Dear Youth Fiddlers and Families,

We are so excited to begin this musical journey with you. Learning to play the violin will be challenging, but your hard work will transform into great music. Our learning community will always be supportive, creative, joyful, and meaningful. What a beautiful instrument you’ve chosen! It’s an important one too. Not only is it part of the amazing string family and the symphony orchestra, the violin is part of so many musical traditions around the world. One of the very special roles for the fiddle is to play the “dance”. This becomes an important part of our approach at Old Town as we learn to play fiddle tunes that are connected to social folk dancing (contra dances, square dances, and Mexican folk dances, for example). We have so much fun learning to play for these dances in class, at The Saturday Jam, and at our annual Family Barn Dance at our Square Roots Festival. Putting the tunes into our feet, our voices, our memories; and experiencing the meaningful culture and community of our tunes is key to our approach. And, we believe it helps to make us better musicians!

Our approach to learning will be kinesthetic, aural, and visual. Before we learn how to play a tune on the violin, we will have listened to, sung, “bowed”, and even danced the song many times. We learn each song by ear. So, the Fiddle Book is designed as a reference for parents at home and a reminder guide for young learners. It should be used alongside the tune archive and/or teacher recordings from class.

In each class level, we will plant seeds for reading music (music literacy). After students complete Book Three, they are ready for Advanced Fiddle: Tune Boosters and Advanced Fiddle: Note Reading. Both classes, offered in the spring and/or summer sessions, along with our Kids’ Fiddle Camp not only delve deep into fiddle technique and bow stylings, they use Kodály inspired practices to explicitly teach music literacy and note reading. In these classes, note reading flourishes because our students already have a strong foundation in ear training and music literacy. These classes and Fiddle Camp can be repeated many times.

Parents, when supporting your child at home, if you don’t read music, read our guide to the Treble Clef to help you understand the staff in relation to note names on the violin. Ask your teacher in person or via email if you have questions! Remember that the youth should not be reading the music at this point. They are still learning and playing by ear. The book is a guide. Make a joyful habit out of exploring each page together. You can sing, clap, follow the words, or simply listen to the tune archive(recordings as you go! If you have a CD of the tunes, keep that in the car or listen to it while making breakfast. Make sure there’s also plenty of time for simply exploring the violin, for allowing the child to make it their own — to be creative, make up stories, explore its variety of sounds, and improvise along with recordings. If possible, we recommend that you keep the violin case open and/or accessible for spontaneous music making! If you like, use the Practice Charts to document your practice and play. They are meant to be open-ended, so use them in any way they work for your family. It’s good when you can make practice and play part of your daily ritual and routine. If you go on a trip, bring your violin with you! Just remember not to leave it in the car as heat and cold can damage the violin. Please bring your book to class each week and keep in touch with your teacher if you need more ideas for motivating practice and play at home.

Finally, if you’ve forgotten the work of the week or missed class, email your teacher to find out what tunes you can listen to and practice that week. You can also always email Program Manager, Erin Flynn, with your thoughts and questions at any point on your musical journey! eflynn@oldtowschool.org

Welcome!
Tune Archive

oldtownschool.org/classes/kids/tunes

This link will take you to sound files of most of the songs we will sing and play in class. Listening during the week helps students internalize the music we are learning, and it’s fun! In the beginning, we will learn tunes mostly from the Kids Section. In later classes, we will also learn tunes from the Adult Section.

Our Fiddle Books

These books are the collaboration and hard work of many teachers: Geoff Dolce, Erin Flynn, Jonas Friddle, Jillian Hicks, Walter Hojka, Anna Jacobson, Maria McCullough, Jason McInnes, Jess McIntosh, Yahví Pichardo and Paul Tyler. We hope that you find them helpful on your fiddle journey!

Illustrations

Most of the illustrations in this book are the work of Kristin Mount, illustrator, music and mom extraordinaire!

Kristin Mount
kristin@gm-studio.com
www.gm-studio.com
Adventures with your instrument

Part 1

• Practice 10-15 minutes every day!

