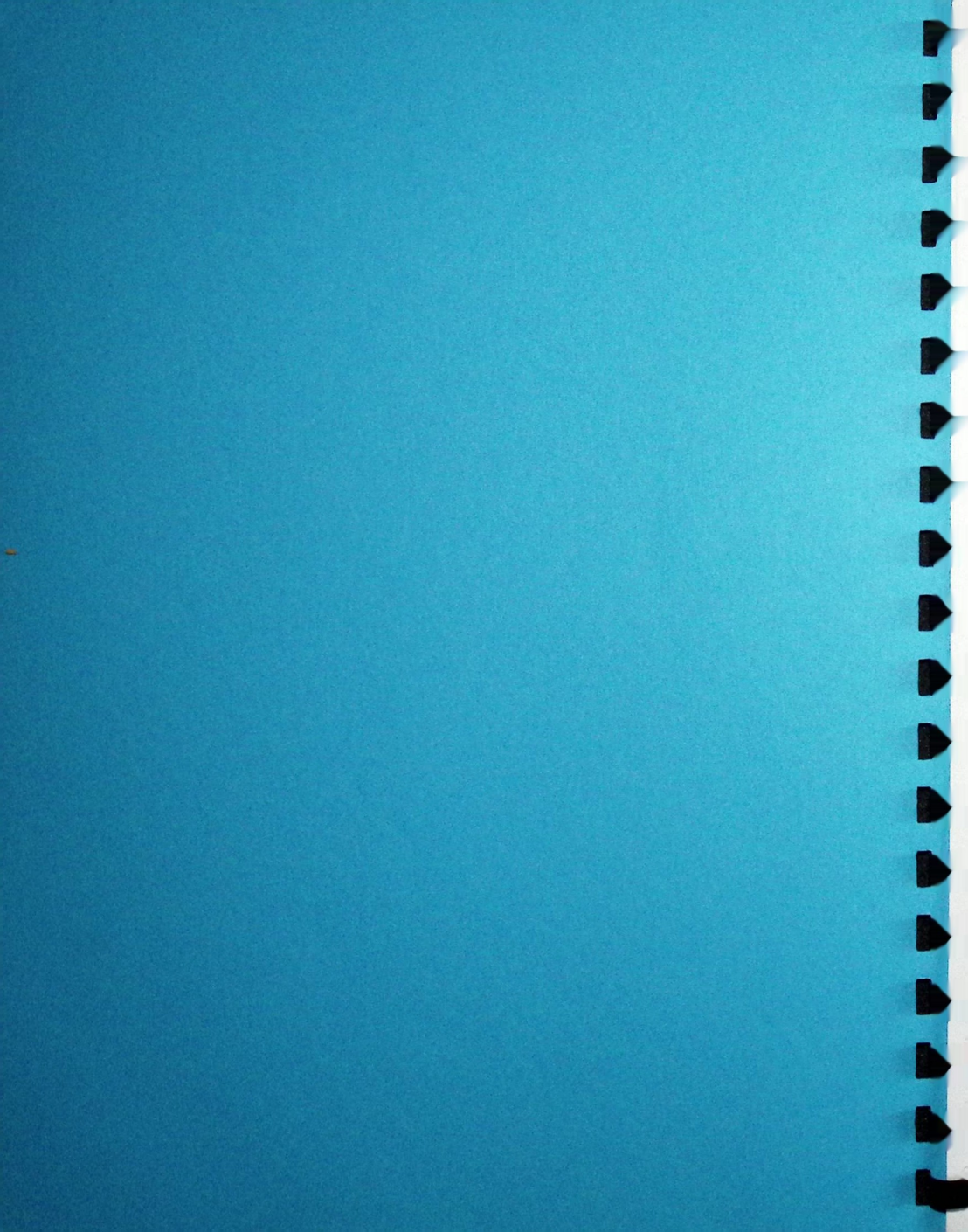

A Handbook for Young Violinists

A Theory Supplement to The Young Violinist

Terrine Gomez

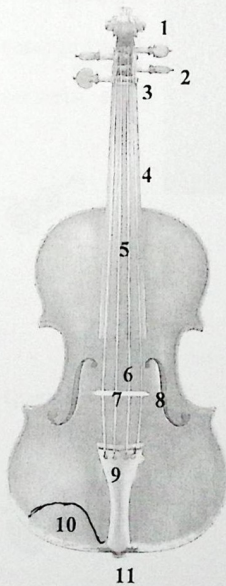
1990, 2003, 2006



LESSON 1

I LOVE MY VIOLIN

I PLAY MY VIOLIN



1. the scroll (head)

2. the pegs (ears)

3. the nut

4. the neck

5. the fingerboard

6. the strings

7. the bridge

8. the *f*holes (sound)

9. the tail piece

10. the chin rest

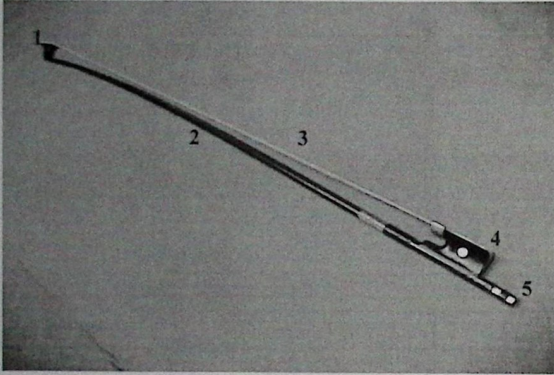
11. the end button

REMEMBER: the parts of the violin

LESSON 2

I PLAY MY VIOLIN WITH MY BOW

I ROSIN THE HAIR OF MY BOW TO MAKE IT SOUND ON THE STRINGS.



1. the tip (point)

2. the stick

3. the hair

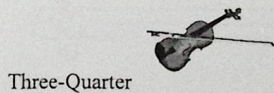
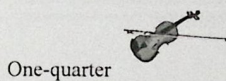
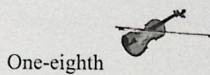
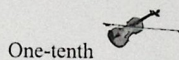
4. the frog (heel)

5. the screw

REMEMBER: the parts of the bow

LESSON 3

VIOLINS AND THEIR BOWS COME IN DIFFERENT SIZES:



REMEMBER: My teacher will help me to choose the size best suited for me.

