

Fifth Grade Strings Practice Checklist

Lesson I

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Learn Slurs page 34 #102-105
- 3) Learn C-naturals page 42 #133-135
- 4) **Violas/Cellos** - Learn C String page 50 #163, 164, and 166

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 28 #81 "Pentascala #3 and Arpeggio"
- 3) pg. 42 # 137 "Pentascala #5 and Arpeggio"
- 4) pg. 51 #168 "Pentascala #7 and Arpeggio"

Homework

- 1) Worksheet
- 2) Slurs page 34 #104 and 105
- 3) C-natural page 42 #136 and 137
- 4) **Violas/Cellos** C String page 50 #165 and 167

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____



Name _____

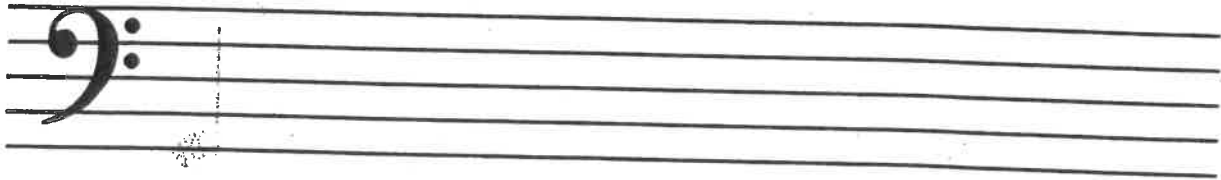
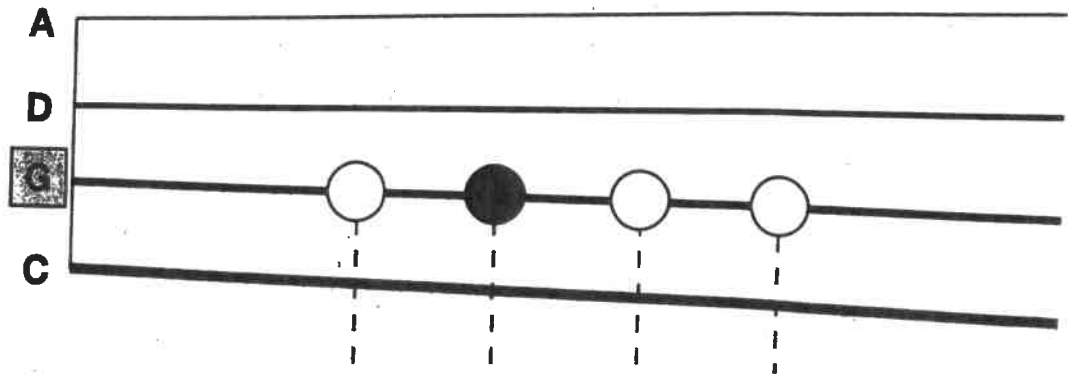
Orchestra/Period _____

Date _____

Open Finger Pattern on the G String—Cello

Instructions:

- Place the proper note names inside the circles on the diagram.
- Draw the corresponding quarter notes on the staff.
- Write the fingering numbers above the notes.



Fifth Grade Strings Practice Checklist

Lesson 2

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Learn Slurs page 34 #106-107
- 3) **Violins/Basses** Learn E String pg. 46 #147, 148, and 150
- 4) **Cellos** - Learn IV Position pg. 44 #141 and 143
- 5) Learn "Resolution" mm. 1-8

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 28 #81 "Pentascle #3 and Arpeggio"
- 3) pg. 42 # 137 "Pentascle #5 and Arpeggio"
- 4) pg. 47 #154 "Pentascle #6 and Arpeggio"
- 5) pg. 51 #168 "Pentascle #7 and Arpeggio"

Homework

- 1) Worksheet
- 2) Slurs page 34 #106 and 107
- 3) **Violins/Basses** E String pg. 46 #149 and 151
- 4) **Cellos** IV Position pg. 44 #142 and 144
- 5) Learn "Resolution" mm. 1-8

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

Fifth Grade Strings Practice Checklist

Lesson 3

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Learn Accents Handout pg. 24 #78
- 3) Learn G Major Scale pg. 47 #155 & 156
- 4) Review "Resolution" mm. 1-8
- 5) Learn "Resolution" mm. 9-16
- 6) Learn "Sourwood Mountain" mm. 1-4

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 3) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 4) pg. 51 #168 "Pentascala #7 and Arpeggio"

Homework

- 1) Worksheet
- 2) Accent Handout pg. 24 #78
- 3) Review "Resolution" mm. 1-8
- 4) Learn "Resolution" mm. 9-16
- 5) Learn "Sourwood Mountain" mm. 1-4

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____



Name _____

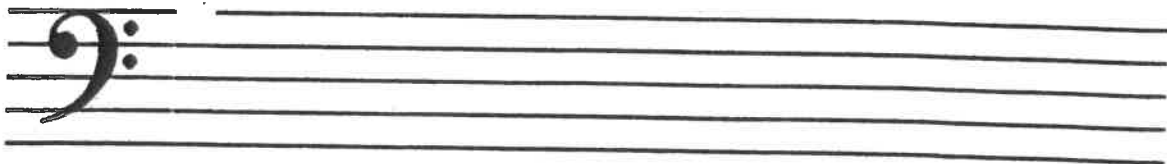
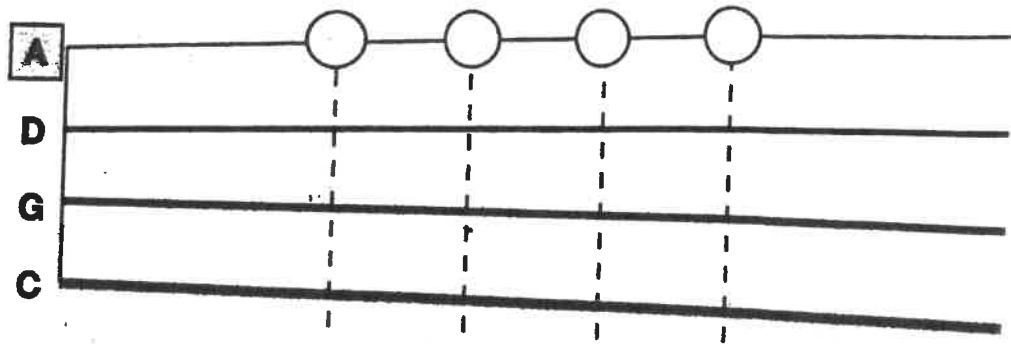
Orchestra/Period _____

