

SAUSD Elementary String Day

Joseph Kaye, Director of Orchestras Santa Ana High School

String Day Events:

8:30-9:30am – Check in and registration

9:30-9:55am – Introductions and presentations by the SAHS Chamber Orchestra

Beginning Strings (A)

10:00-10:25am – Group Rehearsal

10:30-10:55am – Sectionals

11:00-11:25am – Lunch

11:30-11:55 – Group Rehearsal

12:00-12:25pm – Sectionals

12:30-12:55 – Group Rehearsal

1:00-1:25pm – Sectionals

1:30-1:55 – Group Rehearsal

2:00pm-2:45pm – Large rehearsal

2:45pm-3pm – Break

3-3:30pm – Mini Recital

Advanced Strings (B)

10:00-10:25am – Sectionals

10:30-10:55am – Group Rehearsal

11:00-11:25am – Lunch

11:30-11:55 – Sectionals

12:00-12:25pm – Group Rehearsal

12:30-12:55 – Sectionals

1:00-1:25pm – Group Rehearsal

1:30-1:55 – Sectionals

2:00pm-2:45pm – Large rehearsal

2:45pm-3pm – Break

3-3:30pm – Mini Recital

Beginning students will use the first four rotations. All other students who have prior experience will review the four rotations and start with the continued learning curriculum in the first couple of rotations.

ROTATION 1 – The Bow

- **No Instruments – have violin and viola students sit cross-legged with their cases in front of them while cellos can sit in their chairs with their cases to their right**
 - Pencil bow hands
 - Students hold the tip of the pencil with their left hand
 - Shake out right hand and form a zombie hand
 - Place the pencil under the middle knuckle lines
 - Move first finger (stinky) out
 - Curve pinky (scaredy) up next to the tall fingers
 - Pinky stays up on top of the pencil for violins and violas
 - Pinky dips down to the first knuckle for cellos and bass
 - Bent thumb under tall finger (no banana thumbs)
 - Bow chant with pencils
 - While keeping a good bow hand have the kids recite the following and mimic the motions.
 - Up like a rocket, down like the rain
 - Back and forth like a choo-choo train
 - Round and round like the great big sun
 - Up on your head curved pinky, bent thumb
 - Down to the ground and now we're done
- **Take out just the bow and sit cross-legged with the bows in front of the student**
 - Bow song
 - Sing a D major scale calling out different parts of the bow and the student responds with pointing and singing
 - Call: Where is the bow?
 - Response: Here is the bow.
 - Bow
 - Tip
 - Frog
 - Grip
 - Stick
 - Clip
 - Screw
 - Horsehair
 - After students respond, instruct them to:
 - Make a fist
 - Point with their first finger
 - Shake their fist
 - Yell, "DON'T TOUCH THE HORSEHAIR!"
 - Explain why
 - Sweat and bacteria in our hands will eat away at the horsehair which makes the bow not function correctly.

- **Correct bow hold with the bow**
 - Review bow holds with the bow
 - Have students hold the stick of the bow with the frog in the air pointing to the ceiling
 - Rotate the bow so the bow is parallel with the ground and the frog is in front of the student
 - Shake out right hand and form a zombie hand
 - Place the bow under the middle knuckle lines and tall fingers over the frog
 - Tall finger goes over the frog and lands nearest the clip
 - Move first finger (stinky) out
 - Curve pinky (scaredy) up next to the tall fingers
 - Pinky stays up on top of the bow for violins and violas
 - Pinky dips down to the first knuckle for cellos and bass
 - Release left hand from the stick and rotate bow so the tip is pointing to the ceiling
- **Bow Guides – use toilet paper tube to hold over student’s shoulder**
 - Create a square house with bow guides – practice rhythms
 - My Mu-sic Teacher
 - Down Pony Up Pony
 - Wish I Had a Motorcycle
 - Santa Ana High School