• Know the parts of your violin

• When taking the instrument out of the case:
  
  - Put sponge on
  - Tune instrument
  - Tighten bow hair by turning the screw to the right ("righty tighty")
  - Rosin bow

• Practice putting the instrument back in the case:
  
  - Take the sponge off first
  - Wipe off strings and body of the violin with a cloth
  - Loosen bow hair by turning the screw to the left ("lefty loosey")
Adventures with your instrument

Part 2

• Practice holding the violin:
  • Rest position (say “hello” to the bridge. Can you see it?)
  • Feet together
  • Stop!
  • Feet in V-step / left foot forward
  • Turn the doorknob to the left (counter-clockwise)

• Instrument care:
  • Please don’t leave your instrument in the car
    (extreme temperatures will damage the violin)
  • Keep your instrument in a moderate climate (away from heating
    units, air conditioners, outside walls and moisture)
  • Don’t touch the bow hair (oils from your skin can damage the
    bow and make it hard to properly rosin the bow)
Parts of the Fiddle and Bow

- Tip
- Scroll
- Peg box
- Peg
- Nut
- Neck
- Fingerboard
- Ribs
- F-holes (sound post inside)
- Tailpiece
- Tuner
- Bridge
- Strings
- Hair
- Pegs
- End Screw
- Eyelet
- Frog
- Chin rest
- End Pin
The Four Violin Strings

G | D | A | E
Rest Position Song

to the tune of Twinkle, Twinkle Little Star

Rest position
Feet in line
Scroll in front
That’s might fine!
Look the bridge
‘Cuz it should be
Peeking out at you and me
Now it’s time to take a bow
One and two and three is how!
The Bow Hold

Bunny

Spiderman
Rocket Rhyme

Up like a rocket
Down like the rain
Back and forth like a choo choo train
Round and round the big bright sun
Land on the moon
Check your fingers and your thumb
Bow Exercises 1

Swing, Swing, Swing
Finer ring with Thumb and finger 1, then 2, then 3, then 4

Pumps
Big — from shoulder
Medium — from elbow
Little — from wrist

Drills
Hold stick of bow with all fingers, then with thumb and finger 1, then 2, then 3, then 4
Bow Exercises 2

Bunny / Coyote / Spiderman

Look for Bunny Chin

Fingers 2 and 3 should be together over the frog

Hold bow in the air for 10 seconds before elevator

Elevator

Parents make a circle with two hands

Students see if you can move your bow up and down in the middle without touching the circle

Rocket Races

5, 4, 3, 2, 1, BLAST OFF!

Land on the moon

Check for Bunny Chin
Bow Exercises 3

This Way and That a Way
Go this way and that a away
Go this way and that a away
Go this way and that a away
And up and down
Marching down the alley
The alley, the alley
Marching down the alley
All-day long!

Rocket Game
Up like a rocket, down like the tain
Back and forth like a choo-choo train
Round and round the big bright sun
Land on the moon, check your fingers and
your thumb! (Look for the Bunny Chin 😊)
The Road

Your bow should rest at a 90° angle to your strings and should travel down “the road” between the bridge and the fingerboard.
Bow Levels

G
Tip to the floor

A
Tip Tilted

D
Straight Across

E
Tip to the Sky
Waking up the Strings

LONG BOWS  E  A  D  G
(move bow slowly and gently)

SCRUBS  G  D  A  E
(short, quick bows)

SHORT WINDMILLS
(make a circle with your bow)

E (2, 3, 4)  E (2, 3, 4)  E (2, 3, 4)  E (2, 3, 4)
A (2, 3, 4)  A (2, 3, 4)  A (2, 3, 4)  A (2, 3, 4)
D (2, 3, 4)  D (2, 3, 4)  D (2, 3, 4)  D (2, 3, 4)
G (2, 3, 4)  G (2, 3, 4)  G (2, 3, 4)  G (2, 3, 4)

LONG WINDMILLS

E (2, 3, 4)  E (2, 3, 4)  E (2, 3, 4)  E (2, 3, 4)
A (2, 3, 4)  A (2, 3, 4)  A (2, 3, 4)  A (2, 3, 4)
D (2, 3, 4)  D (2, 3, 4)  D (2, 3, 4)  D (2, 3, 4)
G (2, 3, 4)  G (2, 3, 4)  G (2, 3, 4)  G (2, 3, 4)
Learning and singing our fiddle tunes in *solfa* helps us play in tune, as well as remember intervals and melodic patterns. The pitch of the “do” will be determined by the key in which we are playing!
The Musical Alphabet

A B C D E F G (A)

We use movable do in our classes, and will sometimes sing, play, and learn intervals and tunes using solfa (do, re, mi...).