Date _____

Relate the A String Chromatic Notes/Fingerings to the Piano Keyboard—Cello

Instructions:

- Place the proper note names inside the circles on the diagram.
- Draw the corresponding quarter notes on the staff.
- Write the fingering numbers above the notes.



78 **Accent!**



CD 1:43

79 **The Merry Wives of Windsor**



OTTO NICOLAI, Germany

Allegro

CD 1:45

Creative Expression—Arrangement #3 (Worksheet #31)

80 **Anvil Chorus***



GIUSEPPE VERDI, Italy

Moderato

CD 1:46

81 **Accent on a Rock**

GERALD ANDERSON, U.S.A.

Allegro

Ear Training Expression—Worksheet #2

Orchestra @ Home

LESSON 1

1. Perform orchestra and vibrato warm-ups to CD 1:43.
2. Practice Lines 78–79. Focus on accents. Remember to hook, release, and stop each accented note.
3. Complete your arrangement.

LESSON 2

1. Perform orchestra and vibrato warm-ups to CD 1:43.
2. Practice and prepare Lines 79–80. Focus on accents. Teach what you learned about accents in opera music to family and friends.
3. Practice Line 81. Focus on placing the bow after the lift for a firm accent.
4. Practice and prepare your arrangement.

LESSON 3

1. Perform orchestra and vibrato warm-ups to CD 1:43.
2. Practice Lines 79–81 refining the use of accents.
3. Perform your arrangement for family and friends.

Fifth Grade Strings Practice Checklist

Lesson 4

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Resolution" mm. 1-16
- 3) Learn "Resolution" mm. 17-24
- 4) Review "Sourwood Mountain" mm. 1-4
- 5) Learn "Sourwood Mountain" mm. 5-12

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 3) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 4) pg. 51 #168 "Pentascala #7 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Resolution" mm. 1-16
- 3) Learn "Resolution" mm. 17-24
- 4) Review "Sourwood Mountain" mm. 1-4
- 5) Learn "Sourwood Mountain" mm. 5-12

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____



Name _____
Orchestra/Period _____
Date _____

Open Finger Pattern on the C String—Cello

Instructions:

1. Place the proper note names inside the circles on the diagram.
2. Draw the corresponding quarter notes on the staff.
3. Write the fingering numbers above the notes.

A

D

G

C

1

2

1

1

Fifth Grade Strings Practice Checklist

Lesson 5

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Resolution" mm. 1-24
- 3) Learn "Resolution" mm. 25-32
- 4) Review "Sourwood Mountain" mm. 1-12
- 5) Learn "Sourwood Mountain" mm. 13-20

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 3) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 4) pg. 51 #168 "Pentascala #7 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Resolution" mm. 1-24
- 3) Learn "Resolution" mm. 25-32
- 4) Review "Sourwood Mountain" mm. 1-12
- 5) Learn "Sourwood Mountain" mm. 13-20

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____



Name _____
Orchestra/Period _____
Date _____

Masterworks Word Search

Instructions:

Complete the word search by identifying and circling the names of the six masterworks and six composers you have studied:

- | | |
|-------------|------------|
| Carmen | Bizet |
| Ode to Joy | Beethoven |
| Hoedown | Copland |
| Brandenburg | Bach |
| Blue Danube | Strauss |
| Firebird | Stravinsky |

B R A N D E N B U R G A
 E S T H A M U S S I L Y
 E A H O S A R O T T R K
 T S F I R E B I R D B S
 H I S G C O H M A C E N
 O D E T O J O Y U W C I
 V E T Z P L E R S I A V
 E N A H L I D A S O R A
 N E C R A S O N T R M R
 E A N U N T W B I Z E T
 B L U E D A N U B E N S

Fifth Grade Strings Practice Checklist

Lesson 6

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Resolution" mm. 1-32
- 3) Learn "Resolution" mm. 33-40
- 4) Review "Sourwood Mountain" mm. 1-20
- 5) Learn "Sourwood Mountain" mm. 21-28

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 3) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 4) pg. 51 #168 "Pentascala #7 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Resolution" mm. 1-32
- 3) Learn "Resolution" mm. 33-40
- 4) Review "Sourwood Mountain" mm. 1-20
- 5) Learn "Sourwood Mountain" mm. 21-28

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

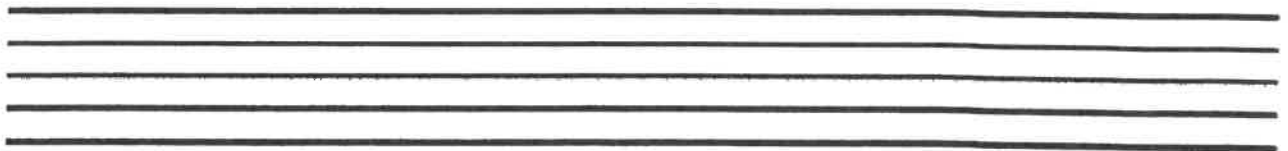
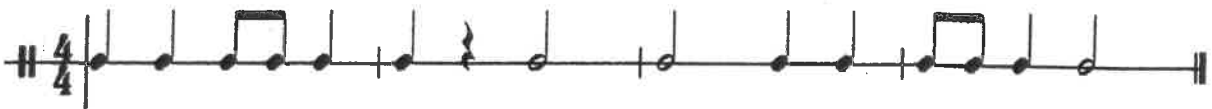
Name: _____

Date: _____

Creative Expression

G Major Scale Composition

- Create four measures by writing the clef for your instrument, a time signature, bar lines, and a repeat sign.
- Create four measures of music by adding G Major Scale pitches to the rhythm provided below. Start and end on G.
- Play your Song!



