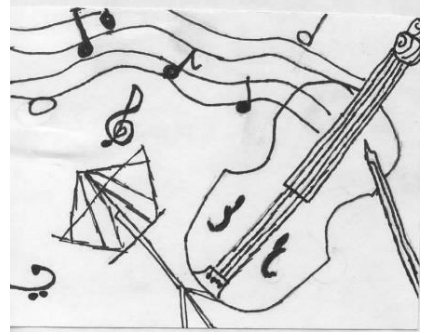


BASS UNIT STUDY PAGES

NAME _____

SCHOOL _____



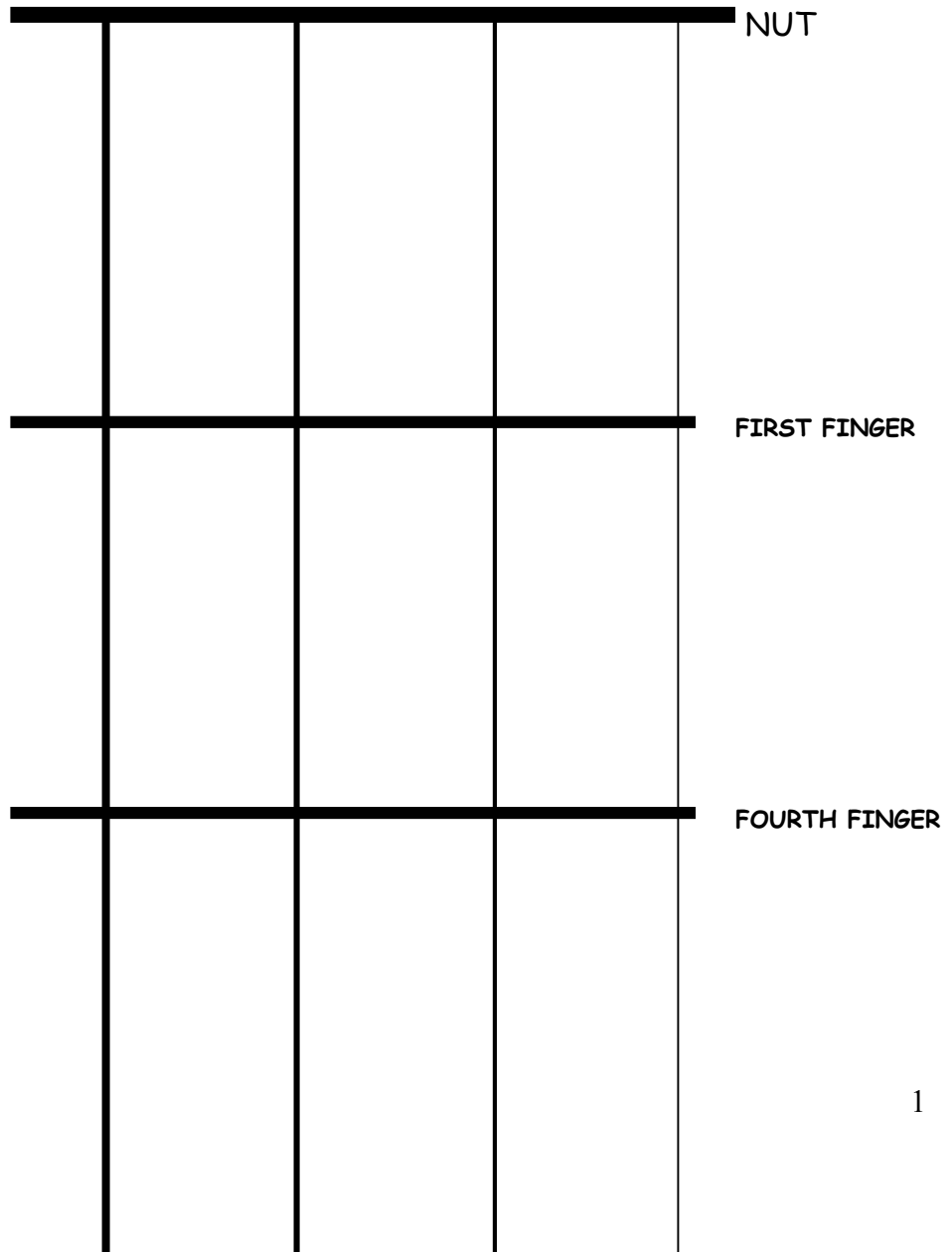
BASS

E

A

D

G



POWER PRACTICING



SAVE TIME AND SOUND GREAT!

- ♪ Use the following **SIX STEPS** to learn a piece of music. You can also use these STEPS to work through any "rough spots."
- ♪ If a STEP isn't perfect, identify and fix the "missing piece." Repeat that step several times until it seems easy.
You may need to go back a step or two to find the problem.
- ♪ Remember that DAILY practice is most effective!

THE SIX STEPS

1. Count-sing the rhythm
2. Sing the note names
3. Pizzicato
4. Air bow *and* do one of the following:
 - ♩ Count-sing
 - ♩ Sing bow directions
 - ♩ Sing note names
5. Air bow and do left hand fingering
6. Play arco, putting it all together

Unit Study Pages: Bass

Unit 1: Getting Started

1. Classroom Hints



- ✓ Bring your 1” binder, pencil, and instrument to every class.
- ✓ Participate fully in each class; if your teacher is speaking to a classmate, check yourself to make sure you are doing it right!
- ✓ Memorize the parts of the instrument and bow so you can follow instruction.

2. Practice Hints

- ✓ Refer to the Practice Assignment at the end of each unit.
- ✓ ***Good practice habits will be the deciding factor in your success as a young string player. Share the following practice hints with your parents, and ask for their support in your new adventure!***
 - **Practice every day.** 15 minutes of daily practice is far more beneficial than two hours one day a week!
 - Practice **at the same time** every day. Get into a routine; this is YOUR special time!
 - Make sure you have **good technique** for playing. Go through the steps to get into playing position. Spend the time to check your posture, playing position, and pizzicato or bow-hold. Make sure they are correct *before* you begin playing.
 - **Practice carefully.** *It is best to play the notes and rhythms correctly, so play very slowly when you are first learning something. Be patient, and play through things more than once. Repetition is the key!*
 - Give a concert (not every day☺) when you have accomplished a new song. Invite your family or friends to listen, or set up an audience of stuffed animals. Don't forget to bow at the end!



