

Laoureux
A Practical Method for Violin
Part 1

REPORT OF PROFESSOR CÉSAR THOMSON

TO

M. F.-A. GEVAERT

DIRECTOR OF THE ROYAL CONSERVATORY AT BRUSSELS

All Violin Methods hitherto published have the same fault: they proceed too rapidly, and do not explain with sufficient clearness.

Having examined the Method by M. Laoureux, I find that he has endeavored to correct these mistakes and has fully succeeded in doing so.

In his Preface, by means of a cleverly adapted series of movements, he teaches the pupil how to hold both bow and violin in a wholly correct manner. The first exercises with the bow are excellently graduated, and highly important to insure suppleness of the right arm and a fine quality of tone. For the left hand, M. Laoureux begins with the first finger and makes it practise a great variety of exercises; later he takes up the 2d, 3d and 4th fingers in the same way. Thus, while giving the pupil a thorough training, he avoids monotony in the exercises.

The same method is pursued throughout the course. New difficulties are always prepared by a series of practical exercises, and concluded by a Study containing a review of the technical points just practised. The various bowings are led up to by easy steps, and I am convinced that the pupil would understand the explanations even without the teacher's assistance.

Part II is devoted to the Positions. Beginners generally find them difficult to master, both on account of the different fingering and the changes of position. This difficulty, of which the other violin methods take no notice whatever, is forestalled by the author; from the first position he goes directly over to the third, and then comes back to the second, in which, lying as it does between the other two, the pupil soon feels at home. And in this way the author is enabled to in-

troduce immediately a good number of studies in shifting, and to emphasize the special use of each finger in manifold positions. In a word, the few pages devoted to these studies in shifting afford the pupil a complete view of the positions and the art of shifting. The progressive exercises, with similar fingerings in the first five positions, present the same advantages, and at the same time train the pupil's ear.

Double-stops receive special treatment in the Second Part. All the intervals are prepared, and the two tones are not played together until they have been exhaustively practised as melodic (broken) intervals. By this method the beginner's ear is not led astray, and he more readily acquires perfect precision of pitch.

This Violin Method is, in my opinion, the only one which so skilfully prepares the study of one of the chief difficulties of our instrument. Taken as a whole, this Method advances by very carefully considered gradations, and is, I think, the best adapted for its purpose of all the methods with which I am familiar, and calculated to do most excellent service in the cause of violin-teaching.

(Signed) CÉSAR THOMSON.

Supported by the opinion of such a renowned virtuoso and expert, I can only concur in the praise which he bestows on the author of this Violin Method, and approve and recommend the use of this extremely interesting work for instruction on the violin at the Royal Conservatory in Brussels.

(Signed) F.-A. GEVAERT.



Fig. I

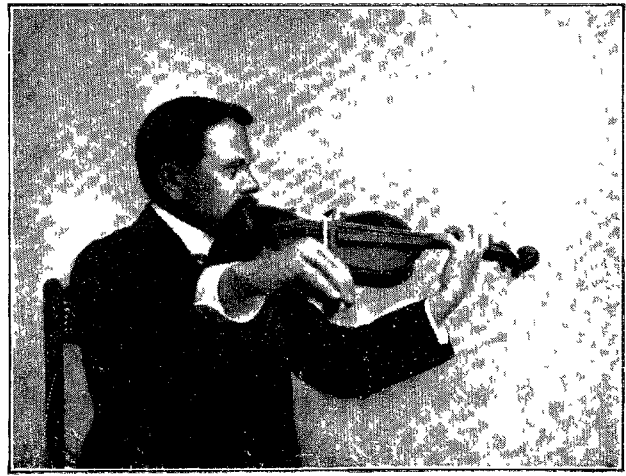


Fig. II



Fig. III



Fig. IV



Fig. V



Fig. VI

INTRODUCTION

GENERAL ATTITUDE

HOW TO HOLD THE VIOLIN

Before allowing the pupil to set bow to string, he should be familiarized with every detail requisite for a correct attitude, and with a systematic regulation of all the movements.

In general, the correct posture of the violinist consists in throwing the weight of the body on to the left leg, which should form a straight line with the well-poised head. The right foot, slightly and easily advanced, maintains the equilibrium of the body.

Before setting the violin in position the pupil's left shoulder must be padded with a small cushion, so that he may not have to raise it, but can, on the contrary, draw it back a little while throwing out the chest. The above advice is of vital importance in the matter of the pupil's physical development. A chinrest is likewise indispensable.

We will now suppose the pupil to be standing easily with arms hanging down at either side.

First movement. The pupil takes the violin, with its back towards him, by the end of the neck next the scroll, between the first joint of the thumb and the third joint of the forefinger of the left hand.

Second movement. He raises the left forearm to the height of the shoulder.

Third movement. He throws the left elbow slightly forward, away from the body, so that the neck of the violin rests on the palm of the hand.

Fourth movement. He raises the violin with the help of the right hand, and sets it under the left side of the chin, without lowering his head or pressing on the tailpiece, so that the instrument is gripped between collarbone and jawbone; the position of the nose will be in line with the D- and A-strings.

