Step 1: How to Hold the Violin

- Students will begin by putting the violin out in front of them with the scroll at the top, turning it upside down, and putting it on their shoulder.

- Students will be advised to keep the violin parallel to the floor, with their scroll facing forward.

- Students will then make a backwards “L” with their right hand and place their right thumb on the edge of the fingerboard, plucking with their pointer finger. Students will identify the D and A strings, and practice plucking various four beat patterns.

- The students will be given many opportunities to practice this step.

Step 2: Simple Rhythm and Bowing Practice

- Students will begin practicing examples 1-9 in *Essential Elements for Strings* Book 1.

- Students will be advised to practice the rhythm by saying the words ‘quart’ for quarter notes and “shh” for rests.

- Students will be advised to remember looking at the book, instead of their fingers on the violin.

- Students will sing the D and A patterns with the correct rhythm and then play it on the violin.

- Students will be given many opportunities to practice these examples.

Step 3: What is a Rubric!?

- The teacher will pass out the “D and A String Peer Assessment Rubric” with attached descriptive feedback prompts.

- The teacher will introduce the rubric to the students by asking the following questions:
  
  - What is a rubric?
Step 4: Determining the Rubric Criteria Levels

- The teacher will focus on the rhythm portion of the rubric and explain each level for the criteria.

- Students will read the criteria for “Take A Bow,” the teacher will demonstrate what the “Take A Bow” level would look and sound like by playing an example on the violin.

- The teacher will ask a student to read the “Standing Ovation” level and ask, “What is the difference between the ‘Take a Bow’ and ‘Standing Ovation’?

- The teacher will then demonstrate the ‘Standing Ovation’ level by playing an example on the violin.

- A student will read the ‘Applause’ level, and ask the difference between ‘Applause’ and ‘Standing Ovation’, the teacher will demonstrate by playing an example on the violin.

- A student will read ‘Smiles and Nods’ and ask the difference between ‘Smiles and Nods’ and ‘Applause’.

- The teacher will demonstrate ‘Smiles and Nods’ by playing an example on the violin.

- The teacher will play an example of a level and ask students to decide the level that was demonstrated.

Step 5: Peer Assessment of Rhythm Criteria

- Students will be given the opportunity to work with a partner to play an example, only using the rhythm criteria.

- Students will decide who will play first, and who will be watching.

- The first partner will play a specific example from Essential Elements for Strings Book 1 while the other partner observes.

- After they are finished playing, the person watching will circle one of the levels on the rubric that best matched what their partner played.
The students will then be given an opportunity to discuss why they circled that level.

After discussing, the students will play the example again, and try to fix what their mistakes based on what their partner discussed with them. The partners will then switch.

The person who was watching will now play, and the person who played will now watch.

The students will play the same example, the person watching will circle the level and discuss why they picked that level.

Students will be given an opportunity to play again and fix their mistakes.

**Step 6: D & A String Criteria**

- The teacher will review the D and A string criteria.
- A student will read the “Take A Bow” level and the teacher will demonstrate what “Take A Bow” looks like while playing the example.
- A student will read the “Standing Ovation” level and ask the differences between the two. The teacher will demonstrate the level.
- The students will read the ‘Applause’ level and ask what the difference is between ‘Applause’ and ‘Standing Ovation’, and demonstrate what ‘Applause’ looks like while playing the violin.
- Students will read ‘Smiles and Nods’ and define the difference between ‘Smiles and Nods’ and the other levels. The teacher will demonstrate this level.
- The teacher will play an example of a level and ask students to decide the level that was demonstrated.

**Step 6: Peer Assessment of D & A String Criteria**

- Students will go back to their partners.
- Students will only be focusing on the D and A String criteria.
- One partner will play while the other watches.
- After playing, the partner will circle the level that best fits their partners playing. Students will discuss and be given an opportunity to play again to fix their mistakes.
- The students will switch roles.
Step 7: Peer Feedback

- After all students have played, they will be given the opportunity to put their comments in writing.
- Each partner will write something that their partner did well while playing the example and one thing they can work on.

Step 8: New Notes - E, F#, and G

- Students will begin to learn how to use their left hands to finger new notes on the violin.
- Students will learn how to finger the notes E, F# and G in addition to open D and A.
- Students will be given multiple opportunities to practice the examples from *Essential Elements for Strings* Book 1.

Step 9: Fingering Criteria

- The teacher will introduce the rhythm criteria from the rubric, “Fingering on the D String” with attached descriptive feedback.
- This criterion is the same as the criteria from step 4 and should be introduced the same way.

Step 10: Peer Assessment of Fingering Criteria

- The students will work in groups to play example number 15 from *Essential Elements for Strings* Book 1.
- Students will work with a partner to play the example one at a time. Students will follow the same protocol used in step 5.

Step 11: Left Hand Technique Criteria

- The teacher will introduce the new criteria “Left Hand Technique” the teacher will introduce the criteria through the same protocol used in step 4.
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