Fifth Grade Strings Practice Checklist

Lesson 7

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Resolution" mm. 1-40
- 3) Learn "Resolution" mm. 41-48
- 4) Review "Sourwood Mountain" mm. 1-28
- 5) Learn "Sourwood Mountain" mm. 29-36

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 3) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 4) pg. 51 #168 "Pentascala #7 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Resolution" mm. 1-40
- 3) Learn "Resolution" mm. 41-48
- 4) Review "Sourwood Mountain" mm. 1-28
- 5) Learn "Sourwood Mountain" mm. 29-36

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

Name: _____

Date: _____

Creative Expression

Composition Part 1

- **Create four measures by writing the clef for your instrument, a time signature, bar lines, and a repeat sign.**
- **Create a rhythm four measures long by using quarter notes, eighth notes, half notes, and quarter rests.**
- **Count and play your Rhythm!**

Fifth Grade Strings Practice Checklist

Lesson 8

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Resolution" mm. 1-48
- 3) Learn "Resolution" mm. 49-54
- 4) Review "Sourwood Mountain" mm. 1-36
- 5) Learn "Sourwood Mountain" mm. 37-44

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 3) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 4) pg. 51 #168 "Pentascala #7 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Resolution" mm. 1-48
- 3) Learn "Resolution" mm. 49-54
- 4) Review "Sourwood Mountain" mm. 1-36
- 5) Learn "Sourwood Mountain" mm. 37-44

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

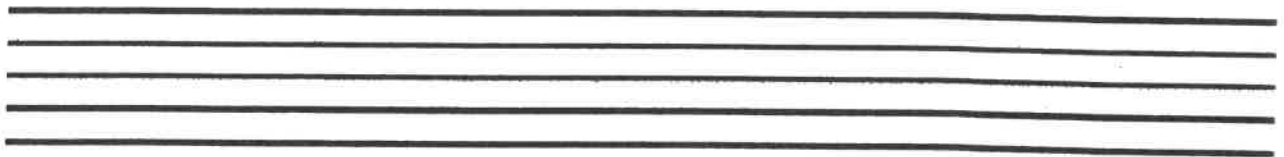
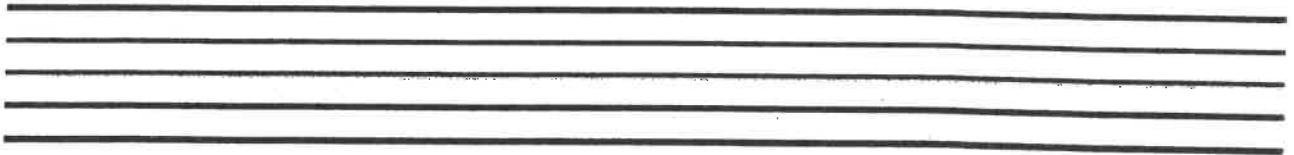
Name: _____

Date: _____

Creative Expression

G String Composition Part 2

- Create four measures by writing the clef for your instrument, a time signature, bar lines, and a repeat sign.
- Create four measures of music by adding G string pitches to the rhythm you created last week. Start and end on G.
- Play your Song!



Fifth Grade Strings Practice Checklist

Lesson 9

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Resolution" mm. 1-54
- 3) Learn "Resolution" mm. 55-62
- 4) Review "Sourwood Mountain" mm. 1-44
- 5) Learn "Sourwood Mountain" mm. 45-52

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 3) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 4) pg. 51 #168 "Pentascala #7 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Resolution" mm. 1-54
- 3) Learn "Resolution" mm. 55-62
- 4) Review "Sourwood Mountain" mm. 1-44
- 5) Learn "Sourwood Mountain" mm. 45-52

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

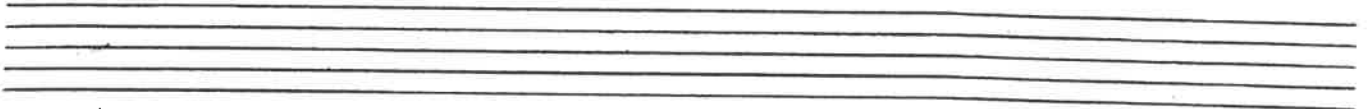
Speed Drill on D Major Note Names

Instructions:

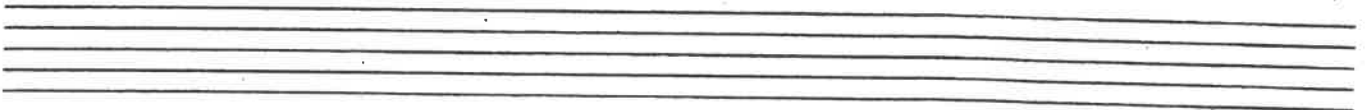
On the staff below, draw your clef sign and draw quarter notes above each letter name (add sharps before F and C). Try to complete all three lines in one minute or less.