This is wonderful for ear training and emerging musical literacy. If A is our root note, for example, then, A is do, B is re, C# is mi and so on.

If playing in the key of D major, then, D is our root note, and do is D. Remember do will change depending on the key and root note of the tune.
An A Scale on Your Violin (using the A and E strings)

The order of the notes are:
A, B, C#, D, E, F#, G#, A

Play this scale up and down using Chicken in a Barnyard!
## Note Values

<table>
<thead>
<tr>
<th>Note Name</th>
<th>Sound</th>
<th>Rhythm Syllable</th>
<th>Counting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole Note</strong></td>
<td>One Sound 4 Beats</td>
<td>Ta-a-a-a</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td><strong>Half Note</strong></td>
<td>One Sound 2 Beats</td>
<td>Ta-a</td>
<td>1-2</td>
</tr>
<tr>
<td><strong>Quarter Note</strong></td>
<td>One Sound 1 Beat</td>
<td>Ta</td>
<td>1</td>
</tr>
<tr>
<td><strong>Eighth Note</strong></td>
<td>Two Sounds 1 Beat</td>
<td>Ti-ti</td>
<td>1-and</td>
</tr>
<tr>
<td><strong>Sixteenth Notes</strong></td>
<td>Four Sounds 1 Beat</td>
<td>Tiri-Tiri</td>
<td>1-ee-and-ah</td>
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<tr>
<td>Rest Name</td>
<td>Beats</td>
<td>Sound</td>
<td>Counting</td>
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<tr>
<td>Whole Note</td>
<td>4 Beats</td>
<td>No sound</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Half Note</td>
<td>2 Beats</td>
<td>No sound</td>
<td>1-2</td>
</tr>
<tr>
<td>Quarter Note</td>
<td>1 Beat</td>
<td>No sound</td>
<td>1</td>
</tr>
<tr>
<td>Eighth Notes</td>
<td>2 eighth notes for each beat</td>
<td>No sound</td>
<td>1-and</td>
</tr>
<tr>
<td>Sixteenth Notes</td>
<td>4 sixteenth notes for each beat</td>
<td>No sound</td>
<td>1-ee-and-ah</td>
</tr>
</tbody>
</table>
Notes on the Violin

(open strings and tapes only)
Pop Goes the Weasel

IN THIS TUNE, WE PLUCK OR BOW THE E STRING ON THE WORD “POP!”

Round and round the mulberry bush
The monkey chased the weasel
The monkey thought ‘twas all in fun
POP! Goes the weasel

A penny for a spool of thread
A penny for a needle
That’s the way the money goes
POP! Goes the weasel

Round and round the mulberry bush
The monkey chased the weasel
The monkey stopped to pull up his socks
POP! Goes the weasel

A penny for a spool of thread
A penny for a needle
That’s the way the money goes
POP! Goes the weasel

All around the chicken coop
The possum chased the weasel
The possum thought ‘twas all in fun
POP! Goes the weasel

A penny for a spool of thread
A penny for a needle
That’s the way the money goes
POP! Goes the weasel
Try singing this one together first, and then pluck the strings, before playing with the bow.