At age three and a half or four, I play on a one-tenth size violin, and as I get older, I play all the other sizes until I am ready for a full-size violin.

LESSON 4

THE FOUR STRINGS ON MY VIOLIN ARE:

E A D and G

The G is the thickest string and sounds low.

The E is the thinnest string and sounds high.

THE ORDER OF THE STRINGS IS:

E (I) A (II) D (III) and G (IV)

When I place my fingers on the strings and use the bow, I make MUSIC.

Each sound is a NOTE.

The four strings have to be in TUNE to make my music sound right.

I can also make music on my violin WITHOUT a bow - I pluck the string.

The term used for plucking: PIZZICATO

The term used for bowing: ARCO

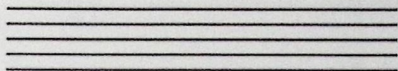
REMEMBER: the names of the strings
pizzicato
arco

LESSON 5

THE FIRST SEVEN LETTERS OF THE ALPHABET are used over and over again to name the notes that I use in Music.

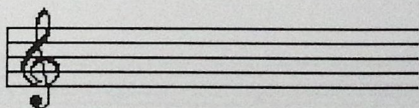
A B C D E F G A B C and so on.

These notes are written on a STAFF:



To give names to the notes on the staff, a CLEF is used.

For VIOLIN MUSIC we always use the TREBLE or G clef.



