

POSITIONS

77.



78.



79.



Dynamics

pp – pianissimo (play very softly)

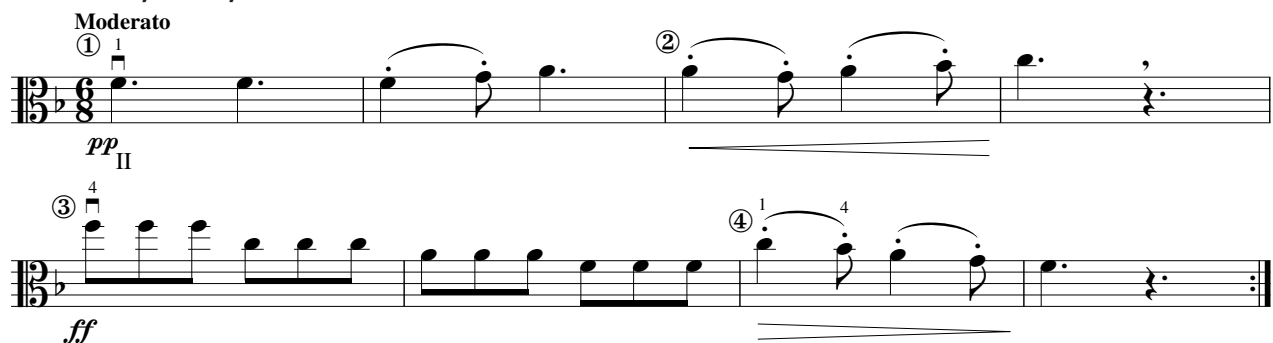
ff – fortissimo (play very loudly)

Remember to use proper bow placement, weight and speed to produce the best possible tone.

THEORY

80. ROW, ROW, ROW YOUR BOAT – Round

Traditional



A **Concerto** is a composition in several movements for solo instrument and orchestra. Exercise 81 is the theme from the first movement of the *Concerto for Violin and Orchestra* by **Ludwig van Beethoven**, composed while author William Wordsworth was writing his poem *I Wandered Lonely as a Cloud*. A special feature of the concerto is the cadenza, which was improvised, or made up, by the soloist during a concert. Improvising and creating your own music is great fun. Try it if you have not already.

HISTORY

81. THEME FROM VIOLIN CONCERTO

Ludwig van Beethoven (1770–1827)



EE STRINGS PERUSAL BOOK 3: DOUBLE BASS

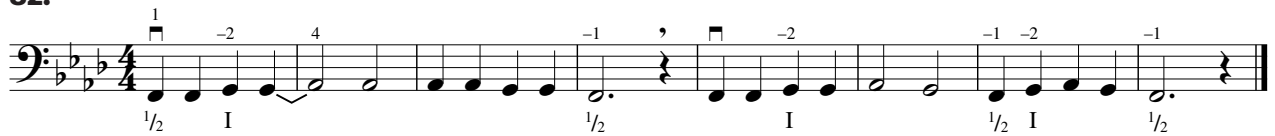
14

POSITIONS

HALF POSITION



82.



83.



84.



85.



86.



87.



EE STRINGS PERUSAL BOOK 3: DOUBLE BASS

15

POSITIONS

88. CANDY MOUNTAIN ROCK

Allegretto



Music can be created and arranged by changing rhythms and notes of an existing example. Create your own arrangement of *Candy Mountain Rock* by changing the rhythms and melodic phrases. Perform your arrangement for others.

Example 1: Changing rhythms



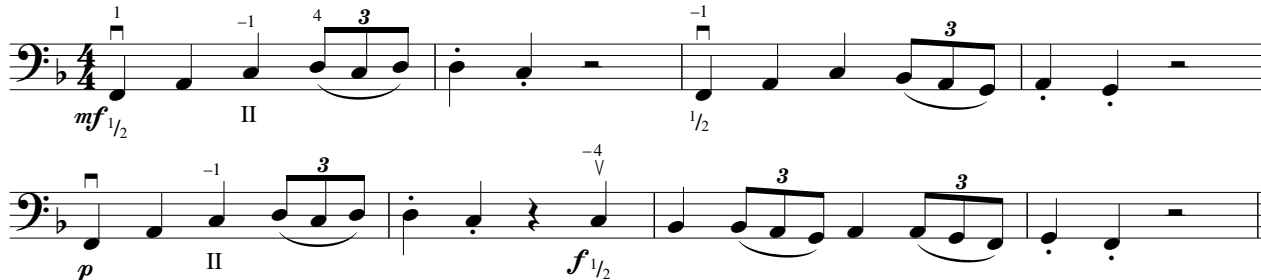
Example 2: Changing melodic phrases



89. FIELD SONG

Southern American Folk Song

Moderato



SHIFTING ON THE C STRING (viola and cello)

90.



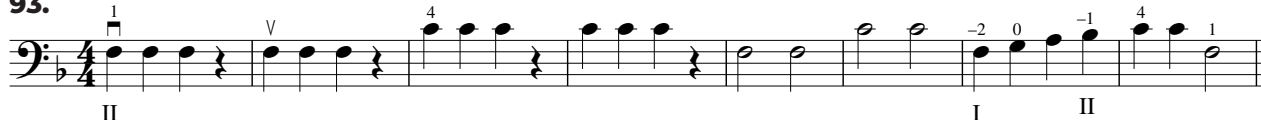
91.



92.

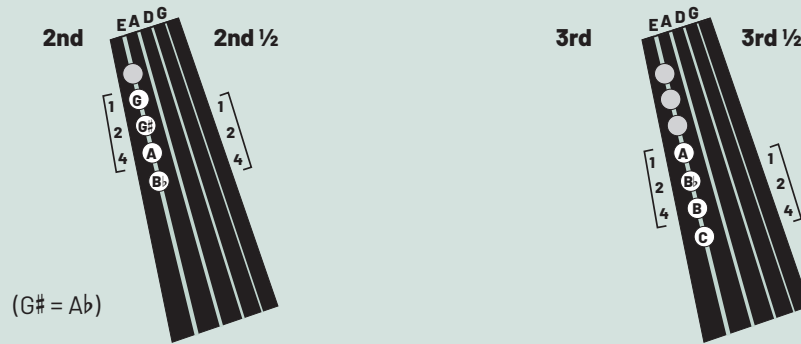


93.



EE STRINGS PERUSAL BOOK 3: DOUBLE BASS

SECOND, SECOND 1/2, THIRD, AND THIRD 1/2 POSITIONS ON THE E STRING



94. 

95. 

96. 

97.

III V III I

98. 

99. 

EE STRINGS PERUSAL BOOK 3: DOUBLE BASS

17

POSITIONS

100. JOLLY GOOD FELLOW

Moderato

Copy exercise 100 on a piece of manuscript paper. Be sure to include the time signature, dynamics, and bowings.

101. MAY TIME

W. A. Mozart (1756-1791)

Allegretto

SHIFTING ON THE A AND D STRINGS

102.

103.



Additional bonus songs are available online. See the inside front cover for details.

EE STRINGS PERUSAL BOOK 3: CELLO

18

C MAJOR

104. FINGER PATTERNS IN C MAJOR (violin, viola)

MAJOR KEYS

Exercise 104 consists of two staves of music in 4/4 time. The first staff is labeled '(violin, bass)' and contains two measures. The first measure has a triplet of eighth notes (C, D, E) with a '3' above it, followed by a half note (F) with a '-1' above it. The second measure has a half note (G) with a '-2' above it, followed by a half note (A) with a '-1' above it. The second staff is labeled '(violin, bass)' and contains two measures. The first measure has a half note (C) with a '0' above it, followed by a half note (D) with a '0' above it. The second measure has a half note (E) with a '0' above it, followed by a half note (F) with a '0' above it. Fingerings are indicated by Roman numerals III and I.

105. FINGER PATTERNS IN C MAJOR (violin, viola)

Exercise 105 consists of two staves of music in 4/4 time. The first staff is labeled '(violin, bass)' and contains two measures. The first measure has a triplet of eighth notes (C, D, E) with a '3' above it, followed by a half note (F) with a '-1' above it. The second measure has a half note (G) with a '-2' above it, followed by a half note (A) with a '-1' above it. The second staff is labeled '(violin, bass)' and contains two measures. The first measure has a half note (C) with a '0' above it, followed by a half note (D) with a '0' above it. The second measure has a half note (E) with a '0' above it, followed by a half note (F) with a '0' above it. Fingerings are indicated by Roman numerals III, IV, and I.

Identify two important elements of performing scales and arpeggios accurately. As you play each of these in the various keys presented in this section, check to make sure you are able to do these things.

