

SUMMER SUZUKI VIOLA LESSONS

GOALS: RHYTHMS IN 2/4, 4/4, C AND C

OR 3/4

KEYS OF D, G, C, AND B FLAT  
FINGER PATTERNS OF:

0 1 23  
A & D Strings: Twinkle to May Song

0 1 23 4  
D & G Scales: 1 octave; to Perp.Motion

0 1 23 4  
G & C Strings: Allegretto to Andantino; Twinkle on C string; C scale - 2 octaves

0 12 3 4  
Bohemian Song to Minuet 1

0 1 2 34  
Minuet 2 to Gavotte

01 2 34  
B<sup>b</sup> Scale and Lightly Row in B<sup>b</sup>

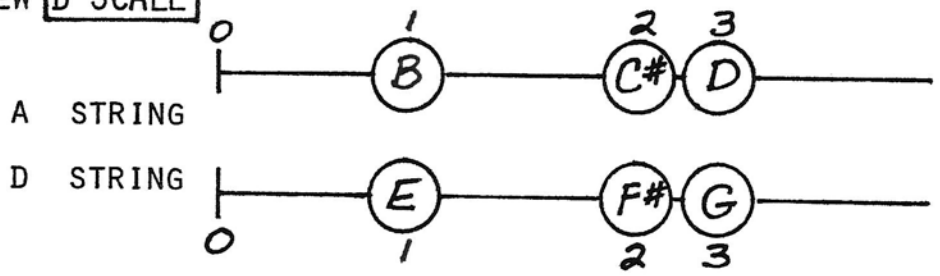
LESSON PLANS

- LESSON 1  
Change strings; Posture; Bow Hold (see p. 5 & 27); "LISTEN & PLAY" to adjust students to format of lessons;  
"STOP & PREPARE" (mind, fingers, bow, play)  
D Scale and Twinkle 5 ways: A California Stop Sign  
Hand out Tapes (or records) B Throw Away 3 (1 2 - 4)  
DO NOT HAND OUT BOOKS C Stop Berries, Stop Berries  
D Watermelon, Watermelon  
Theme (stop bows)
- LESSON 2  
3 Feeling (still in "steps"): French Folk Song (p mf f)  
4  
Skips and Steps: Lightly Row (add mp) (form: A A<sup>1</sup> B A)  
Third finger hop: Song of the Wind (mf p mf) LIFT & SET THE BOW  
Study p. 27
- LESSON 3  
Review all pieces and technics (posture, bow hold, listen & play, stop & prepare, D Scale, Twinkle, French Folk Song, Lightly Row, lift and set, and Song of the Wind)  
Go Tell Aunt Rhody - uses steps  
O Come, Little Children - uses skips; UP stop UP bow technic  
May Song - stop bow at the dot.  
Twinkle Variations and Theme on G & D strings  
study p. 27