3. Here are some accompaniments to songs using your open strings (p. 4).

- ✓ Memorize your open string names from the **Fingering Chart**.
- ✓ A double bar line () means the song is over.
- ✓ A repeat sign () means to play the song again.
- ✓ For each half note you see, play the rhythm that your teacher gives you. Each of these rhythms equals a half note. Study the rhythm charts on p. 5.

BASS UNIT STUDY PAGES

Double Bass

Lightly Row

♩ = 92

D A D D D A D D

5 A A D D D A D D

Double Bass

O Come Little Children

♩ = 92

D D A D D D A D

5 A A D G D D A D

Double Bass

Canon in D

Play 5 times



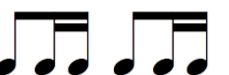
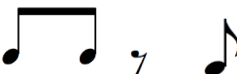
4

D A D A G D G A

Fine

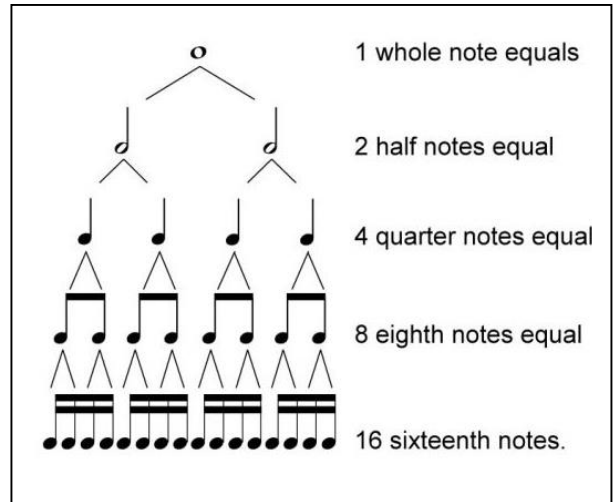
D

Rhythm Chart: Half Note Equivalents

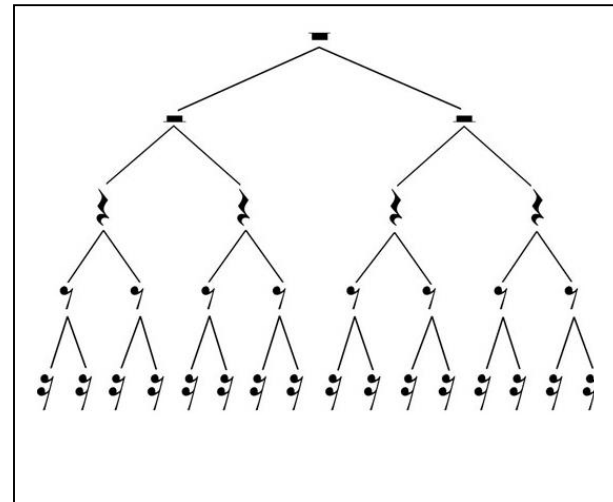
One half note	
Two quarter notes	
Four eighth notes	
Eight sixteenth notes	
Combination	
Combination	
Twinkle Rhythm Variations = Half Note	
Mississippi Hot Dog	
Down Pony Up Pony	
Hot Dog, Shh, Dog	
Mississippi Alligator	

Rhythm Tree - Notes

(Another way to look at rhythm equivalents.)



Rhythm Tree - Rests

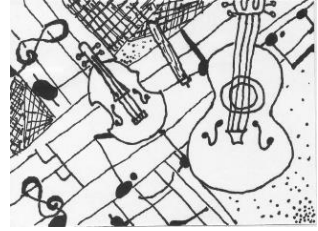


Unit 1 Practice Assignment

1. Lay your instrument and bow in front of you and sing as many parts of your instrument and bow as you can, using the song "This Is My Violin."
2. Name the steps to get to playing position and practice the steps.
3. Memorize and sing the notes of the Open String Accompaniments.
4. When you are allowed to take the instrument home, practice the songs pizzicato.
Identify three things to check when you are playing pizzicato.
5. Practice your pencil bow hold during commercials each time you watch T.V.
Identify the steps for placing your hand on the pencil.
6. Watch yourself in the mirror when you practice.
7. Practice the Open String Accompaniments with the rhythms you learn in class. Make sure you stay in the middle of the bow, and that the bow is mid-way between the fingerboard and the bridge.

BASS UNIT STUDY PAGES

Instrument Care



- ♫ **DO NOT LET OTHERS PLAY YOUR INSTRUMENT.**
- ♫ Your instrument must NOT be taken home on a bicycle.
- ♫ Keep your instrument and bow in the case and in a safe place when they are not in use.
- ♫ Keep your instrument free of rosin dust and finger prints by wiping carefully with a soft cloth after playing.
- ♫ Handle your instrument carefully in order to prevent accidental damage and avoid deterioration of the varnish.
- ♫ Protect your instrument from extreme heat or cold and from sudden changes of temperature. This includes **never** leaving your instrument in a car.
- ♫ Cover your instrument with a soft cloth when placing it in the case, especially if it does not fit snugly.
- ♫ Make sure the case is closed securely before picking it up by the handle.
- ♫ Inspect the bridge often to be sure it is in the correct position. It should stand straight up. (The bridge is held in place only by the pressure of the strings - it is not *glued* to the instrument.) All bridge adjustments need to be performed by a string repair person.
- ♫ Do not touch the tuning pegs, as even small adjustments may result in broken strings, misaligned bridge, and/or the sound post falling.
- ♫ Loosen the hair each time after using the bow.
- ♫ Do not touch the bow hair with the fingers.
- ♫ Use best quality rosin SPARINGLY.
- ♫ Never put your method book or papers in your case. Placing your book in the case may cause your instrument to break.
- ♫ Any repair work must be done by an experienced string instrument repair specialist (luthier).
- ♫ Students owning their own bass should have their instrument in playable condition at all times. The instrument should be equipped with: four fine tuners, rosin, extra set of strings, soft cloth, and name tag on case handle.