D F# B E C# A G E B open D



B F# D B E G A C# A B



E G A C# E B F# D D open B

Fifth Grade Strings Practice Checklist

Lesson 10

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Resolution" mm. 1-62
- 3) Learn "Resolution" mm. 63-end
- 4) Review "Sourwood Mountain" mm. 1-52
- 5) Learn "Sourwood Mountain" mm. 53-end

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 3) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 4) pg. 51 #168 "Pentascala #7 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Resolution" mm. 1-62
- 3) Learn "Resolution" mm. 63-end
- 4) Review "Sourwood Mountain" mm. 1-52
- 5) Learn "Sourwood Mountain" mm. 53-end

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____



Name _____
Orchestra/Period _____
Date _____

First Semester Orchestra Review

I. Fill in the blanks. Use each tool/term only once.

music staff
scale
bar line
chord
measure
arpeggio

repeat sign
double stop
clef sign
tempo
time signature
andante

ledger lines
allegro
arco
moderato
pizzicato
key signature

bow lift
round
sharp sign
ABA form
double bar
pentascale

- _____ allow us to play notes above and below the staff.
- The _____ indicates the end of a piece.
- The _____ has five lines and four spaces.
- A _____ has two lines and two dots and means to perform a section or the composition again.
- A comma is the sign for a _____.
- _____ means to play with the bow.
- A _____ separates the staff into measures.
- A _____ raises the pitch one half step.
- _____ means to pluck the string.
- _____ means to play the music at a fast tempo.
- A _____ is placed at the beginning of the staff to denote the pitch of one of the lines.
- A slow walking speed of music is described as _____.
- When musicians play the exact same music but begin at different times, it is called a _____.
- When music moves in ascending or descending order, it is called a _____.
- The space between two bar lines is called a _____.
- A _____ is three or more notes played at the same time.
- A _____ has five notes moving in ascending or descending order.
- When you play two notes at the same time it is called a _____.
- The _____ tells us how many beats are in a measure.
- Music that sounds the same at the beginning and end with something different in the middle is called _____.
- When you play the notes of a chord one at a time, it is called an _____.
- _____ is the speed of the music.
- The _____ tells us which notes to play sharp or flat.
- _____ means to play the music at a moderate tempo.

Fifth Grade Strings Practice Checklist

Lesson II

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Learn F-natural pg. 40 #126-128
- 3) Review "Resolution" ALL
- 4) Review "Sourwood Mountain" ALL

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 3) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 4) pg. 51 #168 "Pentascle #7 and Arpeggio"

Homework

- 1) Worksheet
- 2) Play pg. 41 #130 "Pentascle #4 and Arpeggio"
- 3) Review "Resolution" ALL
- 4) Review "Sourwood Mountain" ALL

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____



Name _____

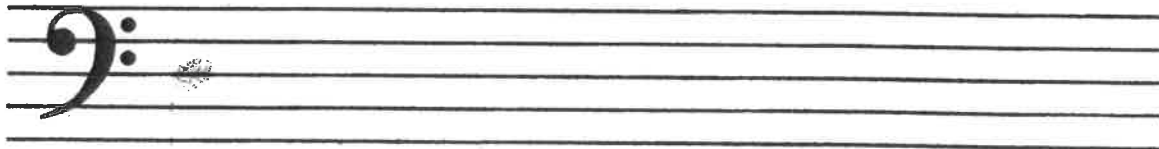
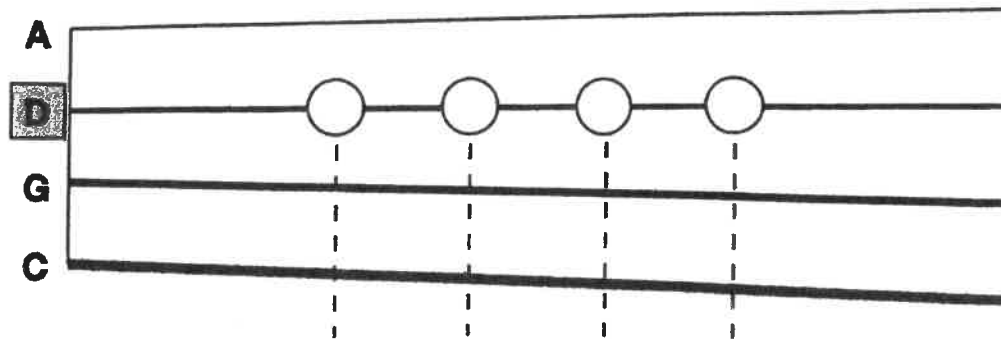
Orchestra/Period _____

Date _____

Relate the D String Chromatics to the Piano Keyboard—Cello

Instructions:

- Place the proper note names inside the circles on the diagram.
- Draw the corresponding notes on the staff.
- Write the fingering numbers above the notes.



Sourwood Mountain

CELLO

Arranged by Bob Phillips (ASCAP)

Allegro

1 *mf* 2 3 4 *f* 5 *f* 6 7 8 9 *mf* 10 11 12 13 *f* 14 15 16 17 *mf* 18 19 20 21 *f* 22 23 24 25 *p* 26 27 28 29 *f* 30 31 32 33 *mf* 34 35 36 37 *f* 38 39 40 41 42 43 44 45 *mf* 46 47 48 49 *f* 50 51 52 53 54 55 56 *V*

41245

Copyright © 2014 by Highland/Erling Publishing,
a division of ALFRED MUSIC
All Rights Reserved. Printed in USA.