- LESSON 4 teach fourth finger - see rote exercises: p. 14  
 Long, Long Ago - uses first finger on G; teach diminuendo  
 Allegro - contrast legato and staccato; teach fermata  
 Perpetual Motion - hear skips and steps; use 4 and 0; form ABCA  
 study p. 28
- LESSON 5 Review all pieces and technics from first 2 weeks  
 Perpetual Motion - start variation (legato); also teach regular  
 part (still staccato) but starting on G string  
 Rote: p. 17 Tonalization and G Scale (study p. 28)  
 Allegretto - using G string; i am MAD, using accent, rit. and fermata
- LESSON 6 Andantino - I am mad; up bow accent  
 Close 1-2 pattern: teach by rote, 1 bar at a time: see p. 18  
 Twinkle on C: finally use C String!  
 C Scale - two octaves - teach by rote, 1 bar at a time
- LESSON 7 Review all pieces and technics from first 3 weeks  
 Diminished 5ths - teach by rote one bar at a time - p. 20  
 Bohemian Folk Song - first solo using close 1-2 pattern  
 Tonalization - p. 21 teach by rote - 4 notes at a time
- LESSON 8 Etude - teach by rote 4 notes at a time - work on how to memorize  
 expect they'll need more time to learn this one
- LESSON 9 Review all pieces and technics from first 4 weeks  
 Bowing patterns for Minuet 1 - see p. 22 - teach by rote  
 continue to work on problem from Etude: using HIGH 2 or LOW 2???
- LESSON 10 Begin work on reading by using FLASHCARDS - find similar patterns  
 in Twinkle to "O Come"  
 Note reading treble clef and alto clef on D string  
 Minuet 1 - down up up bowing; continue to work on HIGH 2 - LOW 2
- LESSON 11 Review all pieces and technics from first 5 weeks  
 Note reading treble clef and alto clef on A string  
 Rhythm Flashcards - look for similar patterns in May Song to  
 Andantino  
 Minuet 2 - start first half; triplets; low-high 2; see p. 28 exercises  
 and work on bow distribution (UH or LH?), (1) to (4); finger hops
- LESSON 12 Note reading on G string in treble and alto clef  
 Review rhythm flash cards, bowing open strings (Twinkle to Andantino)  
 Begin reading book: HAND OUT BOOK TODAY! pages 8 - 15 practice  
 Minuet 2 - start second half; sharp 3 finger; see exercises (5) & (6)
- LESSON 13 Review all pieces and technics from first 6 weeks  
 Note reading treble clef on E string; alto clef on C string  
 Note Reading in book - practice pages 8 - 19  
 Minuet 3 - start first half; see p. 30; exercises (1) to (4)  
 continue to work on LOW-HIGH 2
- LESSON 14 Minuet 3 - start second half; use exercises (5) to (7)  
 Note Reading - p. 8 - 23  
 Rhythm flashcards - Twinkle to Minuet 3 (find similar patterns)
- LESSON 15 Review all pieces and technics from first 7 weeks  
 Happy Farmer - use music to learn; down-down-up-up bowing (hooks)  
 explain p. 31 (1) use (1) to (4) exercises  
 Review all 3 keys: D, G, C  
 Rote: LOW 1 fingering - teaching B<sup>b</sup> 1 octave scale & Lightly Row in B<sup>b</sup>
- LESSON 16 exercises for Gavotte p 32 (1) to (2)  
 Review Twinkle to Happy Farmer (memorized!); all 4 keys: D, G, C, B<sup>b</sup>  
 Lightly Row in B<sup>b</sup> and all Rhythm Patterns



REVIEW **D SCALE**



**FRENCH FOLK SONG**

**A STRING** *mf* D D D, C C C, B C D, A

**D STRING** G G G | F F F | E E E | D *p* | D E F | D E F | D E F | G

**A STRING** E F G | E F G | E F G | A | D C B, A

**D STRING** *mf* E F G | E F G | E F G | A | *f* D C B, A | G F | E D E | D

**LIGHTLY ROW**

**A STRING** A AAA

**D STRING** *mf* FF GEE DEFG

**A STRING** A AA

**D STRING** FFF GEEE DF FFF

**A STRING** A

**D STRING** *p* EEEEEFG *mp* FFFFFG *now play second line*

**SONG OF THE WIND**

play whole song twice

**A STRING** A A A A B D B A **//** B D B A **//**

**D STRING** *mf* D E F G G *p* G

**A STRING** A A **//** A

**D STRING** *mf* G G G G F F F F E E E D F G G G G F F F F E E E D **//**

*means "lift and set"* (arrow pointing to //)

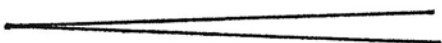
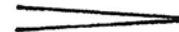
always REVIEW previous lessons; improve POSTURE, BOW GRIP, MEMORY, BEAUTIFUL TONE

**GO TELL AUNT RHODY**

A STRING	_____	A A	_____	
D STRING	F FED D E E FED	GF F EDEFD		
A STRING	<i>mf</i> A A B B A	A A B B A		<i>now</i>
D STRING	F FG _____ GF	F FG _____		<i>play</i>
		<i>p</i>		<i>first line</i>

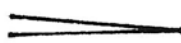
**O COME, LITTLE CHILDREN**

*play whole song twice* ALWAYS START UP BOW

A STRING	<i>v</i> AA AA A	<i>v</i> AA AA A	
D STRING	F FG EEF	F FG EEF	
A STRING	<i>v</i> _____ B	<i>v</i> BA AAD A	
D STRING	FE EEG GGF FF	FG EED	
		<i>f</i>	