106. C MAJOR SCALE

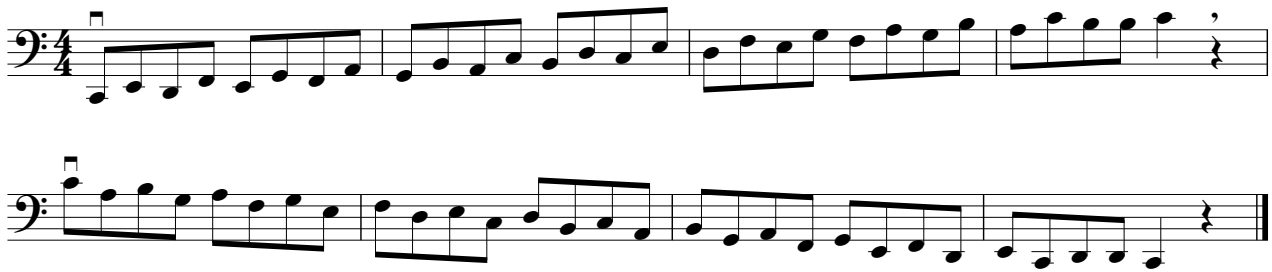
Exercise 106 consists of two staves of music in 4/4 time. The first staff is labeled '(violin, bass)' and contains two measures. The first measure has a half note (C) with a '0' above it, followed by a half note (D) with a '0' above it. The second measure has a half note (E) with a '0' above it, followed by a half note (F) with a '0' above it. The second staff is labeled '(violin, bass)' and contains two measures. The first measure has a half note (G) with a '0' above it, followed by a half note (A) with a '0' above it. The second measure has a half note (B) with a '0' above it, followed by a half note (C) with a '0' above it. Fingerings are indicated by Roman numerals III, IV, and I.

107. C MAJOR ARPEGGIO

Exercise 107 consists of two staves of music in 3/4 time. The first staff is labeled '(violin, bass)' and contains two measures. The first measure has a half note (C) with a '0' above it, followed by a half note (D) with a '0' above it. The second measure has a half note (E) with a '0' above it, followed by a half note (F) with a '0' above it. The second staff is labeled '(violin, bass)' and contains two measures. The first measure has a half note (G) with a '0' above it, followed by a half note (A) with a '0' above it. The second measure has a half note (B) with a '0' above it, followed by a half note (C) with a '0' above it. Fingerings are indicated by Roman numerals III, IV, and I.

EE STRINGS PERUSAL BOOK 3: CELLO

108. THIRDS IN C MAJOR



109. THE BRITISH GRENADIERS

English

Allegro

Johann Sebastian Bach is probably best remembered as an organist and church musician, but he also wrote hundreds of compositions for the royal courts of Germany and Austria. For example, The *Brandenburg Concertos* are works for instrumental ensembles dedicated to the court at Brandenburg. Bach lived at the same time the original thirteen colonies were being settled by European immigrants. The chorales in this book can be performed by the entire orchestra, or a small ensemble. Following any performance, always evaluate your playing and make a list of things to improve.

110. CHORALE IN C A = Melody. B = Harmony.

J.S. Bach (1685–1750)



EE STRINGS PERUSAL BOOK 3: CELLO

20

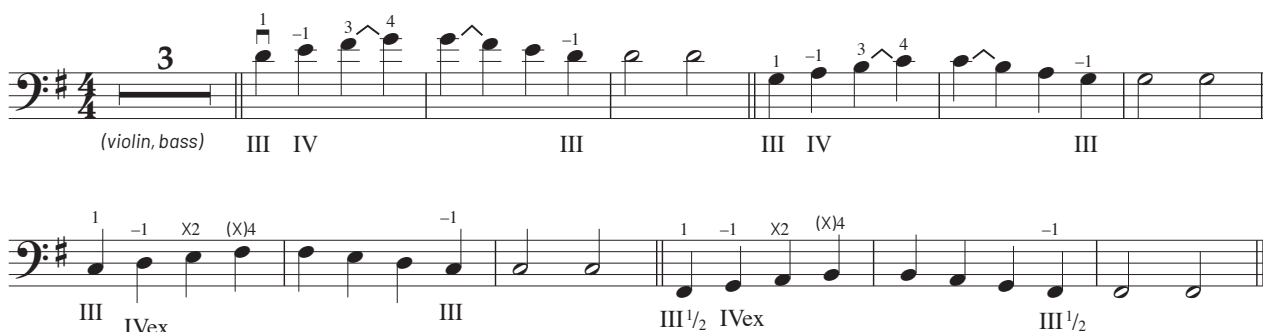
G MAJOR

111. FINGER PATTERNS IN G MAJOR (violin, viola)

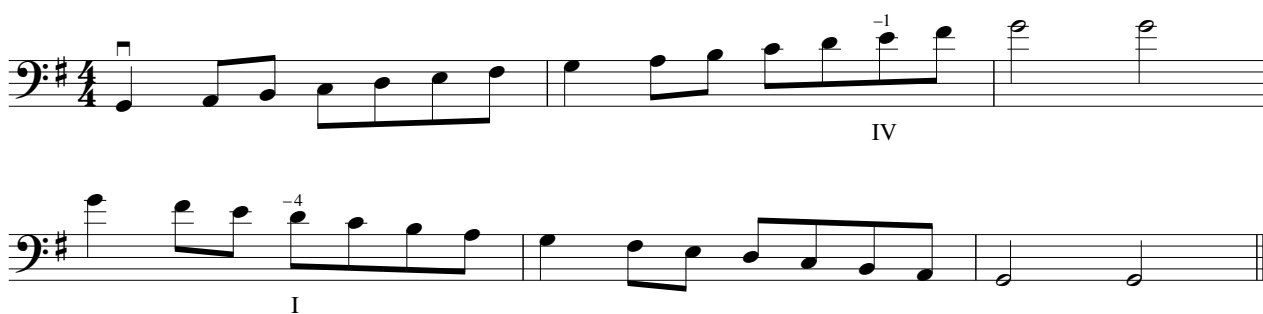
MAJOR KEYS



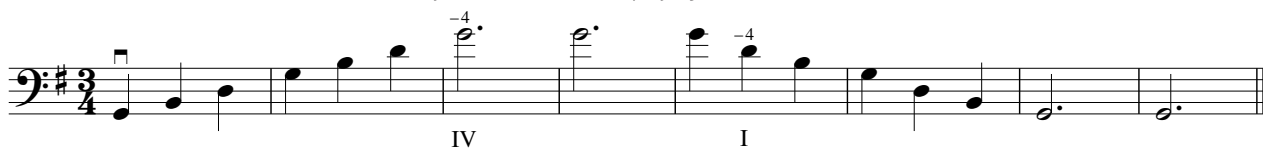
112. FINGER PATTERNS IN G MAJOR (violin, viola)



113. G MAJOR SCALE



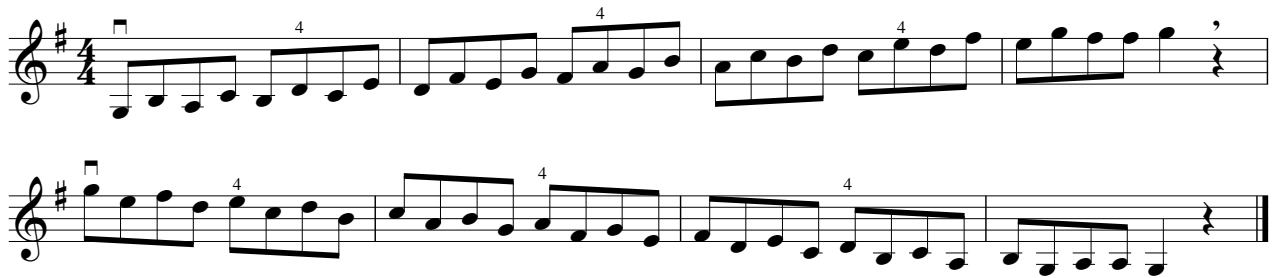
114. G MAJOR ARPEGGIO Identify the intervals before playing.