Bass students are encouraged to purchase a stool to keep at home for practice. Here are links to two different types:

Global Trademark 24" Folding Bar Stool

<http://www.walmart.com/ip/Trademark-Global-24-Cushioned-Folding-Stool/22175347>

Norwood Metal Lab Stool - Adjustable Height (18 1/2" - 26 1/2" H)

https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM31452/products_id/PRO42930

BASS UNIT STUDY PAGES

Unit 2: Ostinati, Song Fragments, and Whole Songs (Memorized)

I. Practice Hints

- Check your playing position:
 - Posture.
 - Instrument Hold: the left hand must be positioned so that each finger can make new notes.
 - Pizzicato Position or Bow Hold.
- Practice carefully, with a steady beat.
- Learn the new notes in Unit 2 by playing the ostinati (repeated patterns that act as harmony) and song fragments (parts of songs) that follow.

II. New Notes and Songs

A. Left hand fingers make pitches that sound higher than the open string. Make sure your left hand is placed correctly so that the fingers are ready to play notes, even if the song starts on an open string.

B. New Note E: All instruments place the first finger on the D string.

1. This ostinato will harmonize either "**Ghost of John**" or "**Canoe Song.**"
Repeat several times, until the song's melody is over.



Ghost of John
or
Canoe Song



2. This ostinato will harmonize "**Old MacDonald.**"



Old
MacDonald

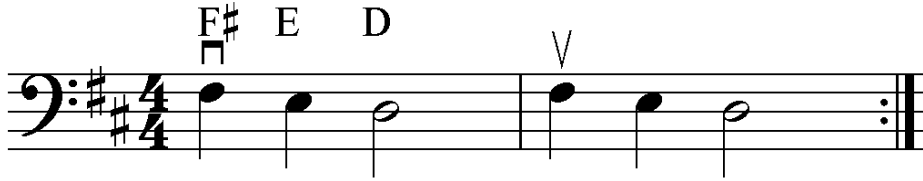
BASS UNIT STUDY PAGES

C. New Note F#:

- **Violins** and **Violas** place first *and* second fingers on the D string.
- **Celli** place first, second, *and* third fingers on the D string.
- **Basses** place first, second, third, *and* fourth fingers on the D string.

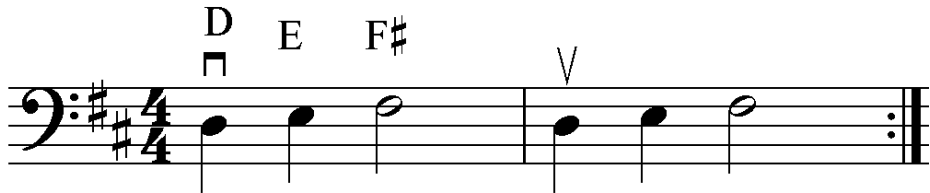
1. This ostinato harmonizes "**Three Blind Mice.**"

*Three
Blind
Mice*

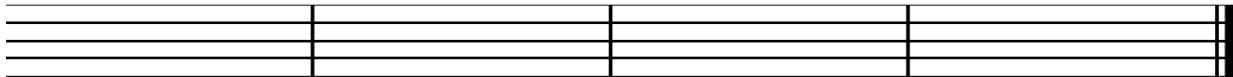


2. This ostinato harmonizes "**Frere Jacques.**"

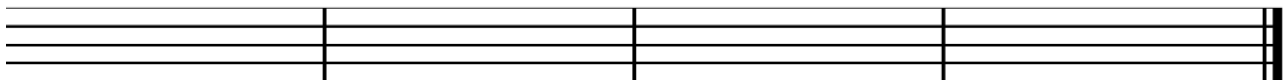
*Frere
Jacques*



3. Can you find the melody for "**Hot Cross Buns**" using D, E, and F#?
Hint: start on F#. Sing the song, then try to play it. Keep trying! Write it here once you can play it.



4. **Your Melody:** Can you make a four measure melody of your own using the notes D, E, and F#? Here is some space to write your composition down after playing it several times. Use rhythms too if you can.



BASS UNIT STUDY PAGES

D. New Note G:

- **Violins** and **Violas** place first, second, *and* third fingers on the D string.
- **Celli** place first, second, third, *and* fourth fingers on the D string.
- **Basses** play open G, so this is a new note for basses.

The Addams Family

1. This is a song fragment from “**The Addams Family.**” Play the song slowly at first, with a steady rhythm. Speed up as you become more comfortable placing your fingers accurately. Tap your toes on the rests!

D E F# G tap tap

2. “**The Baseball Song**” is another song fragment using D, E, F#, and G. Usually a repeat sign means to repeat once, but your teacher may direct you to repeat the song several times (*ad. lib.*) before the last measure.

Double Bass

The Baseball Song

The Baseball Song

G D E F#

3. This song fragment for “**Froggie Went A-Courtin’**” has few notes and many rests. The challenge is to play just at the right time. Play open D and then put all the fingers down at once to play G.

(**Basses** play open G. Make sure the bow changes strings cleanly.)

Double Bass

Froggie Went A-Courtin'

Froggie Went A-Courtin'

BASS UNIT STUDY PAGES

E. Adding open A

1. **"The Spinning Song"** can be harmonized with open D and A. This simple ostinato is called a bordun. The bow crosses strings. Keep your right wrist relaxed and make small circular motions with your right hand to alternate playing D and A! First start down bow, then try starting the song up bow.

Enrichment: Is the circle clockwise or counter-clockwise when you start down bow? Up bow?