**MAY SONG**

*stop bow at dot •* *play whole song twice*

A STRING	A D B DBA	A	
D STRING	D • F	G • F D E • D	
A STRING	A A _____ A	A A _____ A	<i>now play</i>
D STRING	G G F FE	G G F FE	<i>first</i>
	<i>mf</i> 	<i>p</i>	<i>line</i>

**REVIEW TWINKLE**

STARTING ON G STRING NOW

REVIEW PREVIOUS LESSONS

**LONG, LONG AGO**

<p>A STRING</p> <p>D STRING</p>	<p>A BA</p> <p>D DEF FG F</p>	<p>A</p> <p>GFE G FED</p>	
<p>A</p> <p>D</p>	<p>A BA</p> <p>D DEF FG F</p>	<p>A</p> <p>GFE FED</p>	<p>//</p>
	<i>mf</i>		
<p>A STRING</p> <p>D STRING</p> <p>G STRING</p>	<p>A</p> <p>GFE G FED</p> <p>AA</p>	<p>A</p> <p>GFE G FED</p> <p>AA</p>	<p>now play second line</p>
	<i>f</i>	<i>mp</i>	

**ALLEGRO**

<p>A</p> <p>D</p>	<p>D D A A BCDBA A</p> <p>G G F F EDEFD</p>	<p>// D D A A BCDBA A</p> <p>G G F F EDEFD</p>	<p>//</p>
<p>A</p> <p>D</p>	<p>B B A B B A B C D B A</p> <p>D D F E</p>	<p>D D A A BCDBA A</p> <p>G G F F EDEFD</p>	

**PERPETUAL MOTION**

<p>A</p> <p>D</p>	<p>D E F F E F G G F G F G E</p>	<p>A A A</p> <p>D E F F E F G G F G F G E D D</p>
<p>A</p> <p>D</p>	<p>D C B B C B A A B A</p> <p>G G F E</p>	<p>A A</p> <p>D C B B C B A A B A</p> <p>G G F E D D</p>
<p>A</p> <p>D</p>	<p>F E D D G E F F F G</p>	<p>A A B C D D</p> <p>F E D D G E F F F G</p>
<p>A</p> <p>D</p>	<p>D E F F E F G G F G F G E</p>	<p>A A A</p> <p>D E F F E F G G F G F G E D D</p>

VARIATION: PLAY WHOLE SONG USING DOUBLE NOTES: D D E E F F F F

REVIEW PREVIOUS LESSONS - CAN YOU PLAY ALL SONGS MEMORIZED?

**PERPETUAL MOTION** - NOW TRY STARTING ON G STRING

**TONALIZATION**

D STRING	D	G	D			E	G	E	
G STRING	G	B	B	G		G	C	C	G

repeat ↘

**G SCALE**

D STRING	D E F G G F E D													
G STRING	G	A	B	C							C	B	A	G

D STRING		(E)	—	(F#)	(G)	
G STRING		(A) <sub>1</sub>	—	(B) <sub>2</sub>	(C) <sub>3</sub>	

**ALLEGRETTO**

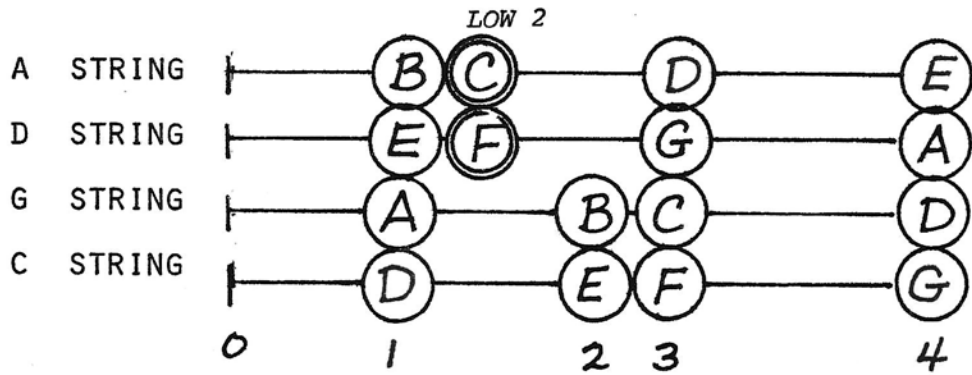
D	D ED D D										
G	GAB	B C	C	CB	B C	CBA	ACB	BAG			
D	D ED D D										
G	GAB	B C	C	CB	B C	CBA	BAG	//			
D	D ED DGD										
G	GBA	ACB	GGG	B C	C	C B A					
C	DDD						rit.	~~~~~			