Purchase a full-length
performance recording!
alfred.com/downloads

5 copies sold to Brianna Pesce by J. W Pepper & Son Inc. on Sep 7, 2023



Cello

Resolution

SEAN O'LOUGHLIN

Allegro $\text{♩} = 144$

BAS21

7 9 17 21 25 33 41 Aggressive 49 55 Intense 63

f *f* *p* *mf* *mf* *mf* *mf* *f* *ff* *mf* *f*

Fifth Grade Strings Practice Checklist

Lesson 12

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Learn C Major Scale pg. 51 #170 and 171
- 3) **Basses** - Learn II Position pg. 51 #169
- 4) Learn "Dragon Dances" mm. 1-20

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 3) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 4) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 5) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) **Basses** - II Position pg. 51 #169
- 3) Learn "Dragon Dances" mm. 1-20

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____



Name _____

Orchestra/Period _____

Date _____

Finger Patterns on the D and A Strings—Cello

Instructions:

- Place the proper note names inside the circles on the diagram.
- On the staff above the fingerboard, draw the corresponding quarter notes for the A string.
- On the staff below the fingerboard, draw the corresponding quarter notes for the D string.
- Write the fingering numbers above all the notes.

The diagram shows a fingerboard for the cello with two strings labeled 'A' and 'D'. The A string is the upper line and the D string is the lower line. There are four circles on each string representing finger positions. The third circle on both strings contains a solid black dot, indicating the third finger position. Below the fingerboard are two empty bass clef staves for writing notes and fingering numbers.

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Learn $\frac{3}{4}$ Time Signature
pg. 36 #112-114
- 3) Review "Dragon Dances" mm. 1-20
- 4) Learn "Dragon Dances"
mm. 21-36
- 5) Learn "Lotus Dance"
mm. 1-12

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Dragon Dances" mm. 1-20
- 3) Learn "Dragon Dances" mm. 21-36
- 4) Learn "Lotus Dance" mm. 1-12

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

Name: _____

Date: _____

Creative Expression

Composition Part 1

- Create four measures by writing the clef for your instrument, a time signature, bar lines, and a repeat sign.
- Create a rhythm four measures long by using quarter notes, eighth notes, half notes, and quarter rests.
- Count and play your Rhythm!

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Dragon Dances" mm. 1-36
- 3) Learn "Dragon Dances" mm. 37-52
- 4) Review "Lotus Dance" mm. 1-12
- 5) Learn "Lotus Dance" mm. 13-22

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Dragon Dances" mm. 1-36
- 3) Learn "Dragon Dances" mm. 37-52
- 4) Review "Lotus Dance" mm. 1-12
- 5) Learn "Lotus Dance" mm. 13-22

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

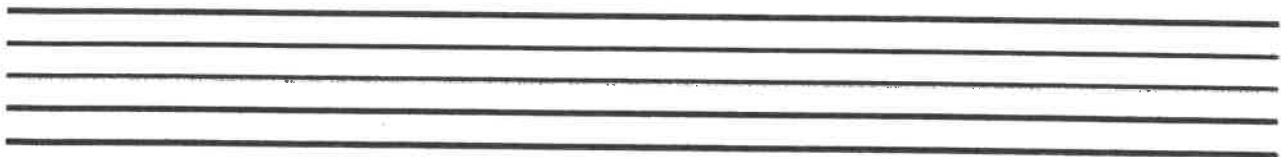
Name: _____

Date: _____

Creative Expression

Composition Part 2

- Create four measures by writing the clef for your instrument, a time signature, bar lines, and a repeat sign.
- Create four measures of music by adding C-scale pitches to the rhythm you created in Composition Part 1. Start and end on C.
- Play your Song!



- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Dragon Dances" mm. 1-52
- 3) Learn "Dragon Dances" mm. 53-60
- 4) Review "Lotus Dance" mm. 1-22
- 5) Learn "Lotus Dance" mm. 23-30

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Dragon Dances" mm. 1-52
- 3) Learn "Dragon Dances" mm. 53-60
- 4) Review "Lotus Dance" mm. 1-22
- 5) Learn "Lotus Dance" mm. 23-30

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

Additional Games

Note Values

Instructions:

Fill in the blanks using the following information as a guide:

In $\frac{4}{4}$ and $\frac{2}{4}$ time:

Quarter note = 1 beat

Eighth note = $\frac{1}{2}$ beat

1. There are _____ eighth notes in one quarter note.
2. There are _____ quarter notes in six eighth notes.
3. There are _____ eighth notes in two quarter notes.
4. Three quarter notes equal _____ eighth notes.
5. Four eighth notes equal _____ beats.
6. Three eighth notes equal _____ beats.

Fifth Grade Strings Practice Checklist

Lesson 16

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Dragon Dances" mm. 1-60
- 3) Learn "Dragon Dances" mm. 61-80
- 4) Review "Lotus Dance" mm. 1-30
- 5) Learn "Lotus Dance" mm. 31-38

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Dragon Dances" mm. 1-60
- 3) Learn "Dragon Dances" mm. 61-80
- 4) Review "Lotus Dance" mm. 1-30
- 5) Learn "Lotus Dance" mm. 31-38

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

Time Signatures

Instructions:

- The top number tells how many beats in a measure.
- The bottom number tells what kind of note will receive one beat.

1. A _____ gets one beat in $\frac{2}{4}$ time.
2. There are _____ beats in a measure in $\frac{4}{4}$ time.
3. There are _____ beats in a measure in $\frac{2}{4}$ time.
4. A _____ gets one beat in $\frac{4}{4}$ time.

Fifth Grade Strings Practice Checklist

Lesson 17

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Dragon Dances" mm. 1-80
- 3) Learn "Dragon Dances" mm. 81-end
- 4) Review "Lotus Dance" mm. 1-38
- 5) Learn "Lotus Dance" mm. 39-46

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Dragon Dances" mm. 1-80
- 3) Learn "Dragon Dances" mm. 81-end
- 4) Review "Lotus Dance" mm. 1-38
- 5) Learn "Lotus Dance" mm. 39-46

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

Rhythm Line #2

Instructions:

Write the subdivided counting under the notes.

