

# Fifth Grade Strings Practice Checklist

# Lesson 1

- 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 "Pentascle #3 and Arpeggio"
- 3) pg. 42 # 137 "Pentascle #5 and Arpeggio"
- 4) pg. 51 #168 "Pentascle #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 |
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Parent Initials: \_\_\_\_\_



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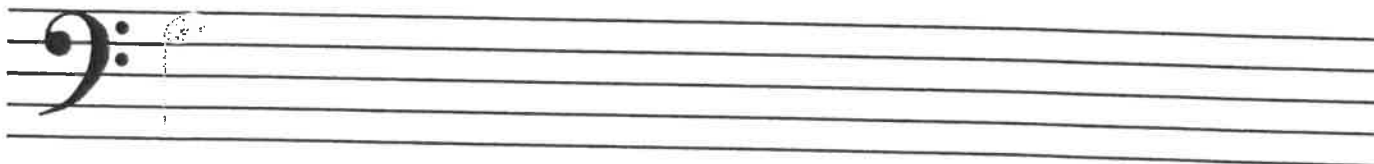
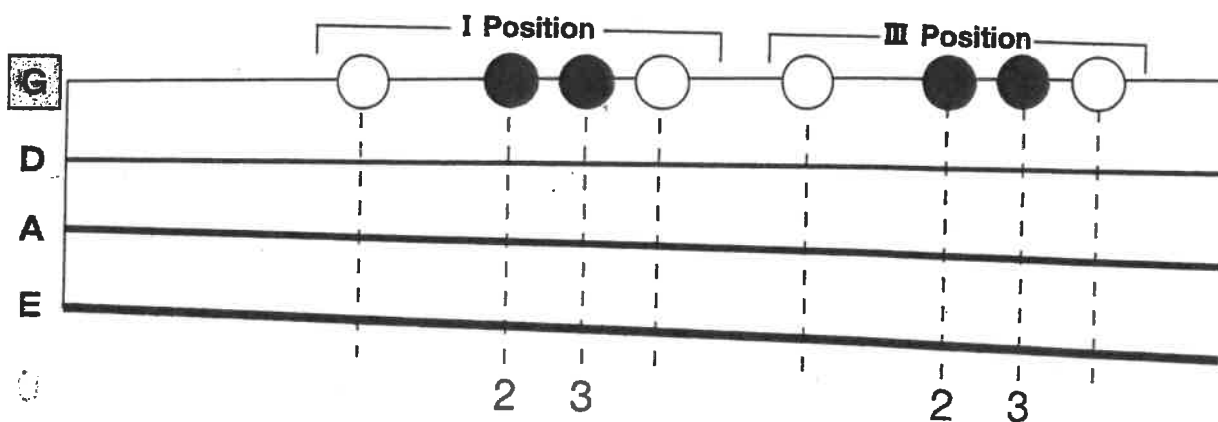
Orchestra/Period \_\_\_\_\_

Date \_\_\_\_\_

## Bass Finger Pattern on the G String—String Bass

**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.

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# 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.

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Name \_\_\_\_\_

Orchestra/Period \_\_\_\_\_

Date \_\_\_\_\_

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

**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.

The diagram shows a four-line staff with labels G, D, A, and E on the left. A thick line representing the A string is drawn across the staff. Above the staff, two brackets indicate 'I Position' (covering the first two circles) and 'III Position' (covering the last three circles). There are seven circles on the A string line, alternating in shading: white, white, black, white, white, black, black. Below the circles are vertical dashed lines leading to the numbers 3, 2, and 3. Below the staff is a blank bass clef staff.

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**

**Allegro**

GERALD ANDERSON, U.S.A.

**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.

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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 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.