The Spinning Song

Here Comes the Bride

2. **"Bridal Chorus" ("Here Comes the Bride")** is a song fragment played with notes on the D string, plus open A.
 - o **Basses** have a new note. When the song calls for "A," place one finger on the G string. Notice that this A is an octave higher than open A, and looks higher on the staff.
 - o **Notice the first and second endings.** On the repeat skip the first ending and play the second.

Double Bass

Bridal Chorus



BASS UNIT STUDY PAGES

F. New Note B:

- **All instruments** place one finger on the A string. Notice that B is one string across from E.
 - **Basses** may also play "high B" which is made by placing four fingers on the G string.
1. The "**Ghost of John**" or the "**Canoe Song**" may also be played with an ostinato using A and B. The songs are transposed to a different key.

Ghost of John ~or~ Canoe Song
(in B minor)



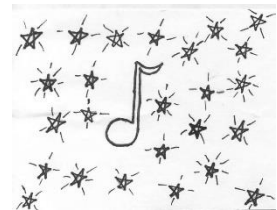
2. This ostinato accompanies "**Twinkle, Twinkle, Little Star.**"

*Twinkle,
Twinkle,
Little
Star*



You are now ready to play an entire piece! Many melodies use just a few notes. The next one uses the six you know: **D, E, F#, G, A, and B.**

- ✓ Make sure your fingers are exactly placed, so that they “sound right.” We call this **playing in tune.**
- ✓ Prepare to play the song with your fingers lined up over the finger-tapes.
- ✓ If you are using the correct fingering on the correct string, but the fingertip is not placed accurately in the correct spot, it will be *out* of tune. You will need to make minute adjustments with your fingertip until it sounds *in* tune.
 - Play "**Twinkle**" using rhythm variations equal to a half note. (See the rhythm chart on p. 5)



*Twinkle
Variations*

Twinkle Variations

D A B A G F# E D

5 A G F# E

9

- Now play the “**Twinkle**” theme as you would sing it. Notice that every two measure pattern ends with a half note instead of two quarter notes. Pull your bow straight on the strings, and give it lots of weight for a full, rich tone.

*Twinkle,
Twinkle,
Little
Star*

Twinkle Twinkle Little Star

D A B A G F# E D

5 A G F# E

9

BASS UNIT STUDY PAGES

G. New notes C# and High D allow you to play The D Major Scale:

1. New Note C#:

- **Violins and Violas** place two fingers on the A string.
- **Celli** place three fingers on the A string.
- **Basses** place four fingers on the A string. (There is a high C# that your teacher may show you.)

2. New Note D: This is an octave higher than open D! Notice that it looks higher on the music staff than open D.

- **Violins and Violas** place three fingers on the A string.
- **Celli** place four fingers on the A string.
- **Basses** can play open D, which is not a new note. Your teacher may show you the D an octave higher.

3. Transpose the ostinati and song fragments you learned on the D string to the A string.

- Songs that need **A, B, and C#**:

♪ "Three Blind Mice" (start on C#)

♪ "Frere Jacques" (start on A)

♪ "Hot Cross Buns" (start on C#)

- Songs that need **A, B, C#, and High D**:

♪ "The Addams Family" (start on A)

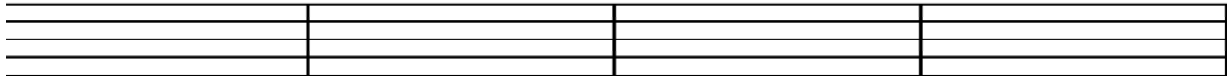
♪ "The Baseball Song" (start on high D)

♪ "Froggie Went A-Courtin'" (start on A)

- **Enrichment:** Choose one of these songs, based on the A string, and notate it below:

Hint: Use the D Major scale on p. 14 to write the notes A, B, C# and D.

*Familiar Songs on
the A String:
Play A, B, C#, and D*



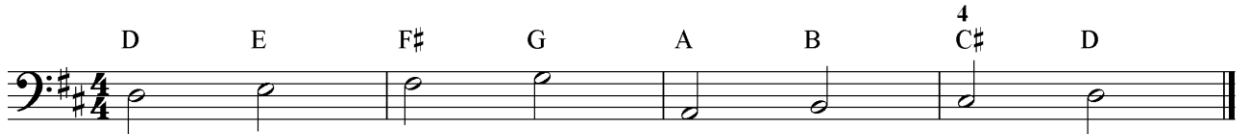
BASS UNIT STUDY PAGES

4. Play the D Major scale.

- Use long bows for half notes, or practice with the rhythm variations. Notice that you add one finger at a time on each string to go up the scale. It's like going up a ladder, one step at a time. **Basses** are playing a **displaced** scale here.

D
Major
Scale

D Scale Ascending



- Now go down the scale. Notice that you lift one finger off at a time. This is like going down the ladder. How do you play one note lower than open A? (**Basses**, how do you play one note lower than open G?)

D Scale Descending



5. Can you play the beginning of "Joy to the World" by ear? Try it several times by "sounding it out."
- **Hint #1:** Start on high D!
 - **Hint #2:** Sing the song.
 - **Hint #3:** Play the descending scale.

BASS UNIT STUDY PAGES

6. Congratulations! "**French Folk Song**" is a song that uses *all* the notes of the D Major scale.
- Notice that each line of music begins down bow (▭), and ends up bow on the dotted-half note (▽). Make the sound continuous on these long up bows.
 - Can you find the descending D Major scale in this song?