Make sure your bow rocks all the way onto each new string before playing each note.
John the Rabbit

John the rabbit, yes ma'am! Had a mighty habit, yes ma'am! Of jumpin' in my garden, yes ma'am! And eatin' all my cabbage, yes ma'am! And my sweet potatoes, yes ma'am! And my fresh tomatoes, yes ma'am! And if I live, yes ma'am! To see next fall, yes ma'am! I ain't gonna have, yes ma'am! No garden at all, no ma'am!
Elephant Crossing

Hear that elephant talk! (2, 3, 4)

See that elephant talk! (2, 3, 4)

He can sway his big trunk, (2, 3, 4)

Foot steps going ker plunk (2, 3, 4)

Ears are big and grey, flappin' all the way,

Hear that elephant talk (2, 3, 4)
Johnny bought a Coconut! He bought it for a dime. His sister had another one she paid it for the lime. She put the lime in the coconut and drank 'em all up she put the lime in the coconut and drank 'em all up she put the lime in the coconut and called the doctor woke him up said Doctor! ain't there nothing I can take I said Doctor! to relieve this belly ache I said Doctor! ain't there nothing I can take I said D.S.
Dance Josie (Chicken in a Barnyard)

Parent tip: sing the melody while your child plays the song!
When you've mastered this on the E string, try it on your other strings!

Traditional

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Dance Josie (Chicken in a Barnyard)

Chick-en in a barn-yard, can't dance Jos-sie

Chick-en in a barn-yard, can't dance Jos-sie

Chick-en in a barn-yard, can't dance Jos-sie

All the way to O-hi-o!
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Verses
Chicken on a fence post (can't dance Josie, etc.)...
Chicken eating ice cream...
Chicken in the bathtub...
Chicken at the Old Town School...

Make up your own!
Donkeys in the Sky

The symbol for down bow (or a pull bow) is \( \searrow \) and an up bow (or push bow) is \( \nearrow \).

Use nice long bows and listen for beautiful, ringing tone from every note.

Walter Hojka
Hop Old Squirrel

We'll do a big bow circle while we sing "eidle dum eidle dum," so we can reset and play the next line with a down bow.

When you've mastered this with your finger 1, try it using finger 2 (G#) and finger 3 (high A) on the E string!

Hop kangaroo...
Hop old frog...
Hop old rabbit...

What other hopping animals can you think of?
I'm A Little Monkey

Make sure your bow doesn't move until the correct finger is on the string.

Try this on the A string after you've mastered it on the E string!

I'm a little monkey, Climbing up the ladder,

Climbing way up high to, Eat my green banana! Peel! Peel!

I'm a little monkey, Climbing down the ladder,

Climbing way down low to, Eat my pink banana! Munch! Munch!
The Pickle Song

Parents: do this song as a team at first (you play the bow, they do fingers, and vice versa).
Start this song with a tall, straight wrist and fingers curved over the strings.

Do you want a pick - le on your ice cream sand- wich?

Yes, I want a pick - le on my ice cream sand- wich!
SeeSaw

This song requires that we switch strings and bow direction at the same time! Make sure the first note is a down bow (or "pull" bow), and the second note on the A string is an up bow (or "push" bow).

Parents: this is a good one to do as a team. Separate bow and fingers before you put it all together.

See-Saw  See-Saw  I like to ride on a  See-Saw
Who's That Tapping at the Window

Parents: sing the melody while your child plays the song!
Try this with pizzicato (plucking the strings) first!

Traditional

Who's that Tapping at the window?

Who's that knocking at the door?

Jack Frost Tapping at the window?

Jack Frost knocking at the door?
Old MacDonald

Old MacDonald had a farm,
E I E I O!

And on this farm he had a pig,
E I E I O!

With an oink oink here, and an oink oink there,

Here an oink, there an oink, ev’rywhere an oink oink!

Old MacDonald had a farm,
E I E I O!
There was an old woman who swallowed a fly,

I don't know why she swallowed a fly.

Perhaps she'll die!
Hot Cross Buns

Set fingers 1 and 2 before you start!

Parents: Play this as a team at first (you do the bow, they do the fingers) - make sure they have their finger in the right place before you move the bow!

Hot cross buns

One a penny two a penny hot cross buns!
Twinkle Twinkle Little Star
Chicken in a Barnyard Rhythm

Have your practice partner do the bow while you do the fingers, and then switch jobs!
Take your time lining up your 1, 2 and 3 fingers for the D note in measures 3, 5, 7 and 11.