now play second line

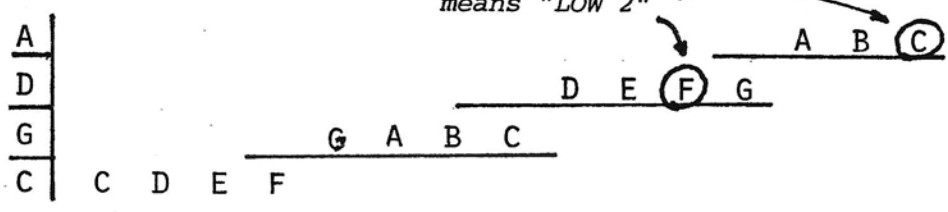
**ANDANTINO**

D	D D EFG GFE D										
G	BC	CBA	BAG	A	BC						
D	D D EFG										
G	BC	CBA	BAG	A	BC	CBA	G				
A	B B	A								~~~~~	
D	G D EFG D G F E D										
G	f rit. C B A										

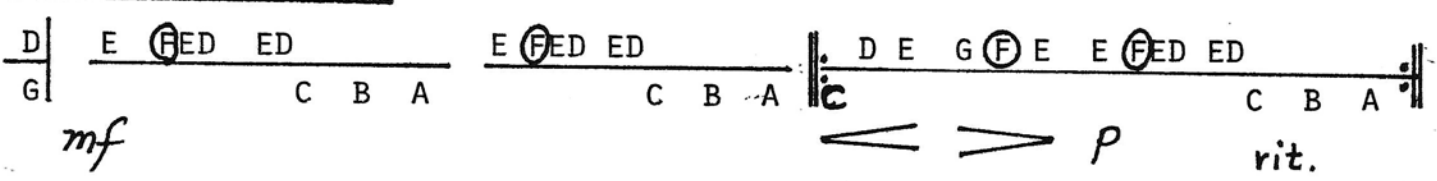
now play second line



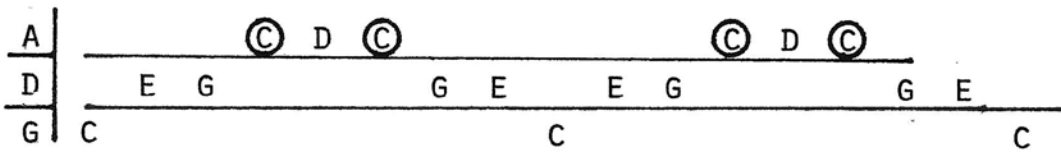
**C SCALE**



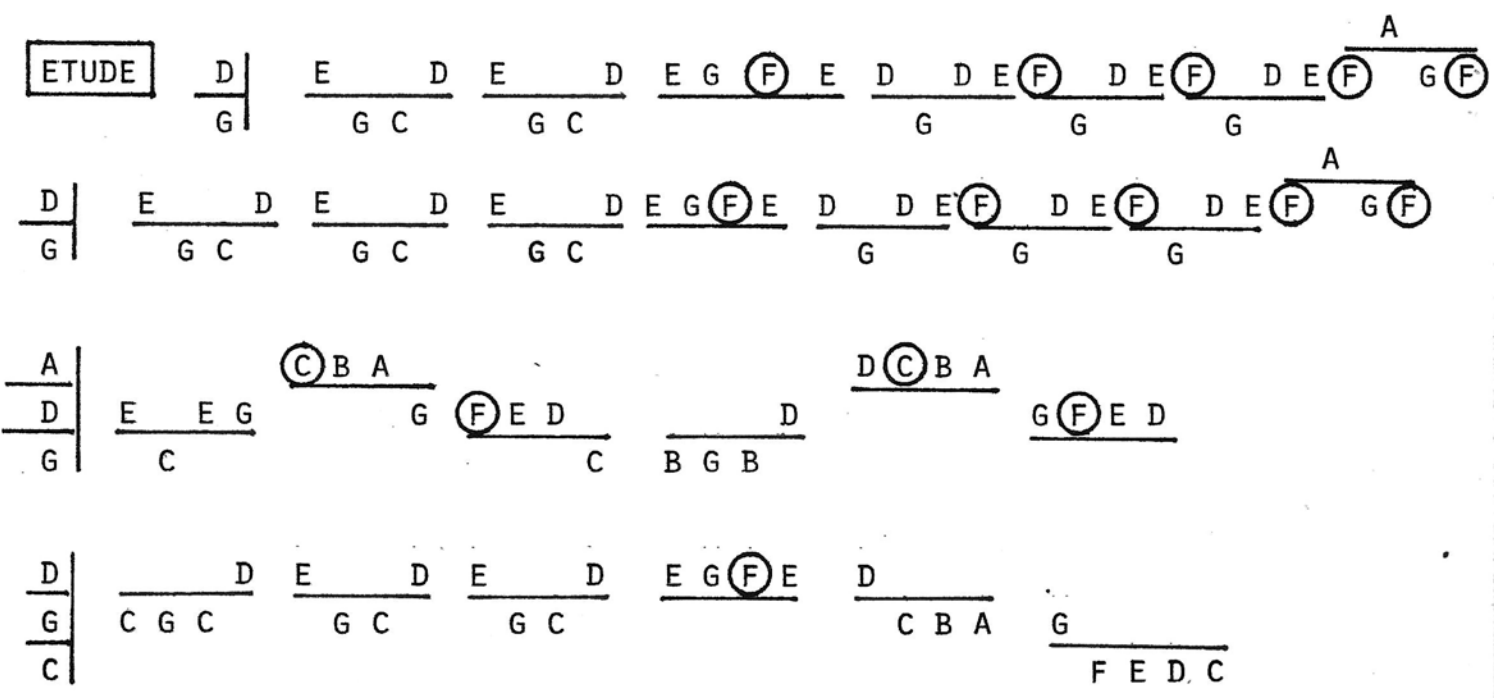