Double Bass

French Folk Song

5

9

13

17

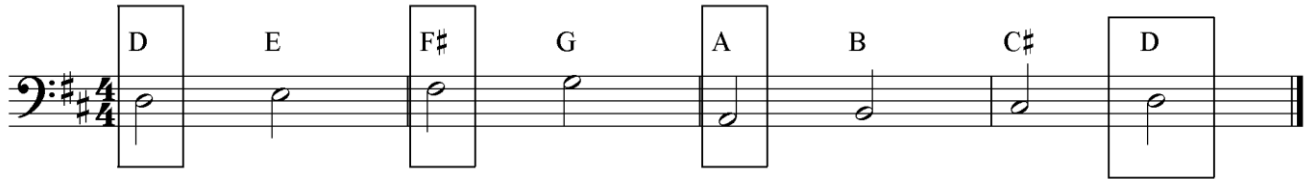
D C# B A G F# E D

BASS UNIT STUDY PAGES

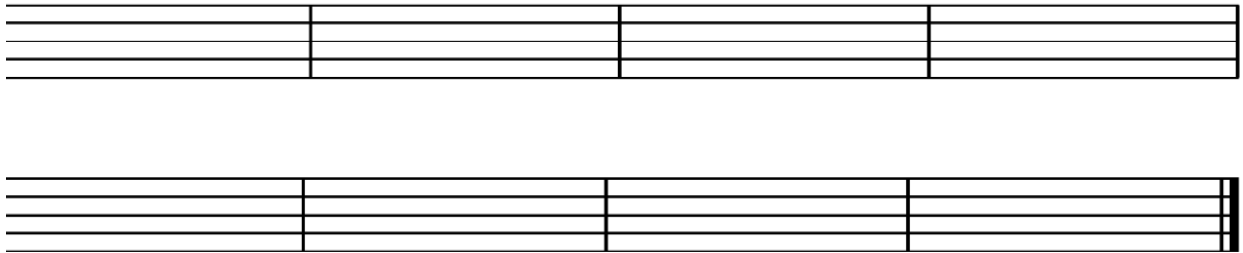
See p. 33 for an alternate bass part that provides harmony.

7. Play the **D Major arpeggio**. Use the first, third, fifth, and eighth notes of the scale. The scale is written below, with the arpeggio notes in boxes.

D Scale Arpeggio

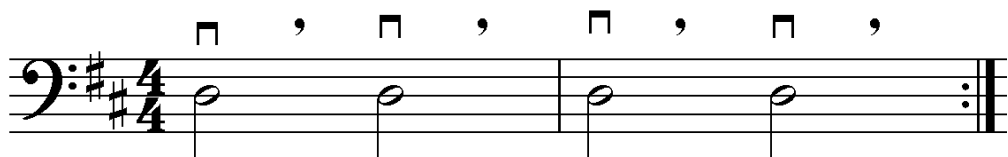


8. **Compose** your own eight measure melody using all the notes you know. Include the D arpeggio in your song, either ascending, descending, or both! Play it several times until you can sing it, then write it here. You may add a repeat sign if you wish. Write the notes using rhythm if you can.



H. A **bow lift (')** is used to return the bow to the lower half or frog so another down bow can be played.

1. Practice a few bow lifts this way:



BASS UNIT STUDY PAGES

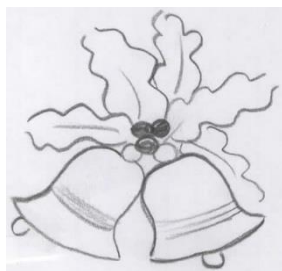
2. "Jingle Bells" has a repeat with first and second endings.

- Be sure to observe the bow lift in "Jingle Bells!" Because there is a repeat in the song, there will be two bow lifts.

Jingle Bells

5

9



WHAT YOU SHOULD KNOW

Melody

Ostinato

Song Fragment

Double Bar Line

Repeat Sign

Down Bow, Up Bow

Bow Lift

First Ending, Second Ending

(high)

Notes of the D Major Scale: D, E, F#, G, A, B, C#, D

Open String Notes

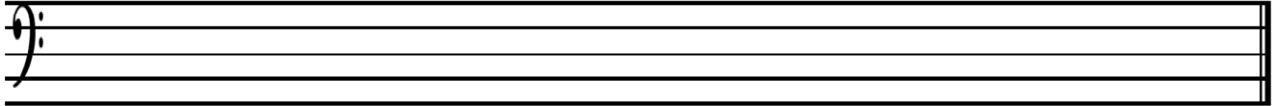
BASS UNIT STUDY PAGES

Name _____

Playing and Reading Music Unit Study Pages

Unit 3: Introduction to Basic Notation

1. Trace your **clef** sign, and then practice writing your clef eight times.



2. Here are the note names on your staff for your instrument. Use **this as a key** to name the eight notes below.

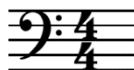
E String A String D String G String (3rd Position)

E F# G# A B C# D E F# G A B C# D

3. **Key signature** - A key signature tells which notes to play as sharps and flats for the entire song. In this key signature there is an F# and C#, so all Fs in the song should be played as F# and all the Cs as C#.





















4. **Time signature** - A time signature tells us two things: The top number indicates how many beats there are in a measure and the bottom number tells what kind of a note gets the beat.

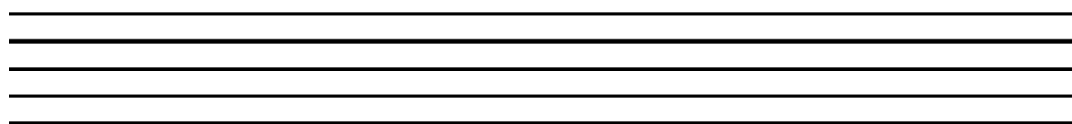


BASS UNIT STUDY PAGES

5. Rhythm Counting Chart

	When the meter's <i>bottom number</i> is 4:	4 4	3 4	2 4
	WHOLE NOTE (four beats)	 1 (2 3 4)		
	DOTTED-HALF NOTE (3 beats)	 1 (2 3) 4	 1 (2 3)	
	HALF NOTE (2 beats)	 1 (2) 3 (4)	 1 (2) 3	 1 (2)
	QUARTER NOTE (1 beat)	 1 2 3 4	 1 2 3	 1 2
	EIGHTH NOTE (1/2 beat)	 1 & 2 & 3 & 4 &	 1 & 2 & 3 &	 1 & 2 &
	TWO EIGHTH NOTES (1 beat)			

6. First, write your clef. Next, write a 4/4 time signature. Then, write four quarter notes for your open A string, followed by a bar line.