The teacher will take care to press the palm of the

hand away from the neck of the violin, so that it may form a straight line with the forearm; and to turn it to the left, so that the fingers may come over the strings. (Fig. 1.)

This position enables the player to hold the violin by the weight of his head alone, and without effort.

The pupil must take care not to thrust his head forward, as this would tend rather to lower the violin than to keep it steadily horizontal.

The body of the violin should slant downward to the right, so that when the pupil sets the bow, at the nut, on the G-string, the down-bow will describe a horizontal line from nut to point. (Fig. 2.)

HOW TO HOLD THE BOW

Before taking up the bow, lay a pencil on a table, and pick it up with the thumb and middle finger. (Fig. 4.)

Now bring down the other three fingers gently upon the pencil.

The four fingers, at first curved naturally, are now advanced till nearly straight (the thumb retaining its position), with the forefinger further forward than the little finger; this throws the hand into a slightly oblique position, giving the precise shape for holding the bow properly. (Fig. 5.)

The teacher will hand the bow to the pupil so that the latter may grasp it as he held the pencil, between the thumb (which holds the stick at the nut) and middle finger. The pupil now brings the other fingers down upon the stick, without pressing too hard or stiffly; the forefinger is a trifle advanced, and he must take special care to keep the thumb slightly curved, so that it may not bend inward. (Fig. 6.)

The pupil has now to set his bow, at the nut, on the G-string. His right elbow should be close to his side; his wrist, gently curved upward, forms an

INTRODUCTION

almost straight line with his forearm. The entire breadth of the hair should rest on the string, and the bow must not be tilted sideways. (Fig. 3.)

The pupil is warned against that very common fault of beginners, the tilting of the stick toward the fingerboard with the hair aslant on the string. This position permits only a small portion of the hair to touch the string, and the slanting pull hurts the quality of the tone. It will readily be seen that a bow

set squarely on the string will bring all the hair into action, retain its balance, require less effort on the performer's part, and bring out a fuller, finer tone.

Our next move will be to get our first tone on the G-string. As we observed before, the pupil, in drawing his bow from nut to point, should describe a horizontal line, which is accomplished by letting the bow run deep in the waist (between the bouts), almost touching the edge of the violin.

Practical Method for the Violin

BY NICOLAS LAOUREUX

PART I

▣ Down-bow, ▽ Up-bow

When the bow touches the string for the down-bow, at the nut, the wrist should be slightly raised, and gradually lowered as the bow travels towards the point; when the point is reached the wrist should be on a level with the forearm. (See Figs. III and II.)

1  *etc.*

2  *etc.*

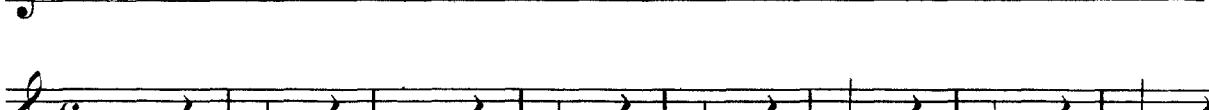
The teacher will have noticed during this exercise that the pupil tries to describe a horizontal line, but finds it difficult to draw his bow straight, that is to say, parallel to the bridge. It would be dangerous to allow the pupil to guide his bow unaided at the outset. The teacher should guide the bow by the screw, and lightly bear with his left hand upon the pupil's elbow, which will oblige the latter to play with his elbow close to his side, and to raise his wrist slightly on the up-bow.

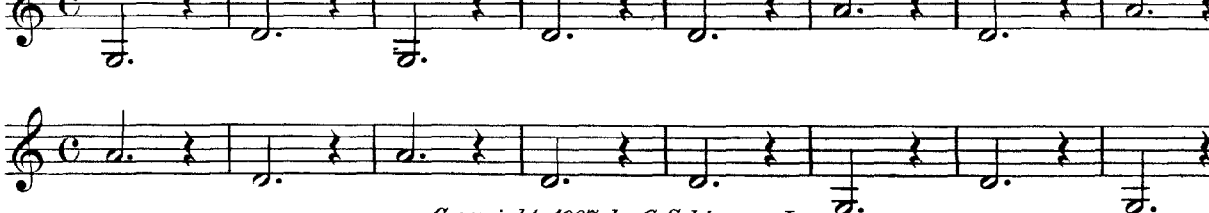
Little by little, as the pupil allows the bow to be guided without stiffness, he may be left to play unassisted.

In passing from *G* to *D*, the pupil, during the rest, should slightly lower wrist. (For the *D*, *A* and *E* strings the elbow must be close to the side.)

3  *etc.*

4  *etc.*

5  *etc.*

6  *etc.*

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Lightly, not roughly, at the nut.





Lightly, with the whole length of the bow.



The eighth-note is to be played (1) from the middle to the point, slightly raising the wrist for the up-bow; reverse movement for the down-bow; (2) close to the nut, using very little bow, and solely with a wrist-movement, without moving the forearm.



A whole bow to the quarter-notes; from point to middle on the eighth-notes.