ROTATION 2 – The Instrument

- **Have violin and viola students sit cross-legged with their cases in front of them while cellos can sit in their chairs with their cases to their right**
 - Instrument Song
 - Instruct students to take out just their instruments
 - Cellos may need help taking out their instruments
 - Place instruments on its back on the floor in front of them
 - Sing a D major scale calling out different parts of the instrument and the student responds with pointing and singing
 - Call: Where is the instrument?
 - Response: Here is the instrument
 - Instrument
 - Scroll
 - Pegs
 - Peg Box
 - Nut
 - Fingerboard
 - Neck
 - Shoulders
 - Strings
 - Bridge
 - F-holes
 - Tailpiece
 - Fine Tuners
 - End button / End pin (for cellos and bass)
 - Sound post
 - Explain how the sound post must be standing up between the back and the front of the instrument
 - This is how the sound is transferred from the strings to inside the instrument and then out the f-holes
 - Explain how the Bridge is the most fragile part of the instrument and it is not glued down - it is only held by the tension of the strings
 - Always be careful of the bridge and how you handle your instrument
 - Explain how we tune strings with both the pegs and the fine tuners
 - Pegs turn in large amounts
 - Fine tuners tune in small amounts
 - Don't turn the pegs as we can break the string and it gets expensive to replace

- **Violin / Viola Rest position (standing)**
 - Violin/Viola tucked under the right arm
 - Bow clipped with the first finger by the frog with horsehair out
- **Violin / Viola Rest position to playing position (standing)**
 - Zip – students make a V with their feet
 - Step – students take a small step with their left foot out and forward
 - Statue of Liberty – students use their instrument hand to grab the left shoulder and lift their instruments up and to their left
 - Land on your shoulder – instrument is placed on the students left shoulder
 - Chin on the chinrest – students turn their heads and land their chins on the rest
 - Concert Rest Position (sitting down)
 - Sitting up straight
 - Edge of the chair
 - Feet flat on the floor
 - Playing position (sitting)
 - Statue of Liberty
 - Land on your shoulder
 - Chin on the chinrest
- **Cello position**
 - Sitting up straight
 - Edge of the chair
 - Feet flat on the floor
 - Place cello between legs at a 45 degree angle
 - C peg needs to be just behind the cellists ear
 - The lower bouts of the cello should rest just above both knees
 - Adjust end pin for support
- **Preparing to play with no bows – “place bows at your toes”**
 - Practice rest position to playing position
 - Violins/Violas set left hand next to the shoulder with the thumb on the opposite side of the neck
 - Violin / Violas reach pinkies and tap the opposite violin shoulder – have student reach underneath instruments with their left elbow
 - Strum all the strings with the pinky as the left elbow moves in the opposite direction
 - Cellos set left hand next to the shoulder with the thumb under the neck
 - Cellos reach with the 3rd finger over the far strings and strum to their left by lowering their left elbow
- **Ant Song – used to learn the names of each string**
 - Violins start with Each, each each... each and every,
 - Violas and Cellos enter with Ant, ant, ant... digging in the
 - Dirt, dirt dirt... underneath the
 - Ground, ground, ground... all the way to
 - Violas and Cellos end with China, china, china.
 - Left hand pizzicato - Strengthens and reinforce the proper left hand shape
 - Review until proficient
- **Bows**
 - Stand in rest position and bend from the waist
 - Think “Santa Ana High School” then come back up

ROTATION 3 - TWINKLES ROOM

- **Have violin and viola students sit cross-legged with their cases in front of them while cellos can sit in their chairs with their cases to their right**
 - Bow Guides with instrument – use toilet paper tube over the strings
 - Place rubber band under strings
 - Pull from both ends creating two loops
 - Place both loops around the bow guide
 - Create a square house with bow guides – practice rhythms
 - Santa Ana High School
 - My Mu-sic Teacher
 - My mu-sic teacher says never be lazy and practice and practice until you go crazy, and practice and practice until you go crazy, and practice and practice until you go crazy, and my mu-sic teacher says never be lazy and practice and practice until you go crazy, and
 - Down Pony Up Pony
 - Wish I Had a Motorcycle
 - Practice twinkles variations while checking for good bow holds

Twinkles - Santa Ana High School Variation

1 **Andante**

4

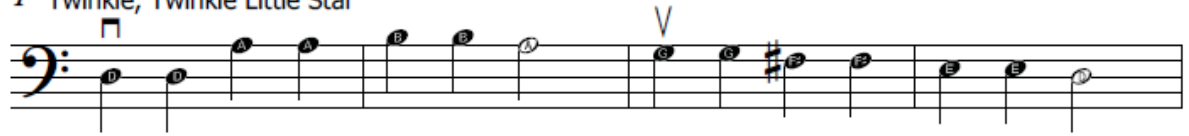
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10