Unit 3 Practice Assignment

1. Complete the written work above.
2. Practice French Folk Song three times per practice session, focusing on long bows for the dotted half notes.
3. Practice the D scale and arpeggio 3 times per practice session, focusing on intonation, bow hold and posture.
4. Practice two variations of Twinkle per practice session, focusing on posture and bow hold.

Student Practice Notes

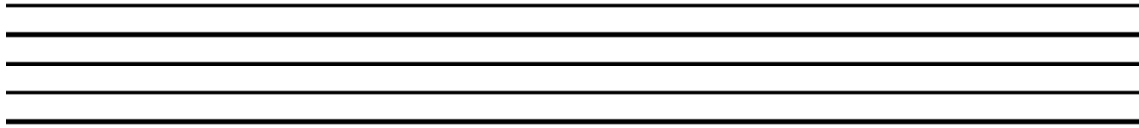
1. What days did you practice?
2. What did you play really well? Why?

BASS UNIT STUDY PAGES

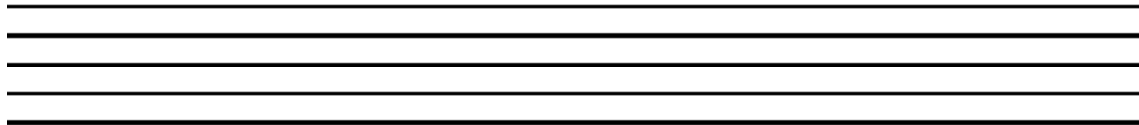
3. What aspects of your technique do you think are developing well? What aspects do you need to really think about?
4. Do you have any questions about Unit 3?

Unit 4: Play, Read, and Write Open A and D

1. On the following staff line, write your clef sign, 4/4 time signature, and at least two measures of open D and A quarter notes and half notes in any combination that add up to four beats per measure. Draw bar lines to separate the measures.



2. **Dictation:** You will hear one measure of 4/4 time played on the open A string, using half notes, quarter notes or a combination. Write your clef sign, and then write what you hear your teacher play.



Unit 4 Practice Assignment

1. Complete the written work above.
2. Practice French Folk Song one time per practice session focusing on long bows.
3. Practice the D scale and arpeggio one time per practice session, focusing on intonation.
4. Practice one variation of Twinkle per practice session focusing on good posture.
5. Song #1– (Title: _____) Follow the directions on the **Song Study Guide** to learn this song pizzicato first, then arco. Memorize the song over time.
6. Music reading: Practice the following lines from your method book _____

BASS UNIT STUDY PAGES

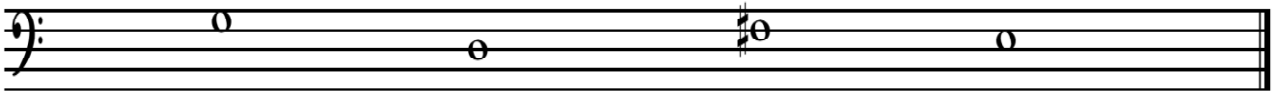
Student Practice Notes

1. Do you notice improvement in your playing with practice?
2. Were you able to memorize Song #1? What helped, or what was difficult?
3. Are you working to improve a particular aspect of your playing?
4. Do you have any questions about Unit 4?

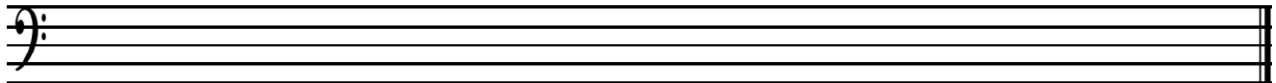


Unit 5: Play, Read, and Write Notes on the D String

1. Name the following **D string notes**, then draw notes on the second staff.

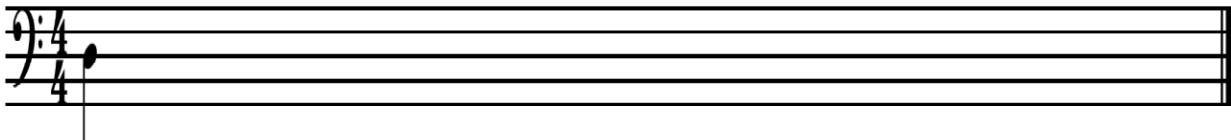


— — — —



E D F# G

2. **Dictation:** Write what your teacher plays. You will hear 4 quarter- notes starting on open D and then going to different notes on the D string. The first note is written for you.



Unit 5 Practice Assignment

1. Song #1
2. Song #2, following the directions on the **Song Study Guide**. (Title: _____)
3. French Folk Song
4. D scale and arpeggio
5. Music reading: Practice the following lines from your method book _____

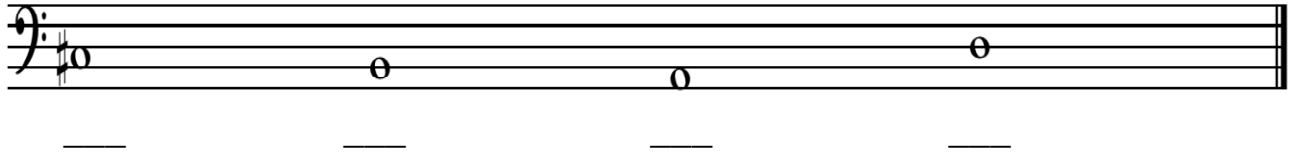
BASS UNIT STUDY PAGES

Student Practice Notes

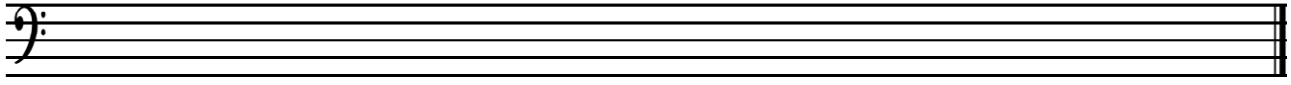
1. What is your favorite song to practice?
2. Do you often *start* your practice with something difficult and *end* your session with a fun song? (This is a good habit!)
3. Do you have any questions about Unit 5?

