

Organized Approach to Repertoire

What's new?

- skills, concepts, techniques introduced for the first time

Continuing to develop

- foundational instrumental skills or general musical skills that are being developed ongoing
- skills developed in a previous piece that need to be reinforced
- examples include the following
 - pulse
 - rhythm reading
 - left-right tracking
 - relaxed and correct position
 - correct bow arm motions
 - good tone production
 - good intonation
 - legato bowing
 - tunnel for e string (after introducing it in Lightly Row)

Strategy

- logical steps for teaching new skills needed for upcoming repertoire
- breaking down a piece then putting it back together
- often includes
 - march/clap/say rhythm
 - play rhythm on open string
 - learn fingers alone
 - no bow at all
 - teacher plays bow, student does fingers
 - fingers and bow together
 - teacher helps bow (and fingers)
 - student plays independently
 - concludes with memorization, fluency, putting together with piano and performing at group or on a recital

Looking ahead

- beginning preparations for new skills needed in upcoming pieces
- practicing embryonic forms of advanced skills which may include
 - top taps to keep vibrato motion available (or other vibrato exercises)

- sliding on magic X to prepare for shifting later (or other shifting exercises)
- bow arm/bow stroke exercises
- left hand finger pattern or finger motion exercises

Review

- important for gaining fluency and consistency
- important for reinforcing foundational instrumental skills