Violoncello

3

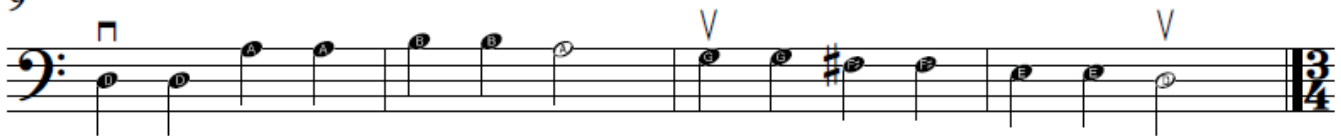
1 Twinkle, Twinkle Little Star



5



9



ROTATION 4 - STOMP SONG ROOM

- **Have violin and viola students sit cross-legged with their cases in front of them while cellos can sit in their chairs with their cases to their right**
 - Review rest position to playing position from **Instrument Room**
 - Stomp Song – reinforce the left hand pizzicato and hand shape
 - Pluck with left hand over the high tape and stomp on the rest
 - Rehearse just the D and A strings first
 - Call and response
 - D A D rest,
 - D A D rest,
 - D D A A
 - D A D rest
 - Once proficient, then rehearse the entire song in this order
 - C G C rest, C G C rest, C C G G C G C rest (violas and cellos)
 - G D G rest, G D G rest, G G D D G D G rest
 - D A D rest, D A D rest, D D A A D A D rest
 - A E A rest, A E A rest, A A E E A E A rest (violins and bass)
 - Repeat D and A string version twice with the bow
 - Always alternate between down and up
 - Keep a sticky bow when you stomp

1 Stomp Song

Musical notation for measures 1-4. The piece is in bass clef. Above the staff, there are plus signs (+) indicating accents on the first, second, and third notes of each measure. The notes are: G2, A2, B2 (measure 1); G2, A2, B2 (measure 2); G2, A2, B2 (measure 3); G2, A2, B2 (measure 4). Each measure ends with a fermata.

5

Musical notation for measures 5-8. The piece is in bass clef. Above the staff, there are plus signs (+) indicating accents on the first, second, and third notes of each measure. The notes are: G2, A2, B2 (measure 5); G2, A2, B2 (measure 6); G2, A2, B2 (measure 7); G2, A2, B2 (measure 8). Each measure ends with a fermata.

10

Musical notation for measures 9-12. The piece is in bass clef. Above the staff, there are plus signs (+) indicating accents on the first, second, and third notes of each measure. The notes are: G2, A2, B2 (measure 9); G2, A2, B2 (measure 10); G2, A2, B2 (measure 11); G2, A2, B2 (measure 12). Each measure ends with a fermata. Measure 12 is followed by a double bar line and a large number '4' above the staff, indicating a four-measure rest.

arco

17

Musical notation for measures 13-16. The piece is in bass clef. Above the staff, there are 'V' symbols indicating bowing. The notes are: G2, A2, B2 (measure 13); G2, A2, B2 (measure 14); G2, A2, B2 (measure 15); G2, A2, B2 (measure 16). Each measure ends with a fermata.

21

Musical notation for measures 17-20. The piece is in bass clef. Above the staff, there are 'V' symbols indicating bowing. The notes are: G2, A2, B2 (measure 17); G2, A2, B2 (measure 18); G2, A2, B2 (measure 19); G2, A2, B2 (measure 20). Each measure ends with a fermata.

CONTINUED LEARNING – Left Hand Position

- Have violin and viola students sit cross-legged with their cases in front of them while cellos can sit in their chairs with their cases to their right

- Left hand finger numbers

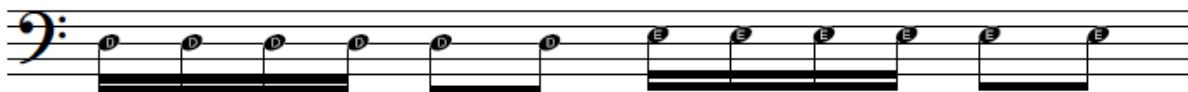
Number	Finger	Violin/Viola	Cello
1	Index finger	Mr. First	Mr. First
2	Tall Finger	Mr. Next	
3	Ringer Finger	Mr. Last	Mr. Next
4	Pinky Finger		Mr. Last