**BOHEMIAN FOLK SONG**



**TONALIZATION**

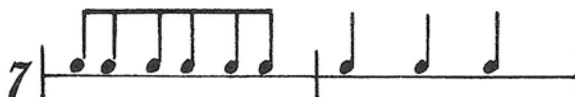
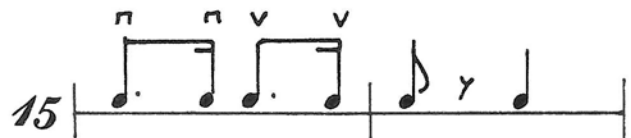
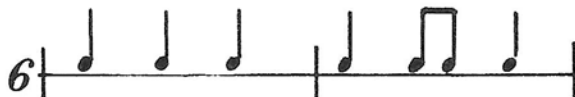
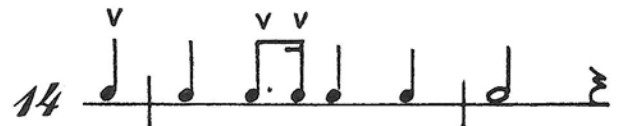
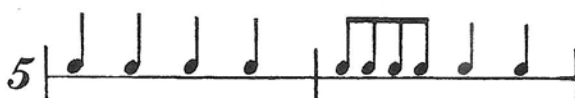
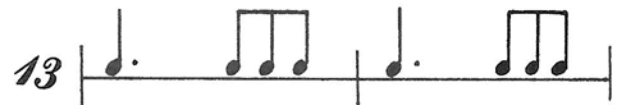
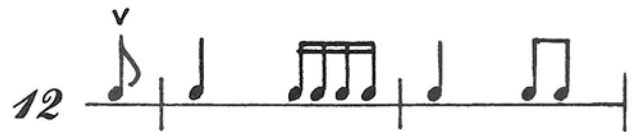
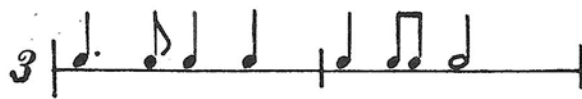
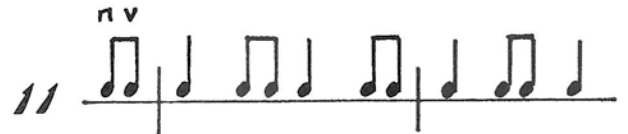
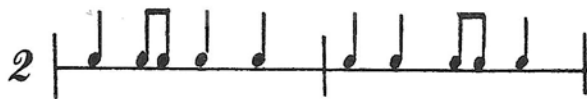
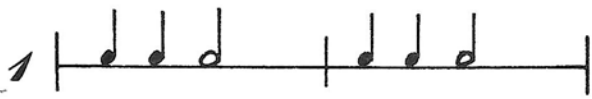