Unit 6: Adding the Notes on the A string

1. Name the following **A string notes**, then draw notes on the second staff.



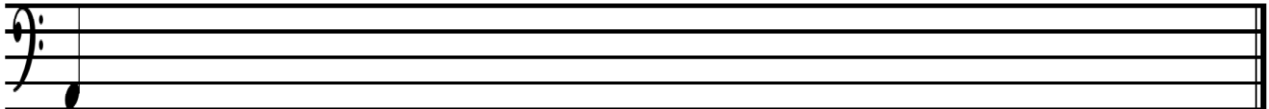
A musical staff in bass clef with a key signature of one sharp (F#). The staff contains four whole notes on the A string: C# (first line), A (second space), D (third space), and B (fourth space). Below the staff are four horizontal lines corresponding to the notes.



A musical staff in bass clef with a key signature of one sharp (F#). The first note is a whole note on the A string (C#).

C# A D B

2. **Dictation:** Write what you hear your teacher play. The first note is written for you.



A musical staff in bass clef with a key signature of one sharp (F#). The first note is a whole note on the A string (C#).

Unit 6 Practice Assignment

1. Song #3: Follow the directions on the **Song Study Guide**. (Title: _____)
2. Review song #2.
3. Review song #1.
4. Review one Twinkle variation, focusing on bow hold and posture.
5. Music reading: Practice the following lines from your method book _____

BASS UNIT STUDY PAGES

Student Practice Notes

1. Are you able to learn new songs more quickly now because you can read music?
2. Is your playing technique in good shape? Why or why not?
3. Do you have any questions about Unit 6?

Unit 7: Rhythms

1. Continue writing in the counts for the following line:

A musical staff in 4/4 time. The first measure contains four quarter notes. The second measure contains a half note followed by a quarter rest. The third measure contains a quarter note, a quarter rest, and a quarter note. The fourth measure contains a quarter note, a quarter rest, and a quarter note. The fifth measure contains a quarter note, a quarter rest, and a quarter note. The sixth measure contains a quarter note, a quarter rest, and a quarter note. The seventh measure contains a quarter note, a quarter rest, and a quarter note. The eighth measure contains a quarter note, a quarter rest, and a quarter note. The ninth measure contains a quarter note, a quarter rest, and a quarter note. The tenth measure contains a quarter note, a quarter rest, and a quarter note. The eleventh measure contains a quarter note, a quarter rest, and a quarter note. The twelfth measure contains a quarter note, a quarter rest, and a quarter note. The thirteenth measure contains a quarter note, a quarter rest, and a quarter note. The fourteenth measure contains a quarter note, a quarter rest, and a quarter note. The fifteenth measure contains a quarter note, a quarter rest, and a quarter note. The sixteenth measure contains a quarter note, a quarter rest, and a quarter note. The staff ends with a double bar line.

1 2 3 4 1 (2) 3 4 — — — — — — — —

2. Rhythm game

You will need the following supplies:

A pencil

16 index cards 4 or 5 straws

Scissors Glue

Make the game:

On the rhythm square page at the end of Unit 7, cut along the lines and make 16 flash cards by pasting pieces on 3x5 index cards.

Game directions:

1. Choose one time signature (meter), and place at the beginning of your “rhythm song.”
2. Use different note values to create the correct number of beats in each of 2-4 measures. Use straws as bar lines to divide your measures. Use two straws at the end of your rhythm song to make the end double bar line. (You’ll have to pretend the last straw is thicker.)

Now play your song:

1. Tap your toe to a steady beat and clap or say the rhythm.
2. Play your song pizz. on an open string.
3. Play your song arco on an open string.

BASS UNIT STUDY PAGES

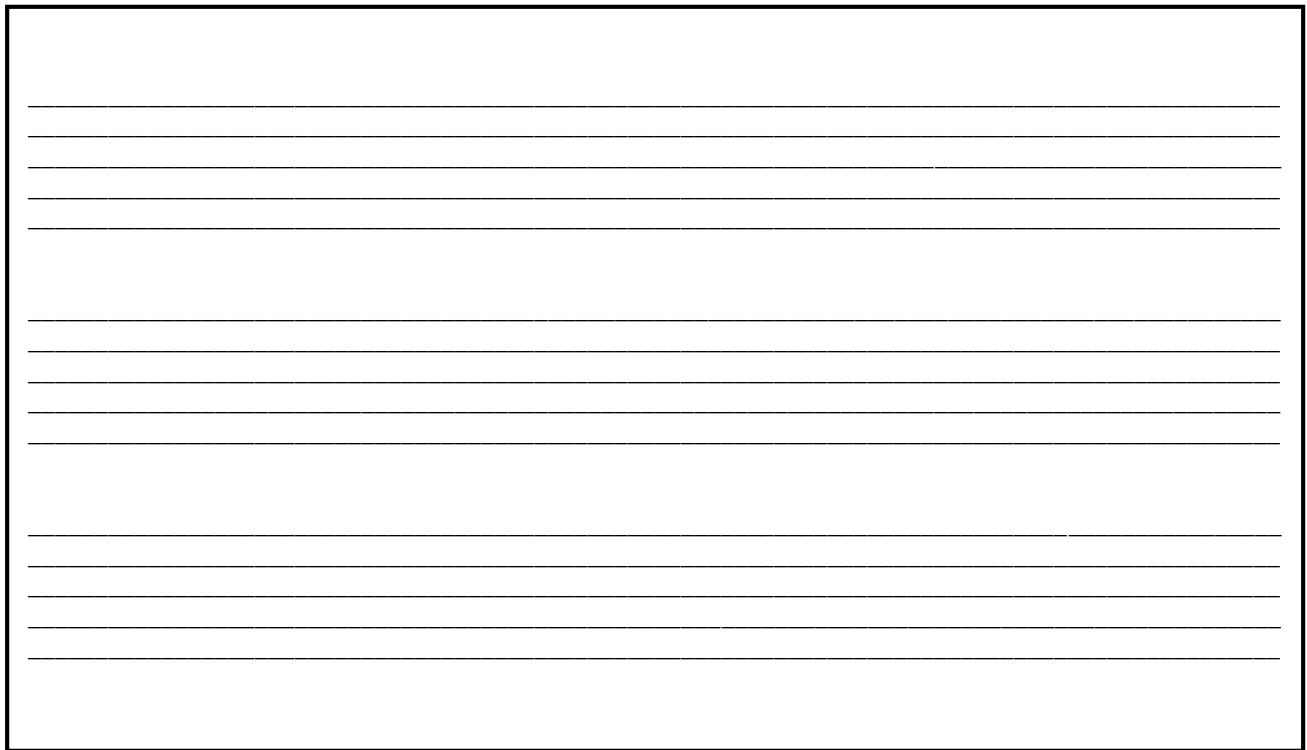
Extra Credit:

1. Create a melody to go along with your rhythm.
2. Use staff paper below to write down your piece.
3. Name your song, and be sure to write your name in the upper right corner of the music. (This is where the composer's name is usually found.)

Enrichment:

Use your short song as a "theme" to create a longer song. Develop your idea by exploring and expanding the theme on your instrument. Record it!

Extra Credit and Enrichment Staff Paper



Unit 7 Practice Assignment

1. Learn song #4. Follow the **Song Study Guide**. (Title: _____)
2. Review French Folk Song. Make it as beautiful as you can.
3. Review and work on songs #1, #2, and #3.
4. Music reading: practice the following lines from your method book _____
5. Make and Play the rhythm game.

















Student Practice Notes

1. Is there a song you now think is easy and fun that you used to think was difficult?
2. What would your string orchestra sound like if everyone played as well as you?
3. Do you have any questions about Unit 7?

BASS UNIT STUDY PAGES

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Rhythm Game Cards

BASS UNIT STUDY PAGES

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BASS UNIT STUDY PAGES

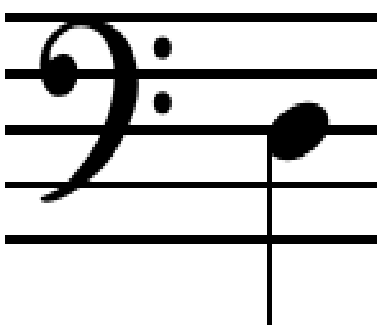


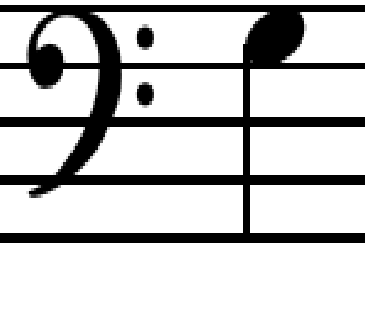




Unit 8: Flash cards with note names

Make flash cards for these notes on the D and A strings. Cut them out and glue onto index cards. Write the names of the notes and the fingering on the back of each card.

D String Notes: **D** = D/0; **E** = D/1; **F#** = D/4

G String Notes: **G** = G/0; **A** = G/1; **B** = G/4 **3rd position notes:** **C#** = G/2; **D** = G/4

Store the flashcards in a small bag.

BASS UNIT STUDY PAGES

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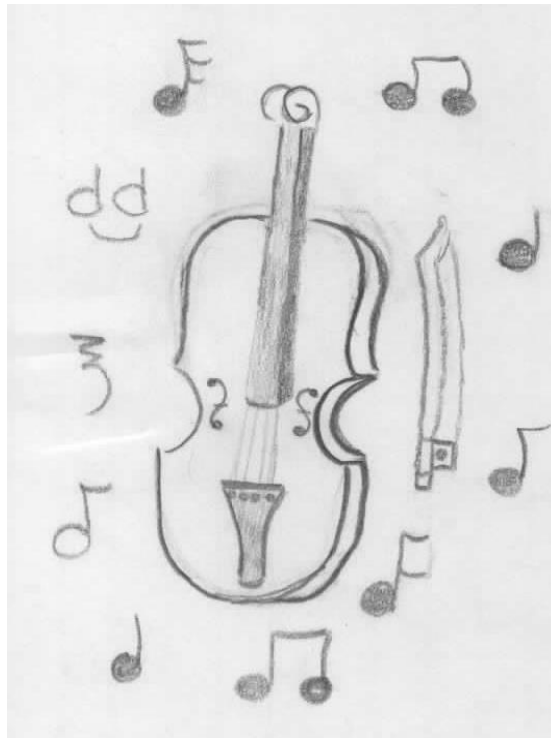
BASS UNIT STUDY PAGES

Unit 8 Practice Assignment

1. Make the flash cards.
2. Review songs #1, #2, #3 and #4 to refine. Focus on your sound.
3. Practice the D scale and arpeggio.
4. Music reading: practice the following lines from your method book _____

Student Practice Notes

1. Are you in the good habit of practicing every day?
2. Do you look forward to practicing?
3. What is the most difficult part of practicing? (Often it's getting out the instrument.)
4. Do you have any questions about Unit 8?



BASS UNIT STUDY PAGES

Unit 9: Reading 8th notes

1. Continue writing in the counts for the following line:

1 2 + 3 4 1 + _ _ _ _ _ _ _ _

2. Compose your own song using a combination of eighth, quarter, and half notes. Use notes from the D scale.

Unit 9 Practice assignment

1. Review all of your songs.
2. Music reading: practice the following lines from your method book _____
3. Practice the D scale and arpeggio
4. Practice Twinkle with eighth notes.

Student Practice Notes

1. Have you purchased music books to practice solos?
2. Do you ever practice *more* than what is assigned for each unit?
3. Do you have plans to keep playing over the summer?
4. Do you have any questions about Unit 9?

BASS UNIT STUDY PAGES

Alternate Bass Part

French Folk Song