The image shows two musical staves. The top staff is in 4/4 time and contains the following rhythmic notation: a quarter note, a beamed eighth note pair, a quarter note, a quarter rest, a quarter note, a beamed eighth note pair, a quarter note, a quarter note, a quarter note, a quarter note, a quarter note, a quarter note, a beamed eighth note pair, a quarter note, a quarter rest, a quarter note, a beamed eighth note pair, a quarter note, a quarter rest. The bottom staff is in 2/4 time and contains the following rhythmic notation: a quarter note, a quarter note, a quarter note, a quarter note, a beamed eighth note pair, a quarter note, a beamed eighth note pair, a quarter note, a quarter note, a quarter note.

Fifth Grade Strings Practice Checklist

Lesson 18

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Dragon Dances" ALL
- 3) Review "Lotus Dance" mm. 1-46
- 4) Learn "Lotus Dance" mm. 47-end

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Dragon Dances" ALL
- 3) Review "Lotus Dance" mm. 1-46
- 4) Learn "Lotus Dance" mm. 47-end

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

- II. Fill in each blank with a composer's name listed below. You may use each composer name more than once. You will need to remember these facts in order to write about each of these composers in another section of the semester assessment.

Johann Strauss II

Igor Stravinsky

Antonio Vivaldi

Johannes Brahms

1. _____ was known as "The Waltz King."
2. In 1879 Breslau University awarded _____ the honorary degree of doctor of philosophy. He wrote "Academic Festival Overture" in return for this honor.
3. The works of _____ feature complex harmonies, irregular rhythms and time signatures, and melodies with unpredictable leaps.
4. _____ composed "On the Beautiful Blue Danube," originally written as a song with words about the benefits of electric street lighting.
5. It has been said that _____ would begin a composition in the morning, members of the orchestra would copy the parts and rehearse it that afternoon, and he would conduct the new waltz that night.
6. _____ was a driving force behind most of the important musical developments of the first half of the twentieth century.
7. _____ wrote a collection of four different concertos for solo violin and string orchestra. Each concerto was named for a different season of the year: winter, spring, summer, and fall.
8. _____ is celebrated for his superb craftsmanship and enormous output of more than 500 concertos.
9. _____ is considered one of the greatest composers of the nineteenth-century romantic period and a champion of "pure music" (music that has no words or meaning other than the music itself).
10. _____ composed "Academic Festival" based on student songs that were popular at the time.
11. The music of _____ reflected the industrial revolution as compositions became more complex.
12. _____ was an Italian composer who lived from 1678 to 1741 and wrote in the baroque style.
13. His father wanted him to be a banker; instead, _____ secretly studied the violin and composed numerous pieces until his debut at the age of 19.
14. Vienna is still recognized as the "Waltz Capital of the World" and was the home of _____, the well-known composer of waltzes.
15. _____ composed the music for the ballet about a beautiful firebird and an evil magician called *The Firebird*.
16. _____ pushed instruments into extended ranges and required that players learn difficult new techniques.
17. In 1703 _____ became the violin instructor at the Venetian Ospedale (Venice Orphanage Conservatory).
18. _____ was ordained as a priest; because of his flaming red hair, he was nicknamed "The Red Priest."
19. From a young age, _____ studied piano and made his first public appearance at the age of ten. Soon after, he began to earn a little money by playing piano in taverns and restaurants.
20. _____ never departed from his humble roots; he preferred to dine in simple restaurants and wear a loose-fitting flannel shirt instead of formal clothes.

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Dragon Dances" ALL
- 3) Review "Lotus Dance" ALL

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Dragon Dances" ALL
- 3) Review "Lotus Dance" ALL

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

DRAGON DANCES

SOON HEE NEWBOLD
(ASCAP)

Allegro (♩ = 100-108)

4 5 6 7 8

9 10 11 12 13 14

15 16 17 18 19 20

21 22 23 24 25

26 27 28 29 30

31 32 33 34 35

36 37 38 39 40

41 42 43 44 45

Copyright © 2003 The FJH Music Company Inc.
International Copyright Secured. Made in U.S.A. All Rights Reserved.

WARNING! This arrangement is protected by copyright law. Copying or reproducing it by any method without the publisher's written permission is an infringement of copyright law. Anyone who reproduces copyrighted materials is subject to substantial penalties for each infringement.

Cello

Lotus Dance

KATHRYN GRIESINGER

Moderato $\text{♩} = 120$

BAS74

1 *mp* **pizz.** 2 3 4 5 6

7 8 9 10 11 12

13 **arco** *mf* 14 15 16 17 18

19 *mp* **pizz.** 20 21 22 23 **arco** *mf* 24

25 26 27 28 29 30

31 *f* 32 33 34 35 36 37 **pizz.** 38

39 *mf* 40 41 42 43 44

45 46 47 **arco** 48 49 50 51

52 *mp* **pizz.** 53 54 55 56 57

Dragon Dances - Vcl.

46 47 48 49 50

53 51 52 54 55

56 57 58 59 60

61 62 63 64 65

66 67 68 69 70

73 Slightly Slower 8 81 pizz f 82 83

84 85 86 87 88 89

93 Tempo I arco 90 91 92 93

96 97 98 99

Fifth Grade Strings Practice Checklist

Lesson 20

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Learn Hooked Bow pg. 39 #121-123
- 3) Learn "Enchanted Village" mm. 1-18
- 4) Learn "Shockwave" mm. 1-16

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Hooked Bowing pg. 39 #122-123
- 3) Learn "Enchanted Village" mm. 1-18
- 4) Learn "Shockwave" mm. 1-16

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

Additional Games

Note Values

Instructions:

Fill in the blanks using the following information as a guide:

In $\frac{4}{4}$ and $\frac{2}{4}$ time:

Quarter note = 1 beat

Eighth note = $\frac{1}{2}$ beat

1. There are _____ eighth notes in one quarter note.
2. Two quarter notes equal _____ eighth notes.
3. There are _____ eighth notes in four quarter notes.
4. Three quarter notes equal _____ eighth notes.
5. Four eighth notes equal _____ beats.
6. Three eighth notes equal _____ beats.