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Parent Initials: \_\_\_\_\_



Name \_\_\_\_\_

Orchestra/Period \_\_\_\_\_

Date \_\_\_\_\_

## String Bass Finger Pattern on the E String—Bass

**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.

I Position      III Position

G  
D  
A  
E

3   4   2   3

# 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.

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Parent Initials: \_\_\_\_\_

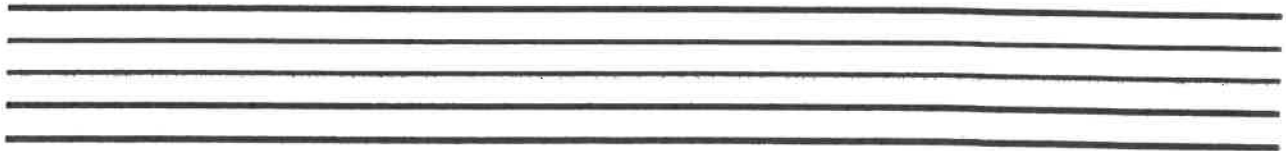
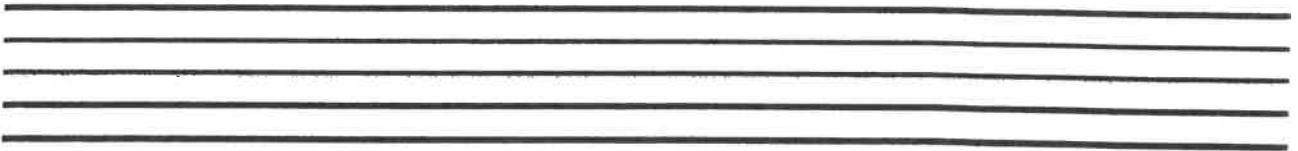
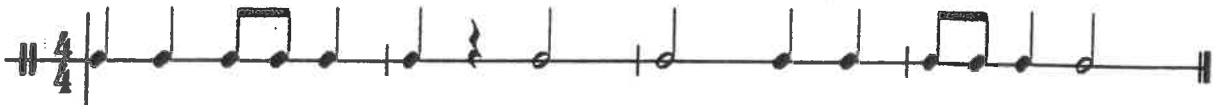
Name: \_\_\_\_\_

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.

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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!

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# 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 |
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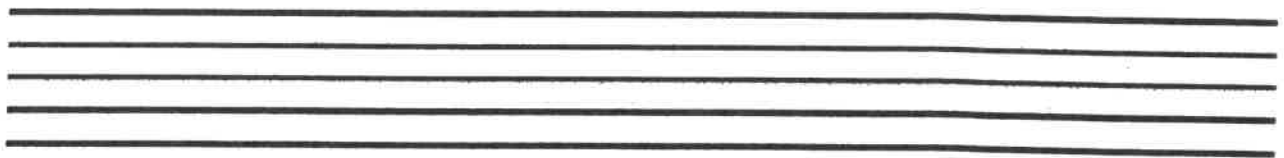
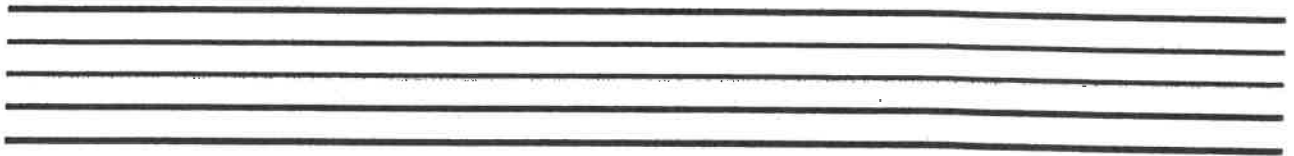
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Date: \_\_\_\_\_

## 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.

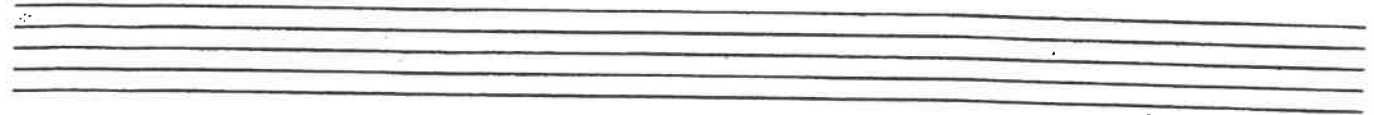
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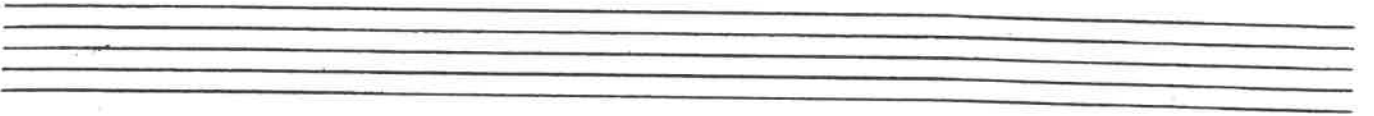
### Speed Drill on D Major Note Names

**Instructions:**

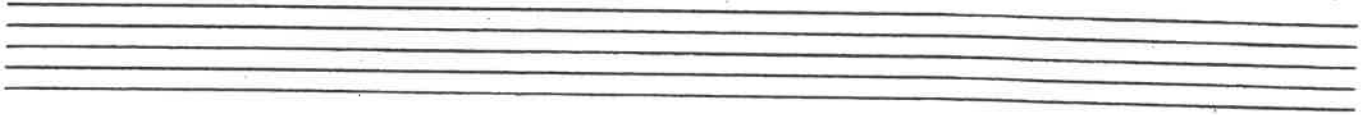
On the staff below, draw your clef sign and draw quarter notes above each letter name (add sharps before F and C). Try to complete all three lines in one minute or less.