**ETUDE**



# Rhythm Training

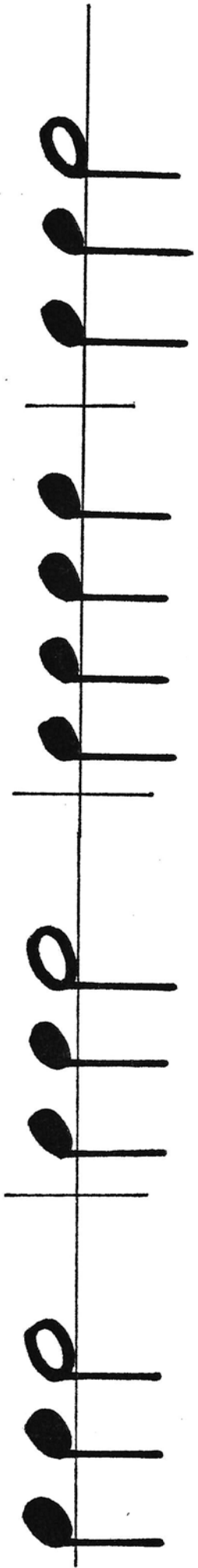
# PWZUKI Books 1 - 2



- |                      |                       |
|----------------------|-----------------------|
| 1 Lightly Row        | 10 Handel Chorus      |
| 2 Go Tell Aunt Rhody | 11 Allegretto         |
| 3 May Song           | 12 Hunter's Chorus    |
| 4 Long, Long Ago     | 13 Waltz              |
| 5 Allegro            | 14 The Two Grenadiers |
| 6 Minuet No. 1       | 15 Witches' Dance     |
| 7 Minuet No. 2       |                       |
| 8 Minuet No. 3       |                       |
| 9 The Happy Farmer   |                       |

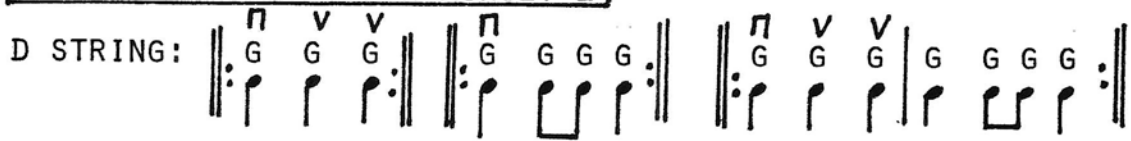
FOLD →

Sample of rhythm in  
"Lightly Row"



REVIEW ALL PREVIOUS PIECES AND EXERCISES

**DOWN UP-UP BOWING FOR MINUET 1**

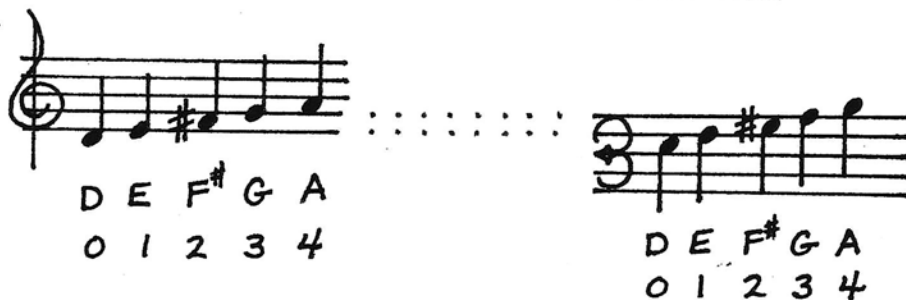
D STRING: 