EE STRINGS PERUSAL BOOK 3: CELLO

21

115. THIRDS IN G MAJOR



116. DONA NOBIS PACEM – Canon/Round

Traditional Canon

Adagio ◀ Slow



117. CHORALE IN G A = Melody. B = Harmony. Half the violins play each part.

J.S. Bach (1685–1750)



MAJOR KEYS

EE STRINGS PERUSAL BOOK 3: VIOLIN

22

D MAJOR

FINGER PATTERNS

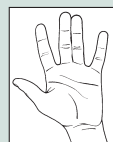
Each finger pattern is a combination of whole steps and half steps. In the open hand pattern in third position, there is a whole step between each finger. Other patterns have half steps between fingers 1-2, 2-3, or 3-4.



open hand



1-2



2-3



3-4

MAJOR KEYS

118. FINGER PATTERNS IN D MAJOR – First Position

1-2 Pattern

2-3 Pattern

2-3 Pattern

3-4 Pattern

3

(viola, cello)

119. FINGER PATTERNS IN D MAJOR – Third Position

3-4 Pattern

3-4 Pattern

III

Open Pattern

1-2 Pattern

3

(viola, cello)

120. D MAJOR SCALE

III

I

121. D MAJOR ARPEGGIO

III

I

EE STRINGS PERUSAL BOOK 3: VIOLIN

23

122. THIRDS IN D MAJOR

123. TRUMPET VOLUNTARY

Jeremiah Clarke (1674–1707)

Maestoso ◀ Bold, stately

124. CHORALE IN D A = Melody. B = Harmony. Half the violins play each part.

J.S. Bach (1685–1750)

MAJOR KEYS

EE STRINGS PERUSAL BOOK 3: VIOLA

24

A MAJOR

FINGER PATTERNS

Each finger pattern is a combination of whole steps and half steps. In the open hand pattern in first position, a half step occurs between the open string and first finger. In the open hand pattern in third position, there is a whole step between each finger. Other patterns have half steps between fingers 1-2, 2-3, or 3-4.



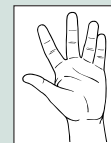
open hand



1-2



2-3



3-4

MAJOR KEYS

125. FINGER PATTERNS IN A MAJOR – First Position

2-3 Pattern

3-4 Pattern

3-4 Pattern

Open Pattern

(violin, bass)

126. FINGER PATTERNS IN A MAJOR – Third Position

Open Pattern

1-2 Pattern

1-2 Pattern

2-3 Pattern

(violin, bass) III

127. A MAJOR SCALE Mark all the half steps before playing.

IV

▲ New position

I

128. A MAJOR ARPEGGIO

IV

I

EE STRINGS PERUSAL BOOK 3: VIOLA

25

129. THIRDS IN A MAJOR

Two staves of music in 4/4 time, key of A major. The first staff starts with a treble clef and a key signature of two sharps. It contains a sequence of eighth notes and quarter notes, with fingerings 4, 4, -2, -2, 1, 3, 2, 3. The second staff starts with a bass clef and a key signature of two sharps. It contains a sequence of eighth notes and quarter notes, with fingerings 1, 2, -2, -2, 4, 4. A green triangle points to a 'New position' on the second staff. Roman numerals III and V are indicated.

MAJOR KEYS

130. THE YELLOW ROSE OF TEXAS

Three staves of music in 4/4 time, key of A major. The first staff is marked 'Moderato' and 'f'. It contains a sequence of eighth notes and quarter notes, with fingerings 4, 4, -2, -2, 1, 3, 2, 3. The second staff contains a sequence of eighth notes and quarter notes, with fingerings 1, 2, -2, -2, 4, 4. The third staff contains a sequence of eighth notes and quarter notes, with fingerings 1, 2, -2, -2, 4, 4. Roman numerals III and I are indicated.

131. CHORALE IN A A = Melody. B = Harmony.

J.S. Bach (1685-1750)

Three systems of music in 4/4 time, key of A major. Each system has two staves, A (Melody) and B (Harmony). The first system is marked 'f'. The second system is marked 'f'. The third system is marked 'rit.'. Roman numerals III, I, II, and III are indicated. Fingerings 4, 4, -2, -2, 1, 3, 2, 3 are shown.

EE STRINGS PERUSAL BOOK 3: VIOLA

26

F MAJOR

MAJOR KEYS

FINGER PATTERNS

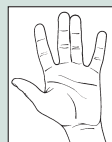
Each finger pattern is a combination of whole steps and half steps. In the open hand pattern, a half step occurs between the open string and first finger. Other patterns have half steps between fingers 1-2, 2-3, or 3-4.



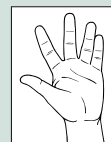
open hand



1-2



2-3



3-4

132. FINGER PATTERNS IN F MAJOR – First Position

Open Pattern

3

1-2 Pattern

1-2 Pattern

2-3 Pattern

(violin, bass)

133. FINGER PATTERNS IN F MAJOR – Third Position

2-3 Pattern

3

2-3 Pattern

3-4 Pattern

3-4 Pattern

(violin, bass)

III

134. F MAJOR SCALE

III

I

135. F MAJOR ARPEGGIO

III

I

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136. THIRDS IN F MAJOR

Violin

Viola

Cello

Bass

Piano

Chords: F Gmi/F F Bb/F F Bb/F Gmi/F F Bb/C F/C Bb/C C C7 F

Violin fingering: 2 4, 4, 2 -2, 2 -2, 4, 4

Viola fingering: 4, 4, -2, -2

Cello fingering: 4, 4, -3, -3

Bass fingering: 1/2, -4, 2 -4, 1 -4, 1 -4

Piano fingering: I, II, III, IV, V

Violin fingering: III, V

Viola fingering: III

Cello fingering: III

Bass fingering: II, III, IV, V

MAJOR KEYS

Violin

Viola

Cello

Bass

Piano

Chords: Bb Bb/D F/C Gmi C Dmi7 C/E Dmi7 C7sus C F

Violin fingering: 2 -2, 2 -2, 4, 4

Viola fingering: -2, 4, 4, 4

Cello fingering: -2, 4, 4, 4

Bass fingering: 4 -1, 4 -1, 4 -1, 4 -2

Piano fingering: IV, III, II, 1/2

Violin fingering: III, I

Viola fingering: I

Cello fingering: I

Bass fingering: I

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Louré (Portato) Bowing

Long hooked notes. There is only a slight separation between notes.

Louré Notation: 

Teacher Unison melodies are presented to give students a melodic sense in a particular key. Not all pitches in the two-octave scales, arpeggios, and thirds may appear in the melody for all instruments. **The objective of the melodies is to give students a tonal introduction to the key presented, not to play all the notes in the key or scale.**

Exercise 137 introduces *Louré* bow strokes. These bow strokes are sometimes also called *Portato* bowing. In this bow stroke notes are hooked or linked together under a slur with a dash for each note between the note head and slur. The slur indicates that the notes underneath the slur are played in the same bow direction, and the dash indicates that there should only be a slight articulation between the notes. Students should articulate the notes slightly by leaning their index finger toward the bow stick between each pitch. Point out to students that *Louré* bowing is the same as hooked or linked bowing, but without the pitches played staccato.

Explain who the Shakers were in early-American life. The words to the well-known American song, *Simple Gifts*, exercise 137, are in the *Teacher Manual* on page 47 for your reference.

137. SIMPLE GIFTS

Shaker Melody

Moderato



Violin *mf* III I

Viola *mf* III

Cello *mf* IV I IIIex I

Bass *mf* II I

Piano *mf* F F/E Dmi7 F/C C/E Dmi7 C/E C/G C

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MAJOR KEYS

Violin

Viola

Cello

Bass

Piano

III

I

rit.

I

rit.

IIex

IV

IIex

rit.

II

I

III

II rit.

F

F/E

Dmi7

F/C

C

C7

F

rit.

The musical score is for a piece in F major, featuring five staves: Violin, Viola, Cello, Bass, and Piano. The key signature has one flat (Bb). The Violin, Viola, and Cello parts include fingering numbers (1-4) and bowing marks (V for up-bow, X2 for a double bow). The Bass part includes fingering numbers and bowing marks. The Piano part includes chord symbols: F, F/E, Dmi7, F/C, C, C7, and F. The score is divided into four measures. The first measure contains the first four staves. The second measure contains the first four staves. The third measure contains the first four staves. The fourth measure contains the first four staves. The Piano part is a continuous line across all measures. The score ends with a double bar line.

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Teacher Chorales are presented to give students a harmonic understanding of a particular key. They are scored with A and B parts. Part A is the melody and is in unison for all instruments; Part B is the harmony and is different for each instrument. To get the fullest sound, assign half the violin players to each part and the other instruments to their B part.

The chorales are outstanding, original examples by Bach. Discuss and show students how the phrases are built on the primary chords in the key. Play the chords on a keyboard or divide the pitches up among the orchestra to form the chords. Have students identify and assess how Bach uses the chords as a harmonic foundation. Use the chorales for performances by the entire orchestra or a small ensemble. Always encourage students to evaluate their own performances.

MAJOR KEYS

138. CHORALE IN F A = Melody. B = Harmony. Half the violins play each part.

J. S. Bach (1685–1750)

The musical score for "Chorale in F" by J.S. Bach is presented for strings and piano. The score is in F major (one flat) and 4/4 time. It features five parts: Violin, Viola, Cello, Bass, and Piano. Each of the first four parts has two staves, A (Melody) and B (Harmony). The Piano part is a single grand staff. The score is marked with *mf* (mezzo-forte). Fingerings and bowings are indicated throughout. The piano part includes chord symbols: F, C7, Dmi, C, F, C7sus, C7, F, C, F, B $\flat$, F, B $\flat$, C7, F.