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

- 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

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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

1. \_\_\_\_\_ allow us to play notes above and below the staff.
2. The \_\_\_\_\_ indicates the end of a piece.
3. The \_\_\_\_\_ has five lines and four spaces.
4. A \_\_\_\_\_ has two lines and two dots and means to perform a section or the composition again.
5. A comma is the sign for a \_\_\_\_\_.
6. \_\_\_\_\_ means to play with the bow.
7. A \_\_\_\_\_ separates the staff into measures.
8. A \_\_\_\_\_ raises the pitch one half step.
9. \_\_\_\_\_ means to pluck the string.
10. \_\_\_\_\_ means to play the music at a fast tempo.
11. A \_\_\_\_\_ is placed at the beginning of the staff to denote the pitch of one of the lines.
12. A slow walking speed of music is described as \_\_\_\_\_.
13. When musicians play the exact same music but begin at different times, it is called a \_\_\_\_\_.
14. When music moves in ascending or descending order, it is called a \_\_\_\_\_.
15. The space between two bar lines is called a \_\_\_\_\_.
16. A \_\_\_\_\_ is three or more notes played at the same time.
17. A \_\_\_\_\_ has five notes moving in ascending or descending order.
18. When you play two notes at the same time it is called a \_\_\_\_\_.
19. The \_\_\_\_\_ tells us how many beats are in a measure.
20. Music that sounds the same at the beginning and end with something different in the middle is called \_\_\_\_\_.
21. When you play the notes of a chord one at a time, it is called an \_\_\_\_\_.
22. \_\_\_\_\_ is the speed of the music.
23. The \_\_\_\_\_ tells us which notes to play sharp or flat.
24. \_\_\_\_\_ 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 "Pentascala #7 and Arpeggio"

## **Homework**

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

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Name \_\_\_\_\_

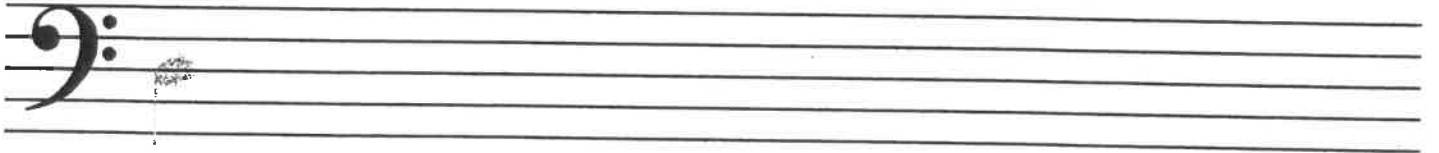
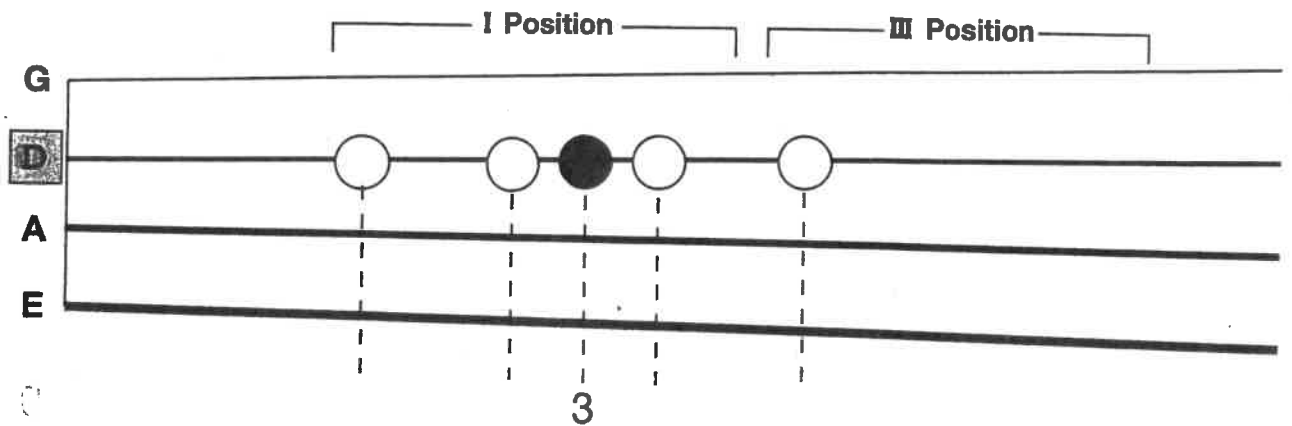
Orchestra/Period \_\_\_\_\_