$\frac{D}{G}$  |  $\frac{A(4)}{C}$   $\textcircled{F}$        $\frac{A}{D}$  |  $\frac{E(4)}{G}$   $\textcircled{C}$       D STRING:  $F^\# G \textcircled{F} G$

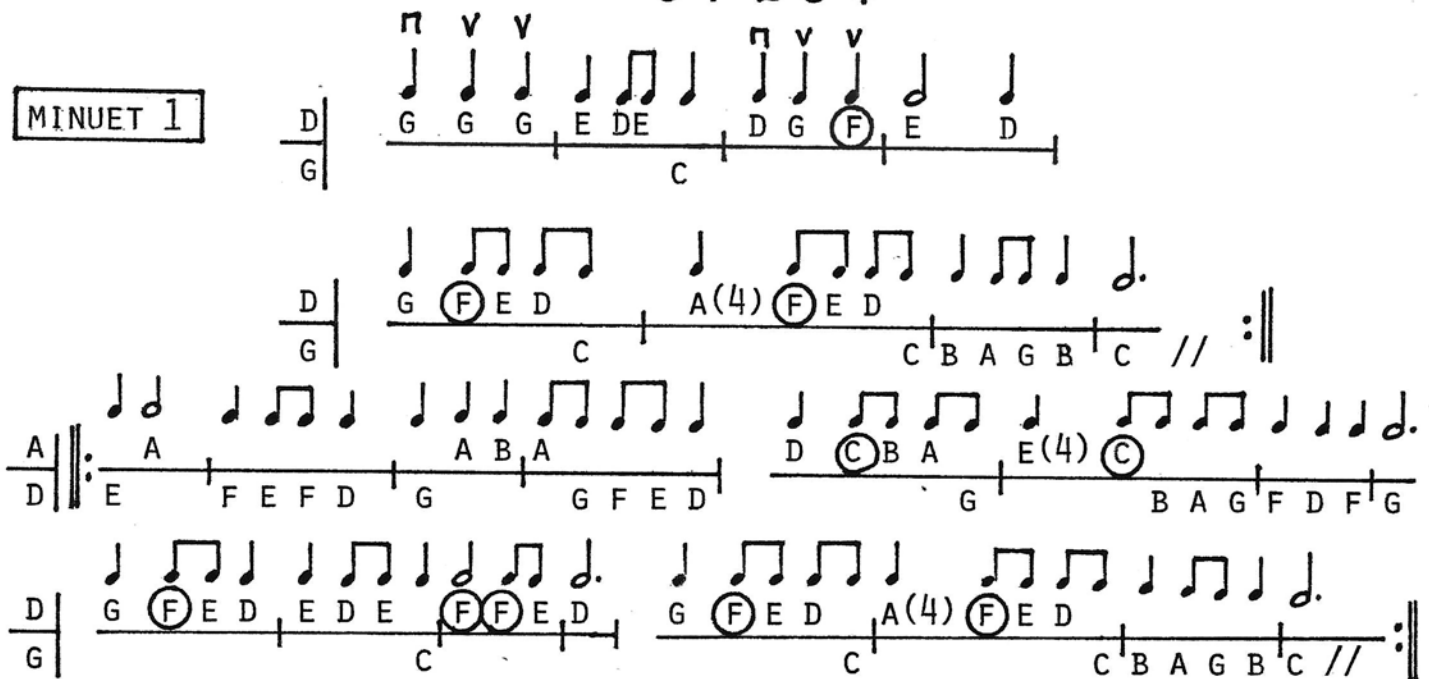
**NOTE READING ON D STRING**

TREBLE CLEF

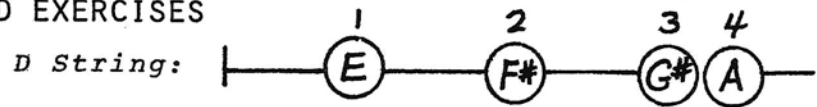
ALTO CLEF



**MINUET 1**



REVIEW ALL PREVIOUS PIECES AND EXERCISES



MINUET 2

First system of Minuet 2, measures 1-2. Treble clef. Notes: A, D, G. Fingerings: 1, 2, 3, 4. Dynamics: *f*. Includes circled notes and slurs.