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MAJOR KEYS

Violin

Viola

Cello

Bass

Piano

Csus C7 F F Emi A7 Dmi Ami Dmi G7

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MAJOR KEYS

Violin

Viola

Cello

Bass

Piano

Chords: C, F, Dmi/Bb, C7, F, C, Dmi, Gsus, G7, C, Bb, F, C7

Violin A: V, 4, V, -3 (III)

Violin B: V, 4, V, -3 (III)

Viola A: V, 2, -3 (III)

Viola B: V, V, V, -3 (III)

Cello A: V, -1, -(X)4, V, X2, -1 (IV)

Cello B: V, III, IIex, V, IV

Bass A: I, 4, -2, 4, 2, -4, 1, 4, V, -1 (I)

Bass B: V, -1, I, V, -4, -4, II, 1/2

Piano: C, F, Dmi/Bb, C7, F, C, Dmi, Gsus, G7, C, Bb, F, C7

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MAJOR KEYS

Violin

A

B

Viola

A

B

Cello

A

B

Bass

A

B

Piano

F C Ami Dmi7 Gmi F C B $\flat$ F C sus C7 F

III IV II ex

II I II I

rit. rit. rit. rit. rit.

The musical score is for measures 1 through 4. It features five staves: Violin (A and B), Viola (A and B), Cello (A and B), Bass (A and B), and Piano. The key signature has one flat (B-flat). The Violin and Viola parts include fingering numbers (4, -3, -1, -4, -2, -4, -1, -(X)4) and bowing marks (V). The Cello and Bass parts include fingering numbers (-1, -4, -4, -1, -4, -1, -4, -1, -(X)4) and bowing marks (V). The Piano part includes a sequence of chords: F, C, Ami, Dmi7, Gmi, F, C, B $\flat$, F, C sus , C7, and F. The tempo marking 'rit.' (ritardando) appears at the end of each staff in measures 3 and 4.

EE STRINGS PERUSAL BOOK 3: TEACHER MANUAL

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Teacher To prepare your students to play exercise 139, have your violin and viola students study the illustrations. Violins and basses will play the first three measures together on the E string. Beginning in measure four, all instruments will play the A, D, and G string pitches in unison. The violas and cellos will finish the exercise by playing the last three measures on the C string.

Violin/Viola

MAJOR KEYS

FINGER PATTERNS

Each finger pattern is a combination of whole steps and half steps. In the open hand pattern, a half step occurs between the open string and first finger. Other patterns have half steps between fingers 1-2, 2-3, or 3-4.



open hand



1-2



2-3



3-4

B $\flat$ MAJOR

139. FINGER PATTERNS IN B $\flat$ MAJOR – First Position

3-4 Pattern

3-4 Pattern

Violin

Viola

Cello

Bass

Piano

1 4 -2 4 1/2 II 1/2 -4 1/2

1 4 -1 2 -2 III I

B $\flat$ Eb/B $\flat$ B $\flat$ F B $\flat$ /F F7 B $\flat$ /F

EE STRINGS PERUSAL BOOK 3: TEACHER MANUAL

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Open Pattern **1-2 Pattern**

Violin

Viola

Cello

Bass

Piano

F B $\flat$ F/A Cmi/E $\flat$ D7sus D7 Gmi

1 4 -1 4 -4 -1

$\frac{1}{2}$ III $\frac{1}{2}$ III

X1 0

MAJOR KEYS

1-2 Pattern

Violin

Viola

Cello

Bass

Piano

Gsus G7sus G7 Cmi G+7 G7 Cmi

0 -2

I

EE STRINGS PERUSAL BOOK 3: TEACHER MANUAL

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Teacher Exercise 140 is similar to exercise 139. However, the finger patterns are now played in higher positions. This helps students understand finger patterns in both lower and higher positions as they prepare to play two-octave scales.

140. FINGER PATTERNS IN B $\flat$ MAJOR – Third Position

MAJOR KEYS

Violin 1-2 Pattern III

Viola

Cello 1-2 Pattern III -XI 2 4

Bass III V III III V III

Piano Bbm7 Cmi7 Dmi7 Ebm7 Dmi7

Violin 2-3 Pattern

Viola

Cello 2-3 Pattern III IV III III IV

Bass III V III III V

Piano Ebm7 Cmi7 Dmi7 Cmi7 Abm7

EE STRINGS PERUSAL BOOK 3: TEACHER MANUAL

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3-4 Pattern

Violin

Viola

Cello

Bass

Piano

Chords: Gmi7, Abma7, F7sus, F7, F7sus F7, Bb(add2), Bb

MAJOR KEYS

Teacher Fingerings for the two-octave scales, arpeggios, and scales in thirds (exercise 143) are suggestions only. There are many different fingerings that can be used. Choose the ones that you think are best for your students. Please note that violas shift to fifth position and cellos shift to sixth position in measure two.

141. B $\flat$ MAJOR SCALE

Violin

Viola

Cello

Bass

Piano

Chords: Bb(add2), Bb, F/A, Gmi9, Gmi7, F, Ebma7, Eb6, Bb(add2)/D, Bb/D

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MAJOR KEYS

Violin

Viola

Cello

Bass

Piano

Cmi7 Bb(add2)/D Bb/D Ebma7 Eb6 Fsus F Bb

Teacher Ask students to identify the intervals in the B $\flat$ Major arpeggio in exercise 142. Review the definition of interval and explain how all major arpeggios built on the tonic chord will be made up of the same intervals. Please note that violas shift to fifth position and cellos shift to seventh position in measure two.

142. B $\flat$ MAJOR ARPEGGIO

Violin

Viola

Cello

Bass

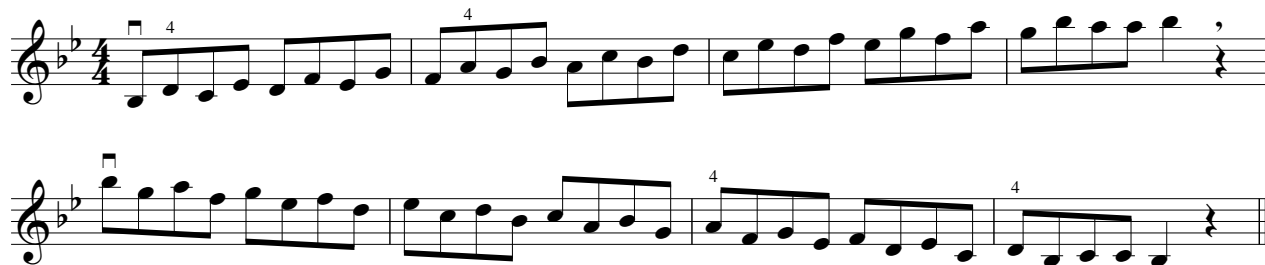
Piano

B $\flat$ B $\flat$ /A B $\flat$ /F E $\flat$ B $\flat$ /D Gmi B $\flat$ /F E $\flat$ 6 B $\flat$

EE STRINGS PERUSAL BOOK 3: VIOLIN

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143. THIRDS IN B $\flat$ MAJOR



MAJOR KEYS

144. LONDONDERRY AIR

Irish Folk Song

Andante espressivo $\blacktriangleleft$ *Expressively*



145. CHORALE IN B $\flat$ A = Melody. B = Harmony. Half the violins play each part.

J.S. Bach (1685–1750)



EE STRINGS PERUSAL BOOK 3: VIOLIN

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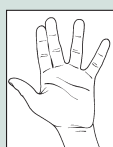
E $\flat$ MAJOR

FINGER PATTERNS

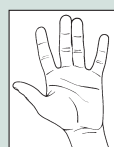
Each finger pattern is a combination of whole steps and half steps. In the open hand pattern in first position, a half step occurs between the open string and first finger. In the open hand pattern in third position, there is a whole step between each finger. Other patterns have half steps between fingers 1-2, 2-3, or 3-4.



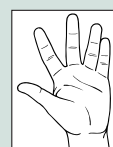
open hand



1-2



2-3



3-4

MAJOR KEYS

146. FINGER PATTERNS IN E $\flat$ MAJOR – First Position

2-3 Pattern

3-4 Pattern

3-4 Pattern

Open Pattern

3

(viola, cello)

147. FINGER PATTERNS IN E $\flat$ MAJOR – Third Position

Open Pattern

1-2 Pattern

III

1-2 Pattern

2-3 Pattern

3

(viola, cello)

148. E $\flat$ MAJOR SCALE

IV

▲ New position

I

149. E $\flat$ MAJOR ARPEGGIO

IV

I

EE STRINGS PERUSAL BOOK 3: CELLO

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150. THIRDS IN E $\flat$ MAJOR

German composer **Richard Wagner** was one of the leading opera writers in the mid to late 1800s. He brought musical drama to a new height with elaborate sets, large orchestras, and longer lengths of performance. His goal was to create a new art form where music and drama were of equal importance. During the same time, the first railroads were being built, the Americans fought a civil war, and Alexander Graham Bell invented the telephone.