- Stump your partner – have students recite combinations of finger numbers like (1234, 4321, 1324, 2413, etc.)
- First position and the concept of shortening strings to make the notes rise in pitch
 - Thumb on the side of the neck with on the first finger tape
 - First finger base knuckle back towards the nut
 - Curved fingers like rainbows
 - 2 and 3 are buddies
 - Straight wrists – no puddles or pizza hands
- Finger push-ups
 - Set all fingers on 1 string
 - Tap a single finger several times while keeping the other fingers down
 - Check for a straight wrist
- Monkey Song – Major tetrachord pattern using Santa Ana High School rhythm
 - Violin
 - Open **D**: See the little monkey
 - 1st finger = E: Climbing up the ladder
 - 2nd finger = F#: Climbing up so high to
 - 3rd finger = G: Fetch the red banana
 - 3rd finger = G: See the little monkey
 - 2nd finger = F#: Climbing down the ladder
 - 1st finger = E: Climbing down so low to
 - Open **D**: Eat the red banana
 - Stop and set fingers before playing each pitch
 - Cello
 - Open **D**: See the little monkey
 - 1st finger = E: Climbing up the ladder
 - 3rd finger = F#: Climbing up so high to
 - 4th finger = G: Fetch the red banana
 - 4th finger = G: See the little monkey
 - 3rd finger = F#: Climbing down the ladder
 - 1st finger = E: Climbing down so low to
 - Open **D**: Eat the red banana
 - Stop and set fingers before playing each pitch

2

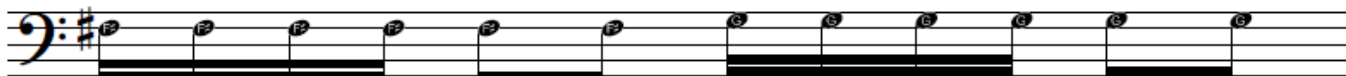
Violoncello

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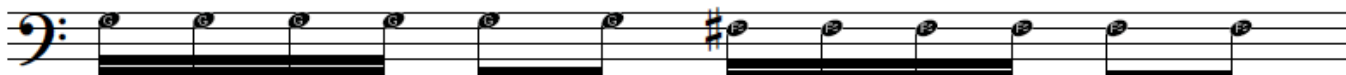
See the litt - le mon - key. Climb-ing up the lad - der.

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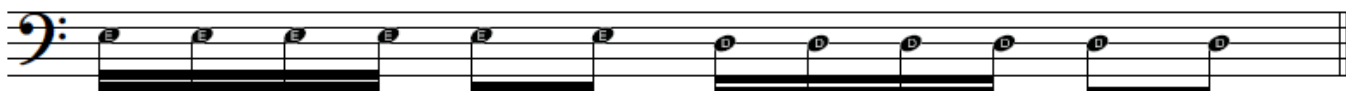


Climb - ing up so high to fetch the ripe ba - na - na.

3



See the litt - le mon - key. Climb - ing down the lad - der.

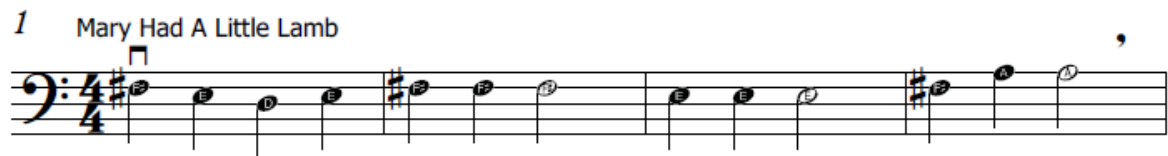
4 **Intro:**

Climb - ing down so low to eat the ripe ba - na - na

- D major Scale
 - Expand the monkey song to both the D and A strings
 - D E F# G A B C# D C# B A G F# E D

CONTINUED LEARNING – MUSIC

- **Have violin and viola students sit cross-legged with their cases in front of them while cellos can sit in their chairs with their cases to their right**
 - Mary's Lamb
 1. F# E D E F# F# F#- E E E- F# A A'
 2. F# E D E F# F# F# F# E E F# E D-
 3. Practice bow lifts
 - Introduce tunnels – keep the F# down when going up to the open string
 - Reinforces the bow lifts

