



Developing the String Orchestra

Bob Phillips

A. Pre-Beginners

Attitude Development/Arts Attitude Development/Public Relations

1. Students
2. Parents
3. Administration and Staff
4. The Community (public and business)
5. Informance
6. Classroom Visits/Open Houses
7. Big events – guests, string nights, PJ concerts
8. Brain research, Howard Gardner and Arts Advocacy

B. Beginners

Aural Skills

- Memory Games (fill in missing bar)
- Form Games (Drop out at B)
- Fill in the missing note (individually)

Right Hand Warm-ups (Right Hand exercises with media)

Teaching Tunes

- Aurally (echoing by bar or by note etc.)
- Visually echoing by bar
- Reading (by bar)
- Aural/Visual (Color coding and echoing by bar)

Teaching Reading

- Non-stop flash cards

C. Middle School

Right Hand

1. Concepts
 - Placement - Follow the leader
 - Geometry - Angles
2. Mechanics
 - Speed - 0-65 mph, Book 2, Page 14#66
 - Weight - 0-10 lbs., Book 2, Page 14#64
 - Placement – Sound points 1 - 5, Book 2, Page 14#64
 - String Crossings - The seven levels of the bow – Book 2, Page 33#121
3. Strokes
 - Détaché - Tiré/Poussé - Pull/Push – Book 2, Page 6 #22
4. Sight Reading – Title, Composer, , Tempo, Key Signature, Time Signature, Road Map, Starting and Ending Dynamics, Accidentals, Style
5. Vibrato – (Book 2, Page 3) and Shifting – (Book 2, Page 20)

D. High School

Rehearsal modes

- Large group
- Quintets

www.phillipsfiddlers.com

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- Circle
- Mixed Instruments
- Facing out
- Non-verbal

Using music to motivate

- Quality
- Quantity
- Level - notes versus music

Repertoire

- Large ensemble - Classical, Alternative, World
- Small Ensemble - Chamber Music, Solos

Evaluation: Knowledge or Performance

- Bell Curve
- Criteria Based
- Achievement Based
- Portfolios
- Self-Assessment

Curriculum

- Vertical
- Horizontal