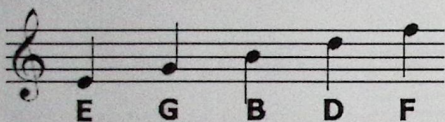
REMEMBER: staff

treble or G clef

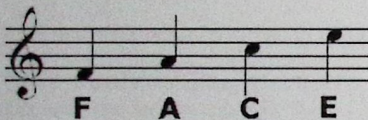
LESSON 6

NOTES ARE WRITTEN ON LINES AND SPACES:

The notes on the LINES are:



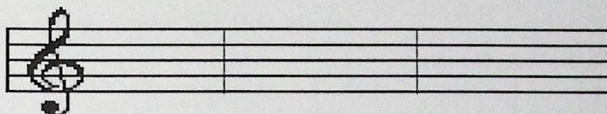
The notes in the SPACES are:



REMEMBER: notes on the lines
notes in the spaces

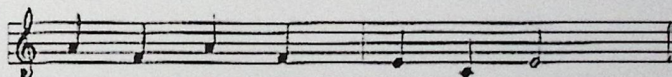
LESSON 7

THE STAFF IS DIVIDED INTO BARS OR MEASURES TO HELP ME READ MUSIC IN AN ORGANIZED MANNER:



THE DOUBLE BAR at the END means the music has ended.

Within the single bars are notes with different values or notes of the same value.



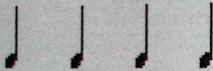
REMEMBER: bars (measures)

double bar

LESSON 8

NOTES HAVE VALUES:

I march to music that looks like this:



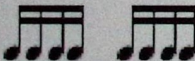
These are called QUARTER NOTES.

I run to music that looks like this:



These are called EIGHTH NOTES.

I run faster to music that looks like this:



These are called SIXTEENTH NOTES.

REMEMBER: quarter notes

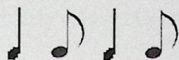
 eighth notes

 sixteenth notes

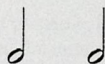
LESSON 9

I skip to music that looks like this:

These are a combination of quarter and eighth notes.



I walk slowly to music that looks like this:



These are called HALF NOTES.

I do not move to music that looks like this:



This is called a WHOLE NOTE.

REMEMBER: whole notes

half notes

quarter notes

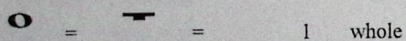
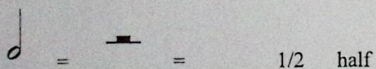
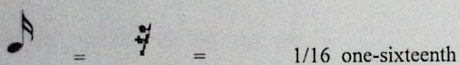
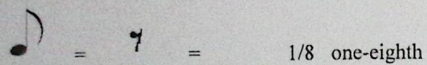
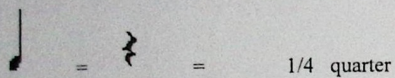
eighth notes

LESSON 10

RESTS

A REST IS SILENCE IN MUSIC

Rests have the same time-value as notes:



REMEMBER: rests are equal in value to notes

LESSON 11

A TIME – SIGNATURE is always written at the beginning of a piece of music.

It may appear like ONE of these signs: $2/4$; $3/4$; $6/8$; $3/8$; etc.

A Time Signature therefore consists of 2 numbers, one placed over the other. Each of the two numbers has a special significance.

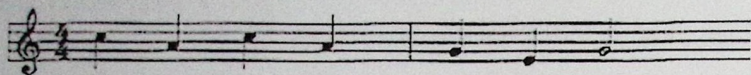
For example, if you have a piece of music with this Time Signature: $3/4$, then the upper number 3 tells me there must be 3 counts in a bar of music (per measure), and the lower number 4 tells me the time value of each count; that is, there must be 3 quarter note counts in each bar of music.

REMEMBER: Time-Signature.

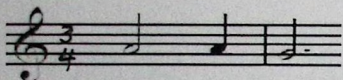
LESSON 12

I play RHYTHM GAMES:

In March rhythms

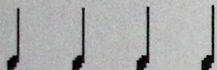


In Waltz rhythms

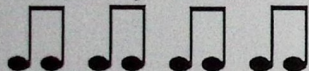


The PULSE in any rhythm is like my heartbeat.