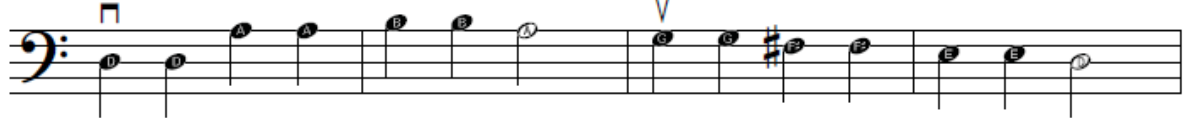


- Twinkles with Santa Ana High School Variation
 1. D A B A- G F# E D-
 2. A G F# E- A G F# E-
 3. D A B A- G F# E D-
 - Teach only half a phrase at a time
 - Stop and set for G
 - Work on blocking the fingers or *plopping* for G
- Twinkles Theme
 1. D D A A B B A- G G F# F# E E D-
 2. A A G G F# F# E- A A G G F# F# E-
 3. D D A A B B A- G G F# F# E E D-
 - Practice half notes – *slow bow*
 - Introduce terminology
 - Detache bow strokes – separated
 - Standard bow strokes – used in the pepperoni part of pepperoni pizza
 - Marcato bow strokes – marked or accented
 - More emphasized – used in the pizza part of pepperoni pizza
 - Legato bow strokes – smooth and connected
 - Very connected – used in twinkles theme

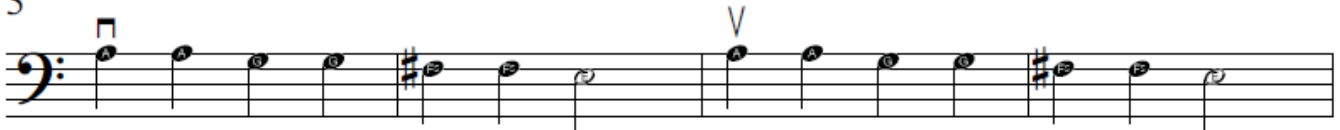
Violoncello

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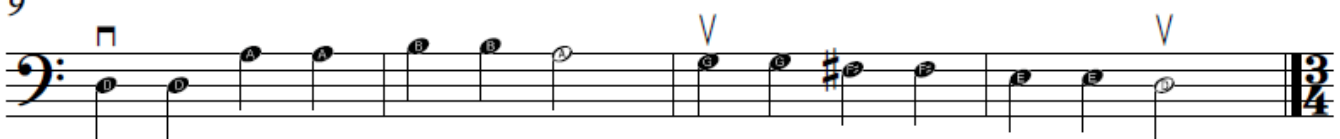
1 Twinkle, Twinkle Little Star



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9



o French Folk Song

1. D D D C# C# C# B C# D A-- G G G F# F# F# E E E D--
2. D E F# D E F# D E F# G-- E F# G E F# G E F# G A--
3. D C# B A G F# E D E D--
 - Count in groups of 3's
 - Dotted half notes – ver-y slow

French Folk Song

1

7

14

○ Perpetual Motion

1. D E F# F# E F# G G F# G A F# G E A A D E F# F# E F# G G F# G A F# G E D D
2. d C# B B C# B A A B A G G F# E A A d C# B B C# B A A B A G G F# E A A
3. F# D E E G E F# F# A F# G A B C# d d F# D E E G E F# F# A F# G A B C# d d
4. D E F# F# E F# G G F# G A F# G E A A D E F# F# E F# G G F# G A F# G E D D

- Practice 1 line at a time
- Practice in groups of 4 notes
- Take out pauses
- Repeat with doubles for each note

Perpetual Motion

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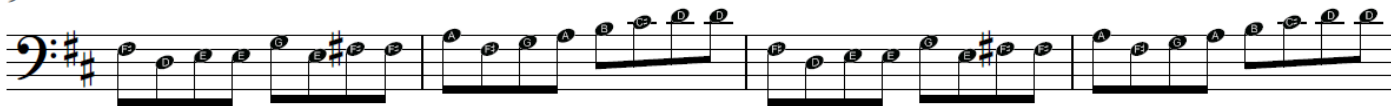
1 Allegro



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13