Traditional
Practice the "down pony up pony" rhythm on your E string before trying with fingers.

Have your practice partner do the bow while you do the fingers, and then switch jobs!
Twinkle Twinkle Little Star

Traditional

Focus on long bows and a beautiful, ringing tone.

Make sure your bow makes it all the way over to the A string before playing 3 on A.

Twin-kle twink-le lit-tle star How I won-der what you are

Up ab-o-ve the world so high Like a dia-mond in the sky

Twin-kle twin-kle lit-tle star How I won-der what you are
Boil 'Em Cabbage Down

Traditional

Practice the quick and slow bows on an open string before playing this song with fingers!
Start this song with two fingers on the A string.

Boil 'em cab - bage down down

Bake 'em bis - cuits brown brown

On - ly song I ev'r did learn was Boil'em cab-bage down down!

Verses
The raccoon has a bushy tail,
The possum's tail is bare,
The rabbit has no tail at all,
Just a little bunch of hair!

I went up on the mountain-top
To give my horn a blow,
I thought I heard my own true love sing
"Yonder stands my beau!"
Boil 'Em Cabbage Down
Down Pony Up Pony Rhythm

This version of the song uses the same fingers but a different bowing.
Practice the down pony up pony, or "shuffle" bowing, on the E string (with no fingers) first.

Traditional
Mary Had a Little Lamb

Traditional

Mary had a little lamb

little lamb little lamb

Mary had a little lamb whose

fleece was white as snow!
The Penny Song

This song goes along with a fun game we often learn in class.
Try singing the solfege before you play this on your fiddle!

1. There's a penny in my hand. It will travel through the land.
   Do Re Mi Mi Re Re Do Do Re

2. Is it here? Is it there? Is it the
   Mi Mi Re Re Do Do Re

3. Penny any where?
   Mi Mi Re Re Do

4. Who has the penny?
   Who has the penny?

5. I do!

6. I do!
Go Tell Aunt Rhody

Try singing the bowings before you play this song ("Slow, quick quick slow, slow...")

Parents: the string crossings can be tricky. Practice stopping the bow before switching strings, and make sure the fingers come along, too!

Traditional

Go tell Aunt Rhody, go tell Aunt Rhody

Go tell Aunt Rhody, old grey goose is dead.
Froggie in the Meadow

1) At the end, if we want to repeat the song, we circle our bows clockwise to reset and start with another down bow.
2) Try trading lines with someone: you do "froggie in the meadow" and they do "hop-a-doodle," and vice versa!

Froggie in the Meadow

Froggie on a fence post...
Froggie in the bathtub...
Froggie eating ice cream...

Make up your own verse!
Johnny Caught a Flea

Traditional

Every time you see a rest, do a bow circle to reset!

In measure 3, you can keep your tunnel 2 finger set for the whole measure!

Tee hee hee! John-ny caught a flea!

Flea it died and John-ny cried and tee hee hee!
Down in the Valley

Set fingers 1 and 2 before you start!

Follow every "two by two" with a bow circle, counter-clockwise, to reset and play another down bow.

Down in the valley two by two,

two by two, two by two.

Down in the valley two by two,

two by two.

rise, Sally rise!
Let Us Chase the Squirrel

Traditional

Make a tunnel with your 2 finger on "squir-" so you can play a nice ringing A note on "-rel."

Do a bow circle at the end of the song so you can play it again!

Let us chase the squirrel
up the hick'ry tree!

Let us chase the squirrel
up the hick'ry down the hick'ry,

Let us chase the squirrel
up the hick'ry tree!
Bow Wow Wow

Make a bow circle at the end of the song so you can play it twice in a row.

There's a fun dance that goes with this song - you'll probably get to do it in class!

1. Bow wow wow,
2. Whose dog art thou?
3. Little Tommy Tucker's dog,
4. Bow wow wow! (Turn!)
Each time you see a rest, do a bow circle.

This song is a twelve-bar blues. We'll talk about what that is and how you can improvise your own melody over the same chords after you learn this melody!

Anna Jacobson
<table>
<thead>
<tr>
<th>Tunes</th>
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Name: ___________________________________________________________