MAJOR KEYS

HISTORY

151. PILGRIM'S CHORUS FROM TANNHÄUSER

Richard Wagner (1813–1883)

Andante maestoso

152. CHORALE IN E $\flat$ A = Melody. B = Harmony.

J.S. Bach (1685–1750)

EE STRINGS PERUSAL BOOK 3: CELLO

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A MINOR

THEORY

Minor Keys

Minor keys and their scales sound different from major keys because of their different pattern of whole and half steps. Each minor key is *relative* or "related" to the major key with the same key signature.

The simplest form of a minor key is called **natural minor**. Two other types are **harmonic minor** and **melodic minor**, each of which have certain altered tones.

153. A NATURAL MINOR

154. A HARMONIC MINOR

155. A MELODIC MINOR

156. A MINOR ARPEGGIO

157. SCARBOROUGH FAIR

158. GREENSLEEVES Identify which form of the minor scale is used in this exercise.

English Folk Tune

E MINOR

159. E NATURAL MINOR



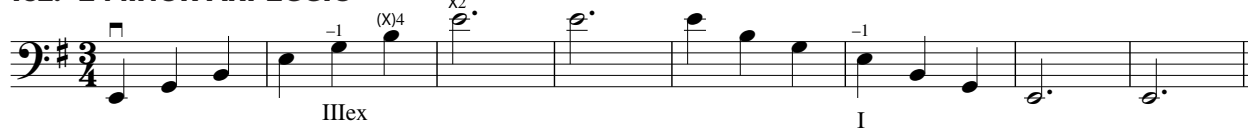
160. E HARMONIC MINOR



161. E MELODIC MINOR



162. E MINOR ARPEGGIO



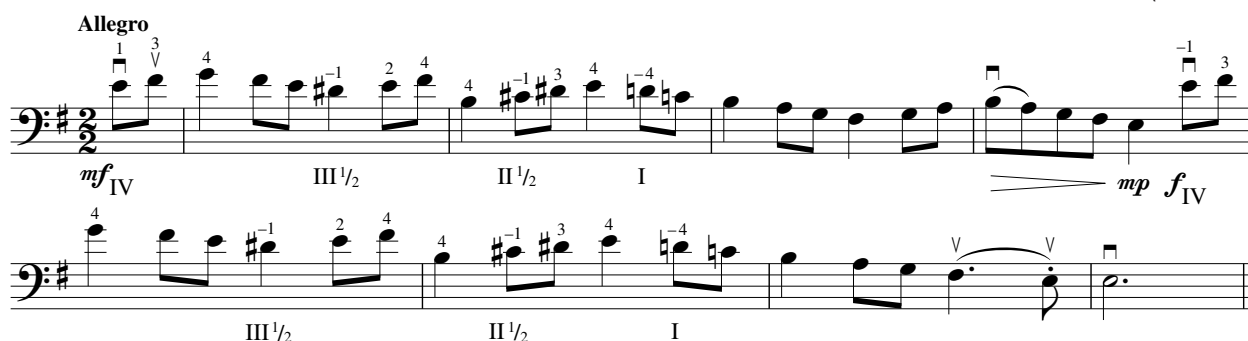
163. LA CINQUANTAINE

Gabriel Marie (1852-1882)



164. BOURÉE FROM SUITE IN E MINOR FOR LUTE

J.S. Bach (1685-1750)

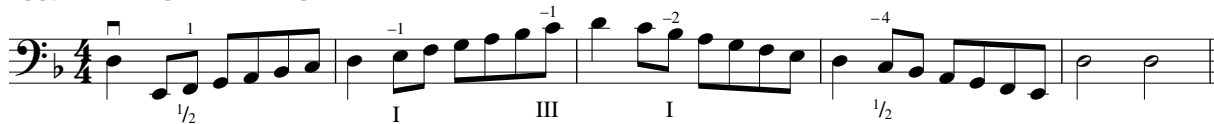


EE STRINGS PERUSAL BOOK 3: DOUBLE BASS

34

D MINOR

165. D NATURAL MINOR



166. D HARMONIC MINOR

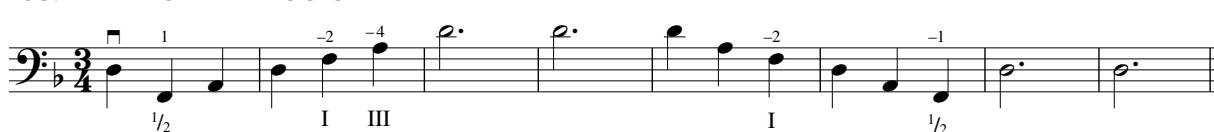


MINOR KEYS

167. D MELODIC MINOR

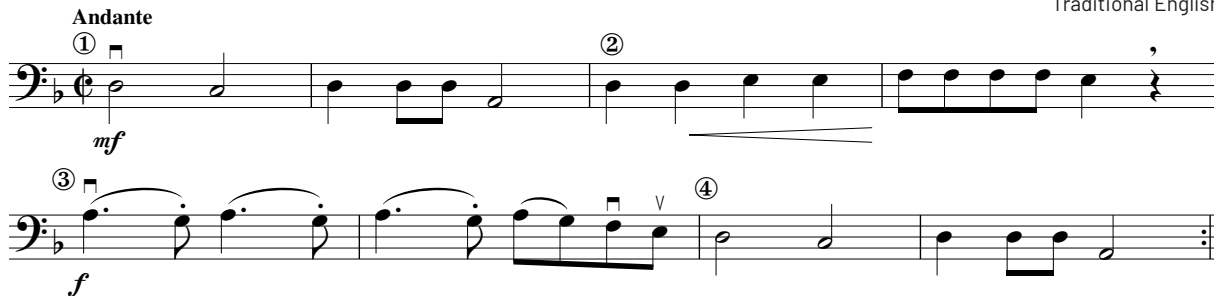


168. D MINOR ARPEGGIO



169. HEY, HO! NOBODY HOME – Round *Memorize this round. Then perform it for the class with a friend.*

Traditional English



Musical Form

Musical form refers to how a piece of music is organized. One common form, ABA, is used in exercise 170. The first and third lines are the same (A) while the second line is different (B).