Second system of Minuet 2, measures 3-4. Treble clef. Notes: A, D, G. Fingerings: 1, 2, 3, 4. Dynamics: *f*. Includes circled notes and slurs.

Third system of Minuet 2, measures 5-6. Treble clef. Notes: A, D, G. Fingerings: 1, 2, 3, 4. Dynamics: *f*. Includes circled notes and slurs.

Fourth system of Minuet 2, measures 7-8. Treble clef. Notes: A, D, G. Fingerings: 1, 2, 3, 4. Dynamics: *f*. Includes circled notes and slurs. Ends with repeat sign.

repeat first half of Minuet 2

Fifth system of Minuet 2, measures 9-10. Treble clef. Notes: A, D, G. Fingerings: 1, 2, 3, 4. Dynamics: *mf*. Includes circled notes and slurs.

Sixth system of Minuet 2, measures 11-12. Treble clef. Notes: A, D, G. Fingerings: 1, 2, 3, 4. Dynamics: *p*. Includes circled notes and slurs.

Seventh system of Minuet 2, measures 13-14. Treble clef. Notes: A, D, G. Fingerings: 1, 2, 3, 4. Dynamics: *p*. Includes circled notes and slurs. Ends with repeat sign.

now 3rd & 4th line, then repeat second half of Minuet 2

TREBLE clef, first line of staff. Fingerings: 0, 1, 2, 3, 4. Notes: A, B, C#, D, E.

ALTO clef, first line of staff. Fingerings: 0, 1, 2, 3, 4. Notes: A, B, C#, D, E.

TREBLE clef, second line of staff. Fingerings: 0, 1, 2, 3, 4. Notes: G, A, B, C, D.

ALTO clef, second line of staff. Fingerings: 0, 1, 2, 3, 4. Notes: G, A, B, C, D.

MINUET 3 *play 1-2-1-3, then repeat; then play 4-5-6-7, then repeat 4-5-6-7*

1

2

3

// now play first line and then third line

4

5

6

7

// :||

//

// :||

NOTE READING

E STRING - TREBLE CLEF

0 1 2 3 4  
E F# G# A B

C STRING - ALTO CLEF

C D E F G  
0 1 2 3 4

WRITE THE LETTER IN THE BLANKS. WHAT WORDS DO THESE SPELL?

① \_ \_ \_

② \_ \_ \_

③ \_ \_ \_

④ \_ \_ \_

⑤ \_ \_ \_ \_ \_

⑥ \_ \_ \_

⑦ \_ \_ \_

⑧ \_ \_ \_

⑨ \_ \_ \_

⑩ \_ \_ \_

⑪ \_ \_ \_

⑫ \_ \_ \_

⑬ \_ \_ \_

⑭ \_ \_ \_

⑮ \_ \_ \_

⑯ DO YOU LIKE TO

\_ \_ \_ \_ \_ S \_ N \_ \_ \_ \_ \_ ?

**NOTICE THE KEY SIGNATURE !!!**

IF NO SHARPS, NO FLATS - IT'S THE KEY OF C

C Scale - two octaves

IF ONE SHARP (F#) - IT'S THE KEY OF G

G Scale - 1 octave

IF TWO SHARPS (F# C#) - IT'S THE KEY OF D

D scale - two octaves

IF TWO FLATS (B<sup>b</sup> E<sup>b</sup>) - IT'S THE KEY OF B FLAT

B<sup>b</sup> Scale - 1 octave

B<sup>b</sup> Scale - 1 octave

LIGHTLY ROW - KEY OF B FLAT

FINE

D.S. al Fine