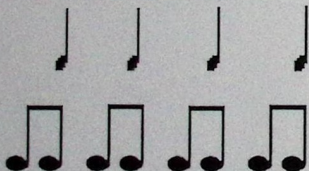
When I clap the beats



And my friend joins me with



We have fun clapping together.

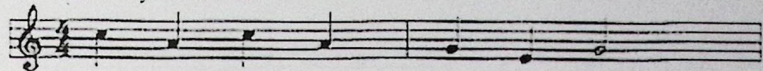


REMEMBER: rhythm

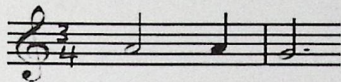
pulse

LESSON 13

I MARCH to rhythms like these:



I WALTZ to rhythms like these:



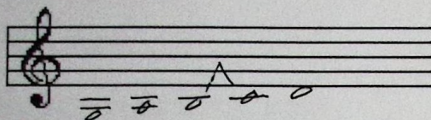
REMEMBER: march rhythms

waltz rhythms

LESSON 14

NOTES I CAN PLAY ON MY STRINGS:

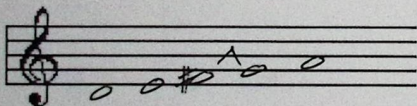
ON THE G STRING: 1 2 3 4



The notes below the Staff are written on LEGER lines. They are notes that live in the basement of the Staff.

Leger lines are used to make it easy to read notes written above or below the staff.

ON THE D STRING: 1 2 3 4



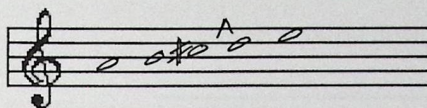
On each string, fingers 1 and 2 are a WHOLE step apart (fingers far)
Fingers 2 and 3 are a HALF step apart (fingers close)
Fingers 3 and 4 are a WHOLE step apart.

The position of the fingers changes according to the KEY-SIGNATURE which we will learn at a later stage.

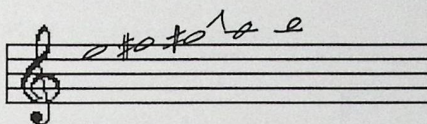
REMEMBER: notes on the G and D strings
whole steps and half steps

LESSON 15

ON THE A STRING: 0 1 2 3 4



ON THE E STRING: 0 1 2 3 4



The notes above the Staff are written on LEGER lines. They are notes that live in the attic of the Staff.

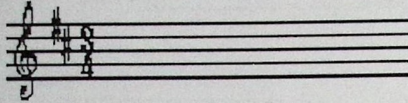
REMEMBER: leger lines are used on the G and E strings

whole steps and half steps

LESSON 16

ACCIDENTALS are placed before the Time-signature to tell me which notes on the staff are affected by them.

In other words, they tell me the KEY-SIGNATURE of the song.



There are three types of accidentals I should know first:

SHARP



FLAT



NATURAL



REMEMBER: accidentals

key-signature

sharp, flat, natural

LESSON 17

WHAT DO ACCIDENTALS DO?

A SHARP raises a note a half step
It makes the note sound higher

A FLAT lowers a note a half step
It makes the note sound lower

A NATURAL brings the note back to its original position

REMEMBER: the meaning of the accidentals: sharp, flat and natural.

LESSON 18

SOME MUSICAL TERMS TO REMEMBER:

Pizzicato is when I pluck the notes on the violin with my finger.

Arco is when I bow the notes on the violin.

Forte means to play loudly.

Piano means to play softly.

Legato means to play smoothly.

Staccato means to play in a detached manner.

I TEST MYSELF:

MATCH THESE:

1. quarter note
2. legato
3. 4/4
4. pizzicato
5. sharp
6. 3/4
7. time-signature
8. forte

WITH THESE:

- a. smoothly
- b. 5/4
- c. #
- d. march rhythms
- e. plucking
- f. waltz rhythms
- g. loud
- h. 