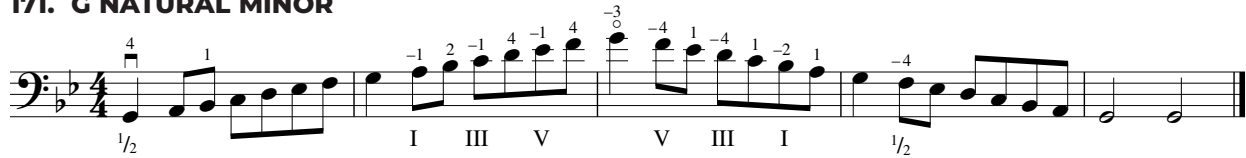
170. ZUM GALI GALI

Israeli Folk Tune

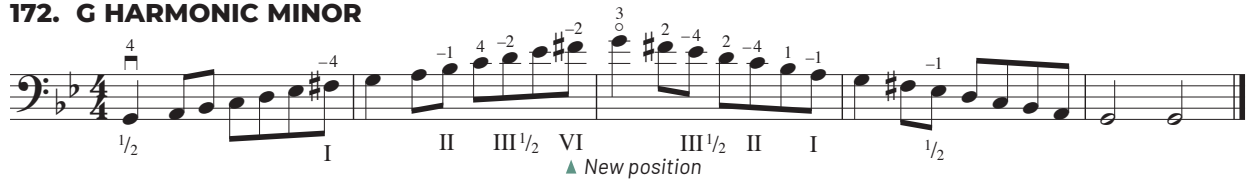


G MINOR

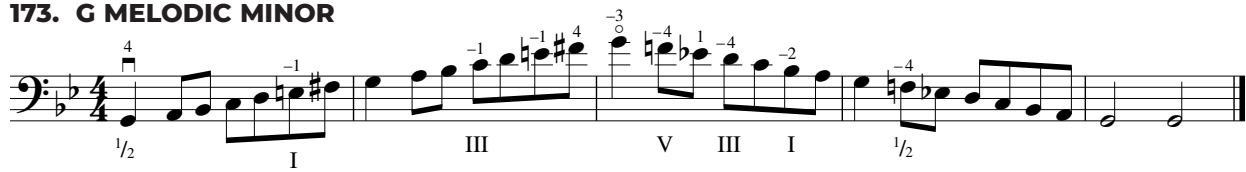
171. G NATURAL MINOR



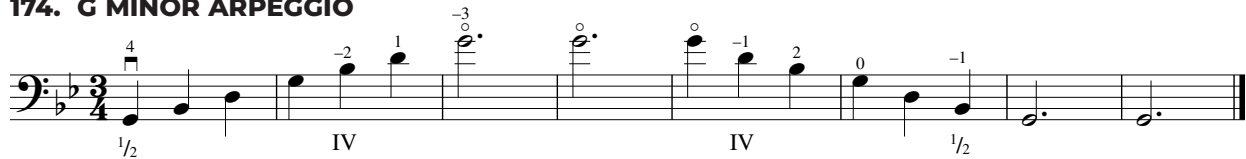
172. G HARMONIC MINOR



173. G MELODIC MINOR



174. G MINOR ARPEGGIO

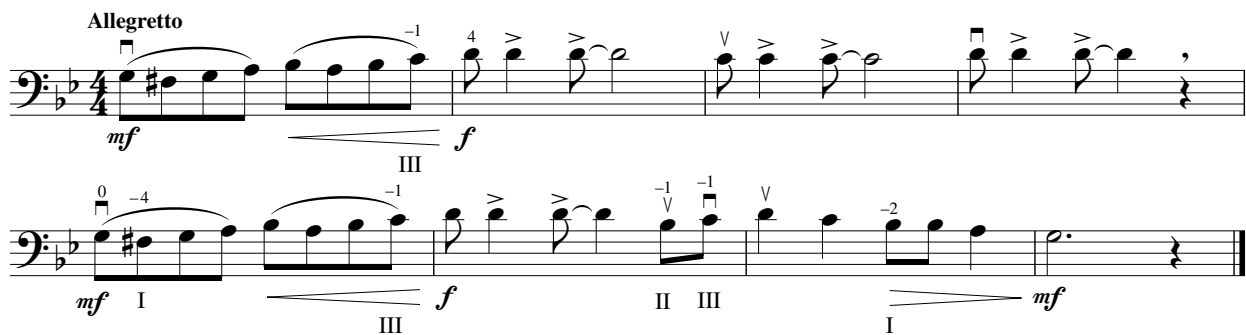


Spirituals are religious folk songs originating within the African-American community. They were originally associated with work, recreation, or religious gatherings. Spirituals remain popular today, probably due to their strong rhythmic character and melodic lines.

HISTORY

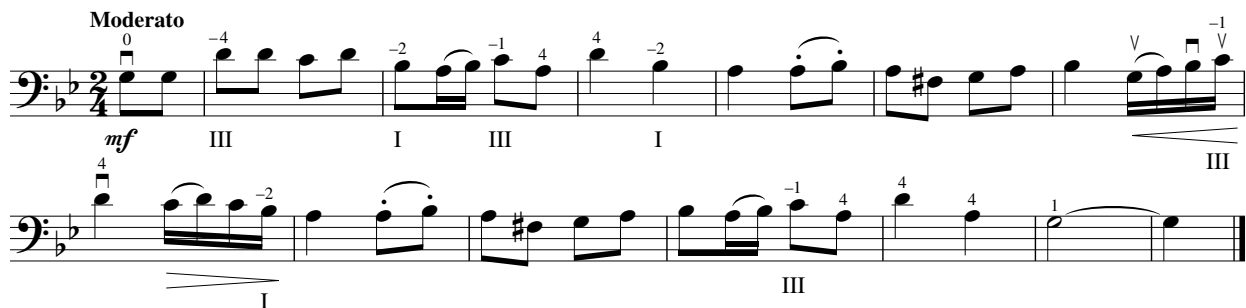
175. JOSHUA

African-American Spiritual



176. PAT-A-PAN

French Carol



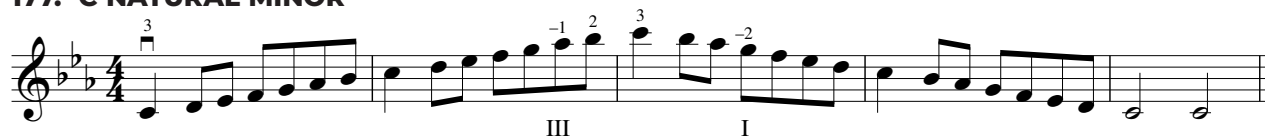
MINOR KEYS

EE STRINGS PERUSAL BOOK 3: VIOLIN

36

C MINOR

177. C NATURAL MINOR



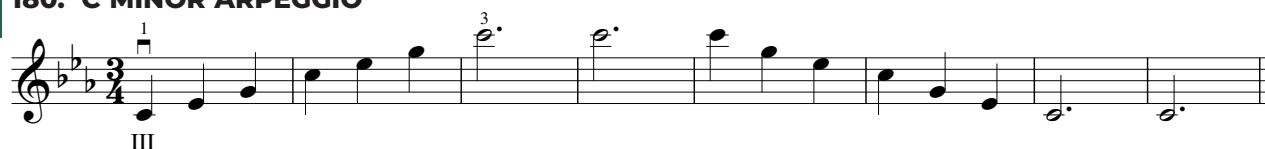
178. C HARMONIC MINOR



179. C MELODIC MINOR



180. C MINOR ARPEGGIO



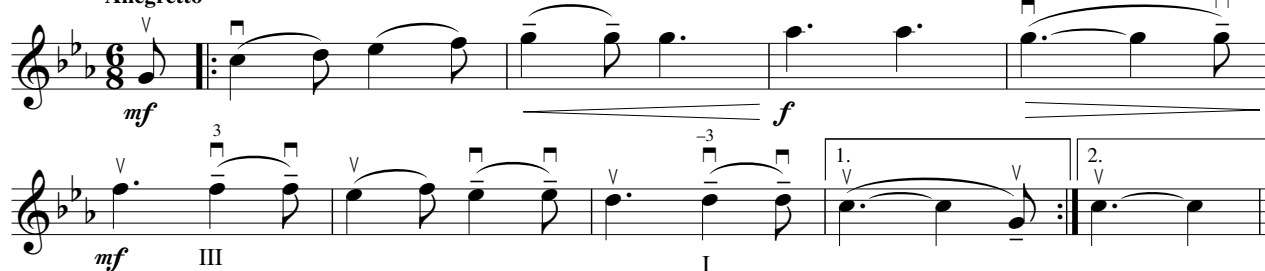
HISTORY

Czech composer **Bedrich Smetana** was one of several 19th century composers who infused native folk themes into his compositions. "Moldau," named for a river in Bohemia, is one theme that is part of a collection of songs, entitled *Má Vlast* or "My Homeland." While composers of the 19th century were returning to their folk roots for inspiration, artists and writers were turning to more realistic reflections of current society. Charles Dickens was writing *David Copperfield* and *A Tale of Two Cities*, and Vincent van Gogh and Claude Monet both created images of urban and country life.

181. MOLDAU

Allegretto

Bedrich Smetana (1824-1884)



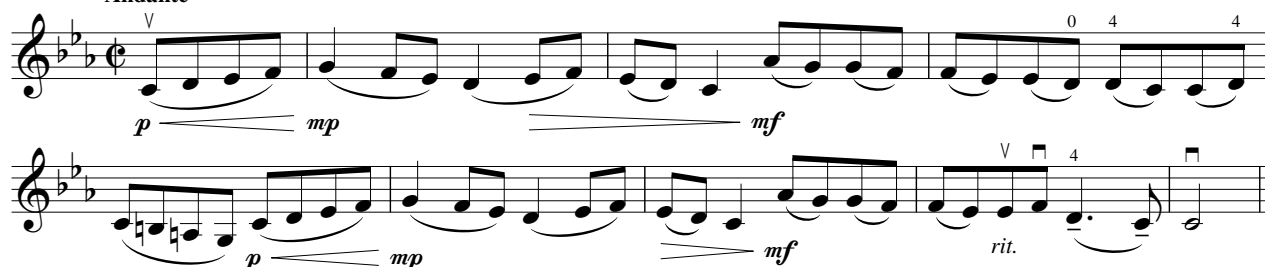
HISTORY

A **gavotte** is a refined dance style in $\frac{3}{2}$ or $\frac{2}{4}$ from the Baroque Era (1600-1750).

182. GAVOTTE

Andante

J.S. Bach (1685-1750)

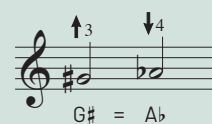


EE STRINGS PERUSAL BOOK 3: VIOLIN

37

Enharmonics

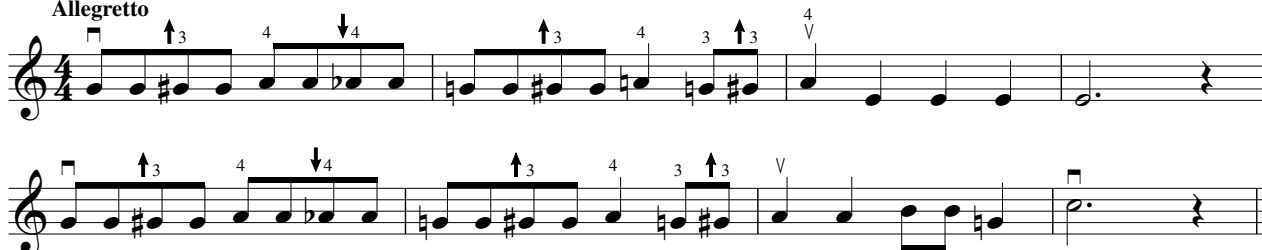
Enharmonics are two different note names which are both the same pitch (see page 47 for more examples).