Date \_\_\_\_\_

## Relate the D String Chromatics to the Piano Keyboard—String Bass

**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

STRING BASS

Arranged by Bob Phillips (ASCAP)

**Allegro**

The musical score is written for a string bass in the key of D major (two sharps) and 4/4 time. It consists of ten staves of music, numbered 1 through 56. The score includes various dynamics such as *mf* (mezzo-forte), *f* (forte), and *p* (piano). There are also performance markings like *V* (vibrato) and fingering numbers (1, 2, 3, 4, -4, 1, -2). Boxed numbers (5, 13, 21, 29, 37, 45, 53) indicate specific measures. The piece concludes with a *V* marking at measure 56.

41245

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Bass

# Resolution

SEAN O'LOUGHLIN

Allegro  $\text{♩} = 144$

7 9 n v n v

BAS21 1 8 10 11

12 13 14 15 16 17 n p

18 19 20 21 22 23 mf p

24 25 n 26 27 28 29 mf p

30 31 32 33 34 35 mf

36 37 38 39 40 41 Aggressive n

42 43 44 45 46 47 f

48 49 n 50 51 52

53 54 55 Intense 56 57 ff

58 59 60 61 62 mf

63 n 64 65 66 67 68

# 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 |
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Parent Initials: \_\_\_\_\_



Name \_\_\_\_\_

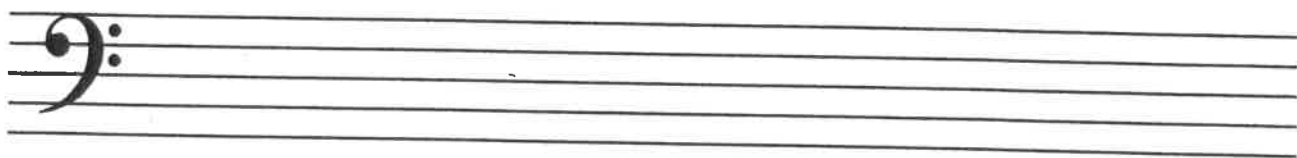
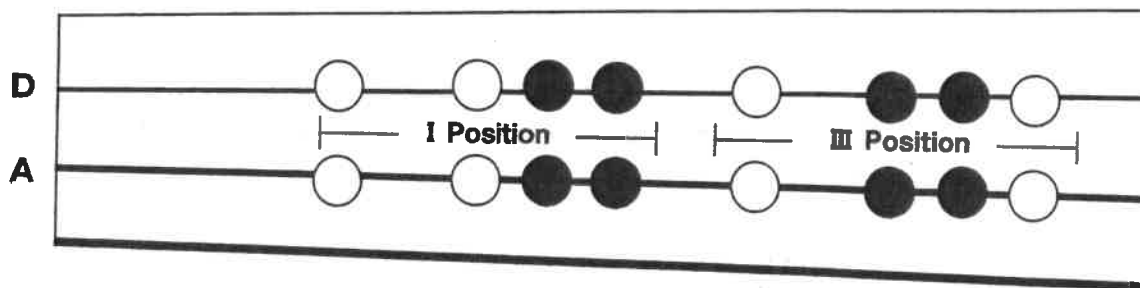
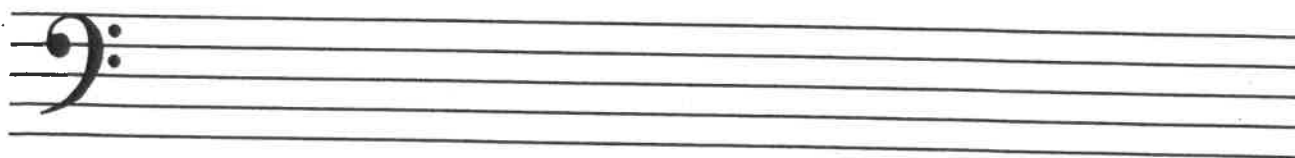
Orchestra/Period \_\_\_\_\_

Date \_\_\_\_\_

## Finger Patterns on the D and A Strings—String Bass

**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.



- 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!