Fifth Grade Strings Practice Checklist

Lesson 2I

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Enchanted Village" mm. 1-18
- 3) Learn "Enchanted Village" mm. 19-27
- 4) Review "Shockwave" mm. 1-16
- 5) Learn "Shockwave" mm. 17-24

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Enchanted Village" mm. 1-18
- 3) Learn "Enchanted Village" mm. 19-27
- 4) Review "Shockwave" mm. 1-16
- 5) Learn "Shockwave" mm. 17-24

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

Speed Drill on D Major Note Names

Rhythm Line #3

Instructions:
Write the subdivided counting under the notes.

The image shows two musical staves in 3/4 time. The first staff begins with a treble clef and a 3/4 time signature. It contains a sequence of notes: a quarter note, a quarter note, a quarter note, a half note, a quarter note, a quarter note, a quarter note, a quarter note, and a quarter note. The second staff also begins with a treble clef and a 3/4 time signature. It contains a sequence of notes: a quarter note, a quarter note, a quarter note, a quarter note, a quarter note, a quarter note, a quarter note, a quarter note, and a quarter note. Both staves end with a double bar line.

Fifth Grade Strings Practice Checklist

Lesson 22

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Enchanted Village" mm. 1-27
- 3) Learn "Enchanted Village" mm. 28-35
- 4) Review "Shockwave" mm. 1-24
- 5) Learn "Shockwave" mm. 25-32

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Enchanted Village" mm. 1-27
- 3) Learn "Enchanted Village" mm. 28-35
- 4) Review "Shockwave" mm. 1-24
- 5) Learn "Shockwave" mm. 25-32

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____

II. Fill in each blank with a composer's name. You may use each name more than once.

Georges Bizet
Ludwig van Beethoven
Aaron Copland
Johann Sebastian Bach

1. _____ was deaf when he composed his *Ninth Symphony*.
2. _____ was a French composer who composed an opera about Spain and bull fights.
3. _____ was a composer who wrote for the church as well as royalty. He also taught in the church school.
4. _____ is considered the bridge between the classical period and nineteenth-century romanticism.
5. _____ was a composer in the baroque period.
6. _____ was an American nationalist and wrote music using American folk forms.
7. _____ was never paid by the Duke of Brandenburg for his concertos.
8. _____ wrote ballet music using the American rodeo as his theme.
9. _____ wrote "Ode to Joy," which described his feelings about the brotherhood of man.
10. _____ used fiddle music in his composition *Rodeo*.
11. The music of _____ is a good example of nineteenth-century romantic characteristics of strong emotion, nationalism, and lush writing for orchestra.
12. His opera *Carmen* has become the world's most popular opera. His last name is _____.

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Enchanted Village" mm. 1-35
- 3) Learn "Enchanted Village" mm. 36-43
- 4) Review "Shockwave" mm. 1-32
- 5) Learn "Shockwave" mm. 33-46

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Enchanted Village" mm. 1-35
- 3) Learn "Enchanted Village" mm. 36-43
- 4) Review "Shockwave" mm. 1-32
- 5) Learn "Shockwave" mm. 33-46

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

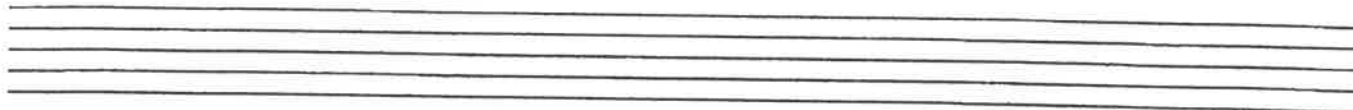
Parent Initials: _____

Additional Game

Speed Drill on G Major Note Names

Instructions:

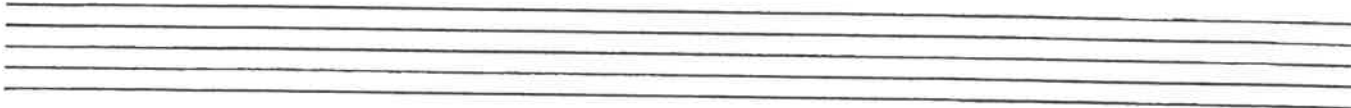
On the staves below, draw the clef sign for the instrument you play, and draw whole notes above each letter name. Add a sharp *before* F. Strive to complete all three lines in one minute or less.



D F# B G C A G E F# D



B F# D B E G A C G B



C G A C E B F# A D B

Fifth Grade Strings Practice Checklist

Lesson 24

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Enchanted Village" mm. 1-43
- 3) Learn "Enchanted Village" mm. 44-50
- 4) Review "Shockwave" mm. 1-46
- 5) Learn "Shockwave" mm. 47-54

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Enchanted Village" mm. 1-43
- 3) Learn "Enchanted Village" mm. 44-50
- 4) Review "Shockwave" mm. 1-46
- 5) Learn "Shockwave" mm. 47-54

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____



Name _____

Orchestra/Period _____

Date _____

I play the (circle one): Violin Viola Cello String Bass

Additional Games: Note Values, Note Names in D Major, Time Signatures, Rhythm Line in 3/4

Note Values

Instructions:

Fill in the blanks using the following information as a guide:

In $\frac{4}{4}$, $\frac{3}{4}$, and $\frac{2}{4}$ time:

Quarter note = 1 beat

Half note = 2 beats

Eighth note = 1/2 beat

1. _____ tied eighth notes = one quarter note.
2. _____ tied quarter notes = two tied half notes.
3. _____ tied eighth notes in one half note.
4. Two tied quarter notes equal _____ beats.
5. Three tied half notes equal _____ beats.
6. Four tied eighth notes equal _____ beats.