THEORY

183. ABA DABA

Allegretto



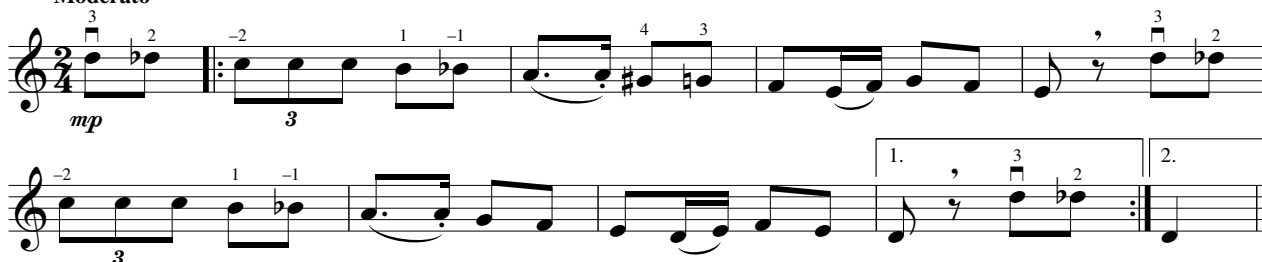
A **Habañera** is a Cuban dance and song form in slow 2/4 meter. It is named after the city of Havana, the capital of Cuba. Made popular in the New World in the early 19th century, it was later carried over to Spain. In Spain, the rhythms of the Habañera were incorporated into many styles of Latin music. One of the most famous Habañeras is heard in Bizet's *Carmen*, written in 1875.

HISTORY

184. HABAÑERA

Georges Bizet (1838–1875)

Moderato

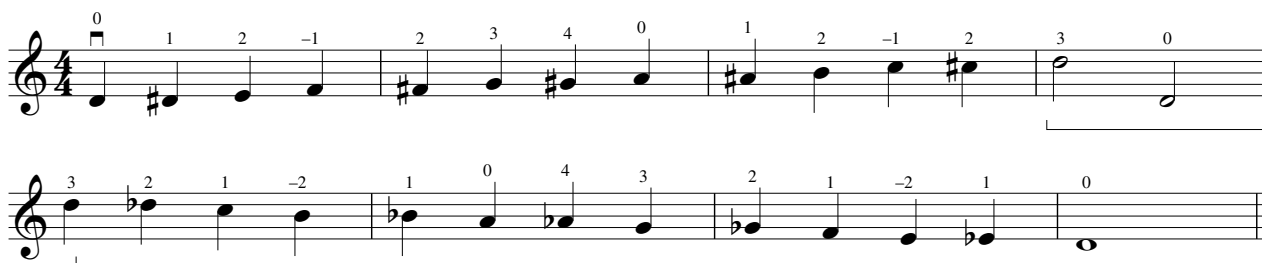


Chromatic Scale

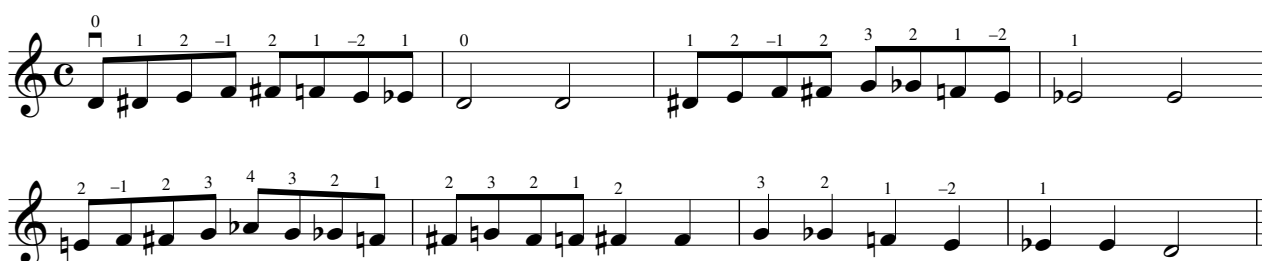
A chromatic scale is made up of consecutive half steps. It is usually written with sharps (#) going up and flats (b) going down.

THEORY

185. SHIFTING CHROMATIC FINGERING



186. CHROMATIC ETUDE



RHYTHM AND BOWING STUDIES

DOTTED RHYTHM STUDIES

NOTE DURATION CHART

1 e & a 2 e & a 3 e & a 4 e & a

187. Write the counts below the notes before playing.

188.

189.

190.

191.

192.

Sight-reading



Sight-reading means playing a musical piece for the first time. Review the word **S-T-A-R-S** to remind yourself what to look for before you play.

- S** — Sharps or flats in the key signature
- T** — Time signature and tempo markings
- A** — Accidentals not found in the key signature
- R** — Rhythms, silently counting the more difficult notes and rests
- S** — Signs, including dynamics, articulations, repeats, and endings

Now sight-read the following exercise.

193.

SIXTEENTH NOTE STUDIES

NOTE DURATION CHART

1 e & a 2 e & a 3 e & a 4 e & a

194. Write the counts below the notes before playing.

195.

196.

197.

198.

199.

Review **S-T-A-R-S** before sight-reading the following exercise.

200.

EE STRINGS PERUSAL BOOK 3: CELLO

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SYNCOPE STUDIES

NOTE DURATION CHART

4

4

1 & 2 & 3 & 4 &

201. Write the counts below the notes before playing.

202.

203.

204.

205.

206.

Review **S-T-A-R-S** before sight-reading the following exercise.

207.

The bass line of 'The Rose Tree' is written in 4/4 time. It begins with a quarter note G2, followed by a quarter note A2, and then a quarter note B2. The next measure contains a quarter note C3, a quarter note D3, and a quarter note E3. The third measure consists of a quarter note F3, a quarter note G3, and a quarter note A3. The fourth measure has a quarter note B3, a quarter note C4, and a quarter note D4. The fifth measure contains a quarter note E4, a quarter note F4, and a quarter note G4. The sixth measure has a quarter note A4, a quarter note B4, and a quarter note C5. The seventh measure consists of a quarter note D5, a quarter note E5, and a quarter note F5. The eighth measure has a quarter note G5, a quarter note A5, and a quarter note B5. The piece concludes with a double bar line.

6/8 RHYTHM STUDIES

NOTE DURATION CHART

6/8

1 + 2 + 3 + 4 + 5 + 6 + 1 + 2 + 3 + 4 + 5 + 6 +

208. Write the counts below the notes before playing.

209.

210.

211.

212.

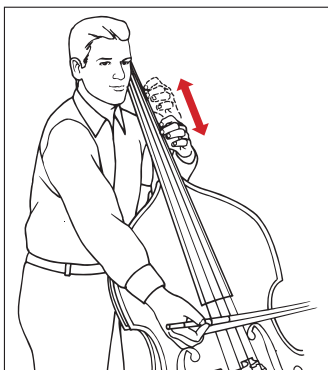
213.

Review S-T-A-R-S before sight-reading the following exercise.

214.

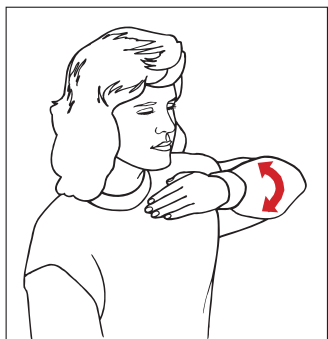
VIBRATO WORKOUTS

You can add beauty and feeling to your sound with VIBRATO, a smooth pulsation of the tone. It is created by varying the pitch slightly. Try these vibrato Workouts as directed by your teacher. Once you have mastered this skill, add vibrato to your solo and ensemble playing.



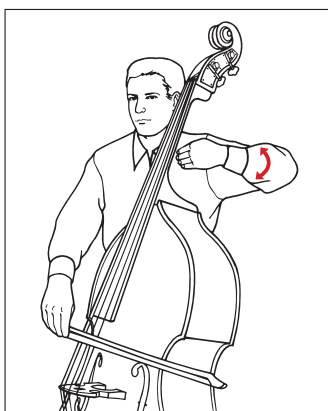
1. The Slide

Place your second finger on the G string. Slide up and down the string, covering the distance of 3 half-steps, then 2 half-steps, and finally 1 half-step. Your thumb should slide with the hand. Try this motion while using long, sustained bow strokes.