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- 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!





# Fifth Grade Strings Practice Checklist

# Lesson 15

- 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.

- 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.

- 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 four measures of music. The first measure has a quarter note followed by a beamed eighth-note pair. The second measure has a beamed eighth-note pair followed by a quarter note. The third measure has a quarter note followed by a beamed eighth-note pair. The fourth measure has a beamed eighth-note pair followed by a quarter note. The bottom staff is in 2/4 time and contains four measures of music. The first measure has a quarter note followed by a quarter rest. The second measure has a quarter note followed by a beamed eighth-note pair. The third measure has a beamed eighth-note pair followed by a quarter note. The fourth measure has a quarter note followed by a quarter rest.

# 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 |
|--------|---------|-----------|----------|--------|----------|
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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.



# Fifth Grade Strings Practice Checklist

# Lesson 19

- 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 (J = 100-108)

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Bass

# 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** 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





- 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.



- 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 |
|--------|---------|-----------|----------|--------|----------|
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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 contains a sequence of notes: quarter, quarter, quarter, half, quarter, quarter, eighth, eighth, quarter. The second staff contains a sequence of notes: eighth, eighth, quarter, eighth, eighth, quarter, eighth, eighth, quarter, half.

- 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 |
|--------|---------|-----------|----------|--------|----------|
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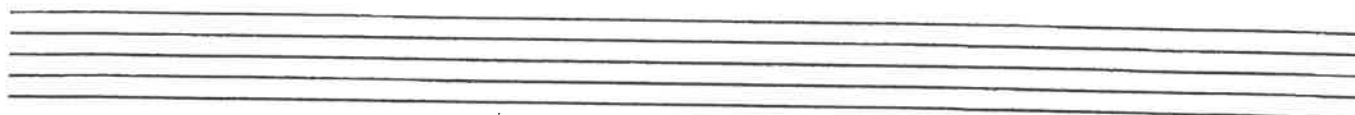
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## Additional Game

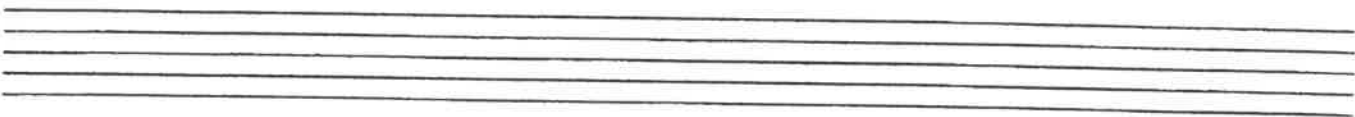
### Speed Drill on G Major Note Names

**Instructions:**

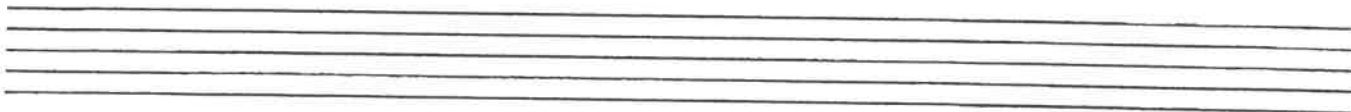
On the staves below, draw the clef sign for the instrument you play, and draw whole notes above each letter name. Add a sharp *before* F. Strive to complete all three lines in one minute or less.



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

- 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

Bass

Aggressive ♩ = 152

LARRY CLARK

BAS40

*f marc.*

9

17

25

33

47

55

65 A Tempo

*p*

*f marc.*

*mp*

*f*

*f*

*fp*

*cresc.*

*ff*

76

Bass

# Enchanted Village

SEAN O'LOUGHLIN

Slow  $\text{♩} = 76$

BAS41

*p*

2 3 4 5 6 7

11 Fast  $\text{♩} = 138$

8 9 10 12 13 14

*rit.* *mf*

19

15 16 17 18 20 21

*f*

28

22 23 24 25 26 27

3 2 2 2 2

29-31 32 33 34 35 37

*p legato* *mf* *p legato*

36

38 39 40 41 42 43

*p*

44

45 46 47 48 49 50

*mp* *mf* *f*

51

52 53 54 55 56 57 58

59

60 61 62 63 64

2 2 2 2

65 66 67 68 69 70

*ff*