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Enchanted Village" mm. 1-50
- 3) Learn "Enchanted Village" mm. 51-end
- 4) Review "Shockwave" mm. 1-54
- 5) Learn "Shockwave" mm. 55-end

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Enchanted Village" mm. 1-50
- 3) Learn "Enchanted Village" mm. 51-end
- 4) Review "Shockwave" mm. 1-54
- 5) Learn "Shockwave" mm. 55-end

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____



Time Signatures

Instructions:

Fill in the blanks using the following information as a guide:

- The top number tells how many beats in a measure.
- The bottom number tells what kind of note will receive one beat.

1. A _____ gets one count in $\frac{3}{4}$ time.
2. There are _____ counts in a measure in $\frac{4}{4}$ time.
3. There are _____ counts in a measure in $\frac{3}{4}$ time.
4. A _____ gets one count in $\frac{2}{4}$ time.
5. There are _____ counts in a measure in $\frac{2}{4}$ time.
6. A _____ gets one count in $\frac{4}{4}$ time.

- Students should try to practice **10-15 minutes** every day for at least 6 days a week
- Instrument, book, pencil and CD (optional) are needed for every practice session

In-Class Agenda

- 1) Introduce Worksheet
- 2) Review "Enchanted Village" ALL
- 3) Review "Shockwave" ALL

Warm-Ups

- 1) pg. 34 #105 "D Major Scale Slurred"
- 2) pg. 36 #114 "Waltz in 3D"
- 3) pg. 47 #155 "G Major Scale #1 and Arpeggio"
- 4) pg. 47 #156 "G Major Scale #2 and Arpeggio"
- 5) pg. 51 #170 "C Major Scale #1 and Arpeggio"
- 6) pg. 51 #171 "C Major Scale #2 and Arpeggio"

Homework

- 1) Worksheet
- 2) Review "Enchanted Village" ALL
- 3) Review "Shockwave" ALL

Students should fill out the number of minutes they practice per day. Parents need to initial at the bottom the night before their child's lesson to verify the amount of time practiced.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Parent Initials: _____



Name _____

Orchestra/Period _____

Date _____

Second Semester Orchestra Review

I. Fill in the blanks. Use each tool only once. You will need to remember the tools and their appropriate definitions to complete another part of the semester assessment.

1st and 2nd endings
tie
duet
legato
whole step
chromatics
common time

dotted half note
octave
ostinato
slur
anacrusis
staccato
slurred staccato (hooked bowing)

half step
intonation
natural
waltz
concerto
symphony

1. _____ are notes altered with sharps, flats, or naturals.
2. When two players perform a composition with different parts, it is called a _____.
3. A _____ is the smallest interval between two notes.
4. A _____ cancels a sharp or flat.
5. _____ is the same as 4/4 time.
6. When notes are played separated or detached with a space between them, it is called _____ bowing.
7. A _____ connects two notes of the same pitch together.
8. _____ are used to repeat music and give it a different conclusion the second time.
9. A _____ connects two or more notes of different pitches.
10. Two half steps together form a _____.
11. _____ is how well each note is played in tune.
12. When you play with smooth, connected bow strokes, you are using _____ bowing.
13. One or more notes preceding the first complete measure is called an _____.
14. Stopping the bow between notes while the bow moves in one direction is called _____.
15. A _____ is a dance for a couple in 3/4 time.
16. A _____ note receives three beats of sound in 3/4 time.
17. The distance from one note to the next note of the same name is an _____.
18. A _____ is a multi-movement piece for orchestra that features one or more solo instruments.
19. An _____ is a short musical pattern that is repeated persistently.
20. A _____ is a composition usually containing four movements.

Shockwave

Cello

Aggressive $\text{♩} = 152$

LARRY CLARK

BAS40

The musical score for Cello, titled "Shockwave" by Larry Clark, is presented in bass clef with a key signature of one sharp (F#) and a 4/4 time signature. The tempo is marked "Aggressive" with a quarter note equal to 152 beats per minute. The score is divided into 77 measures across ten staves. The first staff begins with a "divide" instruction and a half note F#2. The second staff includes a boxed measure number "9" and a "f marc." marking. The third staff starts with a boxed measure number "17", "mp legato", and a "div." marking at measure 25. The fourth staff has a boxed measure number "33". The fifth staff features "n div." markings at measures 37 and 41. The sixth staff has a boxed measure number "47" and a "div." marking. The seventh staff includes a boxed measure number "55", a "2" marking, and a "(v)" marking. The eighth staff has boxed measure numbers "65" and "66", "A Tempo", "div.", and "f marc." markings. The ninth staff has boxed measure numbers "71" and "72". The tenth staff ends with a boxed measure number "76" and a "ff" marking. The score is filled with rhythmic patterns, accents, and dynamic markings such as *f*, *mp*, *p*, and *ff*.

Cello

Enchanted Village

SEAN O'LOUGHLIN

Slow $\text{♩} = 76$

BAS41

p

11 Fast $\text{♩} = 138$

rit. *mf*

19 *f*

28 *n*

36 *p legato* *mf* *p legato*

44 *p*

51 *mp* *mf* *f*

59 *ff*