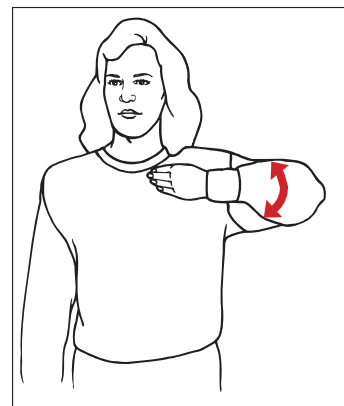
2. The Pivot

Touch the second finger of your left hand to your collarbone. Then pivot (rotate) your arm while keeping the elbow relatively still.

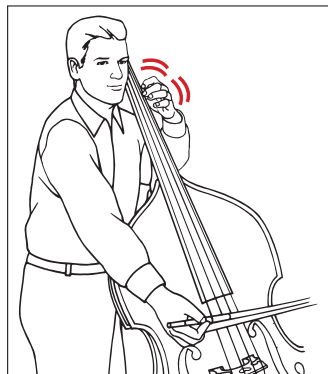


3. Pivot And Bow

Continue doing The Pivot motion, while playing long tones on open strings.



To check the motion away from the instrument, touch your elbow to the wall while doing The Pivot.



4. Vibrato

With your left thumb behind the neck, place your second finger on B $\flat$ on the G string and vibrate while playing a long, sustained bow stroke. Continue with first finger on A, and finally with fourth finger on B.

EE STRINGS PERUSAL BOOK 3: DOUBLE BASS

VIBRATO EXERCISES

First, practice these vibrato exercises without bowing. The lower part of the vibrato motion is shown in small notes, which do not denote actual pitches. You may proceed with the bow once your teacher has approved your left hand motion.

215. 

216. 

217.

218. 

219. 

220. 

221.

222. 

223.

Exercise 223 is a bass clef piece in 4/4 time, key of D major. The melody consists of eighth and quarter notes, with a repeat sign at the end.

VIBRATO

EE STRINGS PERUSAL BOOK 3: DOUBLE BASS

44

Spiccato Bowing

A light bouncing stroke in the lower half of the bow. Play spiccato (off the string) or staccato (on the string) as directed by your teacher. Spiccato is normally used in medium and faster tempos.

Spiccato Notation:



224.



225.



226.



227.



228. SLAVIC FOLK SONG

Allegretto



SPICCATO

229.



230. CAN-CAN

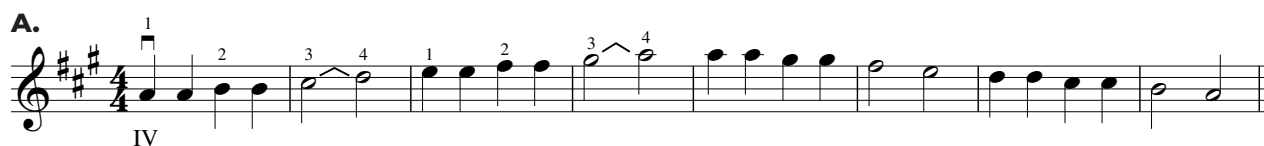
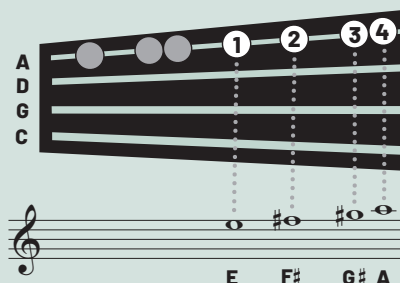
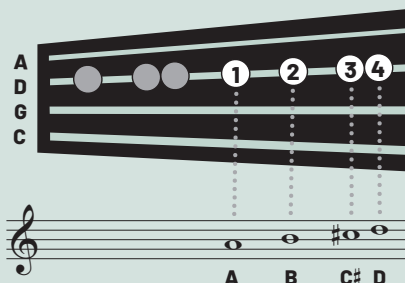
Presto

Jacques Offenbach (1819-1880)

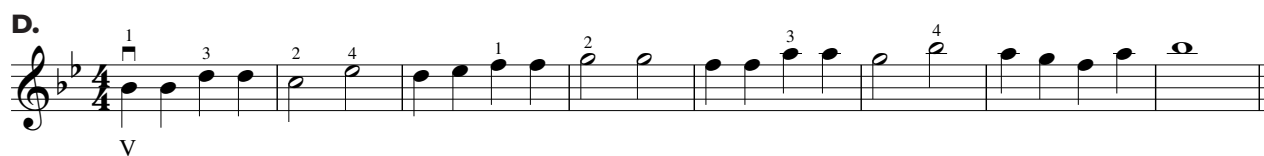
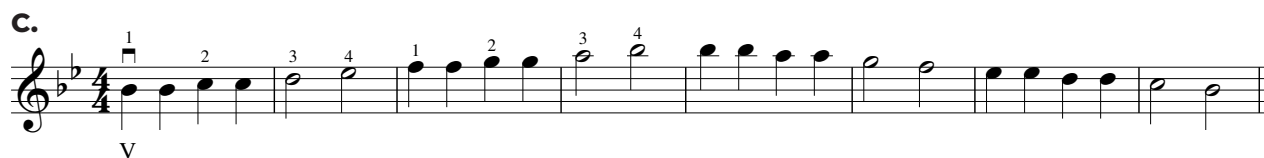
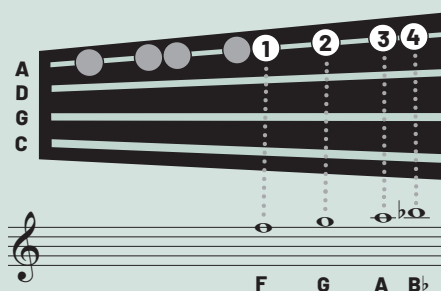
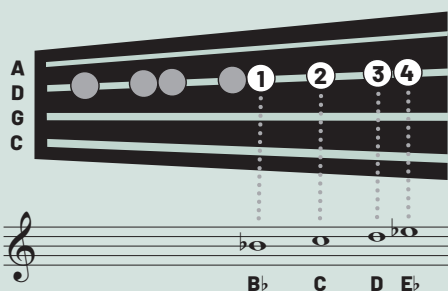


FOR VIOLAS ONLY

FOURTH POSITION ON THE D AND A STRINGS



FIFTH POSITION ON THE D AND A STRINGS



EE STRINGS PERUSAL BOOK 3: VIOLA

46

VIOLA FINGERING CHART

Finger Patterns

These fingering charts include all half steps in the positions shown. Use a combination of half steps and whole steps for most finger patterns.

FIRST AND THIRD POSITION

String	0	1	2	3	4	5	6	7	8	9
A STRING										
D STRING										
G STRING										
C STRING										

SECOND POSITION

String	0	1	2	3	4	5	6	7	8	9
A STRING										
D STRING										
G STRING										
C STRING										

EE STRINGS PERUSAL BOOK 3: VIOLA

47

VIOLA FINGERING CHART

FOURTH POSITION

A STRING

0
A

B **C#** **A**

1 2 2 3 3 4 4
IV
E F F# G G# A

D STRING

0
D

E **F#** **G**

1 2 2 3 3 4 4
IV
A B B# C C# D

G STRING

0
G

C STRING

0
C

FIFTH POSITION

A STRING

0
A

B **C#** **D** **E**

1 1 2 2 3 3 4
V
F F# G G# A B

D STRING

0
D

E **F#** **G** **A**

1 1 2 2 3 4
V
B B# C C# D E

G STRING

0
G

C STRING

0
C

Enharmonics

All sharps and flats have enharmonics which are usually played at the same place on the string by the next finger up or down. For example, an A $\flat$ on the D string in 1st position is played by low 4th finger at the same spot where G# can be played by high 3rd finger. Common enharmonics:

C# D $\flat$ D# E $\flat$ E F $\flat$ E# F F# G $\flat$ G# A $\flat$ A# B $\flat$ B C $\flat$ B# C

EE STRINGS PERUSAL BOOK 3: VIOLA

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COMPOSITION

Composition

Composition is the art of writing original music. A composer often begins by creating a melody made up of individual **phrases**, like short musical “sentences.” Some melodies have phrases that seem to answer or respond to “question” phrases.

Q. AND A. Write your own “answer” to the following melodies.

1. Question



2. Answer



1. Question

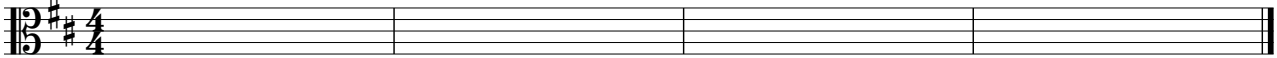


2. Answer



YOU NAME IT: _____

Now write your own music.



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