

Violin awards pupil notes

1. To achieve the Vivaldi Award

Learners can:

Get my violin ready to have a lesson;

Make a rest position;

Make a playing position;

Know what all the parts and strings of my violin are called;

Play using my fingers (pizzicato) on the open strings;

I might also be able to:-

Play using the bow into their playing and have a good bow hold;

Play and read some form of notation at the same time.

Music that will help learners achieve the award

Jig (Vamoosh open D and A, no notation). If they can get into plucking position, they may well manage playing this pizzicato.

Willow Waltz (Vamoosh - again no notation, just the note letters)

2. To achieve the Mozart Award

Learners can:

Play my Violin using my bow;

Play a simple piece of music using the open strings either from musical notation or memory;

Play at different speeds;

Make a better sound than the previous award.

I might also be able to:-

Cross more than one string at a time accurately (ie from G to A etc)

Play and identify quavers, crotchets and minims.

Correctly identify the importance of the down-bow and use it at the beginning of a piece or bar.

Have a tone, which is showing real promise.

Music that will help learners achieve the award

Open string exercises and call and response rhythm games to get pupils using full bows and getting their arms relaxed and working on getting an even confident sound.

Jig and Willow waltz Vamoosh, with bow.

Manhattan Blues (faster open string piece). This also has rests to count and features more than one note value.

More advanced players could start to look at Can-Can - still open strings but also uses quavers.

3. To achieve the Mendelssohn Award

Learners can:

Start to put my fingers down on at least 1 string;

Start to recognise some form of notation;

Continue to improve my tone;

Play in a concert or class performance;

I might also be able to:-

Use fingers on more than 1 string.

Have an increased ability to play longer pieces either from memory or notation.

Produce a warm sound with a good tone.

Music that will help learners achieve the award

A friend inDEED from the Abracadabra Book 1.

If pupil reading of open notes is pretty good, Do Have a Cup of Tea from the Copper Music Medal book is ideal. This uses first finger on the A string later on so there is room for progression for the more able pupils. As this is a duet with teacher part, there is opportunity for concert performance.

4. To achieve the Stravinsky Award

Learners can:

- Put my 1st, 2nd and 3rd fingers down on one or more string;
- Play a piece of music where I cross strings and move fingers at the same time;
- Develop my reading of music or memory for music;
- Play in time with an accompaniment either backing track or live;
- Play a solo entirely by myself in front of others.

I might also be able to:-

- Play a whole piece of music by myself;
- Bow with confidence;
- Play in tune;
- Play with an established and coordinated RH – LH;
- Play with an improving accurate articulation.

Music that will help learners achieve the award

Rolling Hills (Vamoosh): uses string crossing and all fingers. There is both a practice track and full speed track for solo performances.

Ode to Joy (Vamoosh): more regular and faster string crossing here. The quavers could be tweaked slightly to add slurs.

Fiery Fiddler (Vamoosh): This could be kept for the more able players as the whole piece centres on finger changing and string crossing simultaneously. Slow and full speed tracks available.

5. To achieve the Copeland Award

(Final award - this is aimed as a grade 1 unit)

Learners can:

Play all fingers on all strings (second finger in same position);

Play a piece from some form of notation or be able to play a longer piece from memory;

Cross the strings with accuracy;

Play unsupported with a good fluid rhythm and pitch accuracy;

Have an increasing grasp of traditional notation.

I might also be able to:-

Play second finger in a different position - possibly play the Am and Dm scale.

Music that will help learners achieve the award

Mattachins from grade 1 ABRSM here as it encompasses all strings, fingers, tempo changes and dynamics as well as string crossing (G-D then A-E)

Boat to Inverie to strengthen slurring, dynamics and bow control so maybe this should be the point where learners look at grade I.

Music suggestions from Abracadabra by Katie Wearing

Tudor Dance

Goblins