N.B. Fullness of tone depends upon its purity. Consequently, at the beginning, try to get a soft and pure tone; later, if you have flexibility, it will become large, and will remain beautiful.

The eighth notes, from nut to middle; a whole bow on the quarter-notes.



In the first measure take the eighths at the point; in the second, at the nut; and so forth.



For a long time the pupil will find it very difficult to restrain the speed of his bow on the long notes, especially when they are preceded by short ones. The following exercises will accustom him to use the bow according to the length of the note.



1st measure: Eighths at the point. 2^d measure: Eighths at the nut.



Take the eighth-notes at the point.



[illegible]

In passing from one string to another adjacent string the pupil must lower or raise the hand by motion of the wrist only (lower it to reach a higher string, raise it for a lower string) without changing the elevation of the forearm.

36 *mf*

37

38

39

40

41

The image shows a musical score for the song 'The Rose Tree'. It consists of six staves of music, numbered 36 through 41. The music is written in treble clef with a common time signature (C). The melody is composed of eighth and sixteenth notes, often beamed together in groups. There are several slurs indicating phrases. A dynamic marking 'mf' (mezzo-forte) is present at the beginning of staff 36. The score ends with a double bar line and repeat dots at the end of staff 41.

THE LEFT HAND

Hold the neck, close to the string-box, loosely between the first joint of the thumb and the third of the forefinger, with the fourth finger well to the left toward the neck of the instrument. Bring the fingers over to the strings with the thumb opposite the forefinger. The hand should be practically in a direct line with the forearm.

1 *mf*

2

3

4

5

6

Take care that when the pupil puts down the second finger he does not raise the first, which he should find in place when descending.

7

8

9

10

Keep the fingers down while ascending.

11

12

Keep the fingers down on the strings while ascending, so as to get the same notes coming down.

13

14

THE INTERVALS

The Second

Keep the fingers down, while ascending.

1

2

3

4

The beginning note should be accurately located, thus:

5

Scale of G major

Scale of G major

7

8 

9

Musical notation for Exercise No. 9, Treble Clef, Key of D Major, 3/4 time signature. The melody consists of eighth notes and quarter notes, with fingerings indicated by numbers 0-3 above the staff.

The Third

1

2

3

4

The beginning note should
be accurately located, thus:

2

Scale of D major

3

4

The Fourth

1

2

The Fifth

Place the finger squarely on both strings at once.



Diminished Fifth

The dimin. fifth, on account of the shifting of the finger, is made the subject of a special study. In all scales, in most passages, this shifting of the finger, which we shall call "false vis-à-vis," occurs; and if not done with precision, it affects the intonation.

Preparation



Example



The Sixth

The sixth has a fingering on two strings corresponding to the fingering of the second on one string.

Example



Sixths and fifths mixed.



1

2

3

Legato Notes

Use the whole bow, being careful to divide it into two equal parts, one for each note.

1

mf

2



Divide the bow into three equal parts.

3

The image displays a musical score for a violin and piano. The top system consists of two staves: a violin staff in G-clef and a piano staff in C-clef. The violin part begins with a series of eighth-note runs, marked with fingerings 0, 4, and 4. The piano part provides a harmonic accompaniment with chords and moving lines. The second system is marked 'Andante' and features a key signature change to one sharp (F#). It includes a violin staff and a piano staff. The violin part continues with eighth-note patterns, while the piano part features a more complex accompaniment with chords and arpeggiated figures. The score is written in a clear, professional notation style with various musical symbols such as notes, rests, and fingerings.

Melodie

Andante

dolce

Scale of C Major

The following exercises in C major being rather difficult, it will be necessary to practise them at first detached, very slowly, and using the whole bow.

Preparation

Exercises on intervals with various bowings

1

At first with separate bows for each note, from middle to point.

2

At first with separate bows for each note, from middle to point.

3

At first detached, the first two eighths at the nut, the other two at the point.

4



At first with separate bows for each note,



At first with separate bows for each note, from middle to point.



* Always dimin. Fifth.

At first with separate bows for each note, from middle to point.

8

9

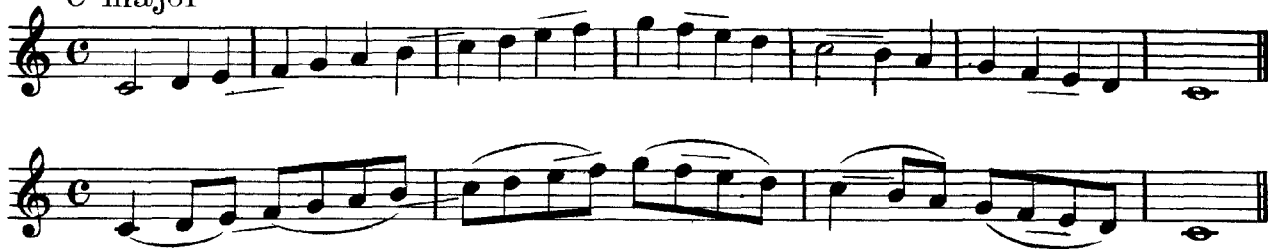
At first with separate bows for each note, from middle to point.

10

11

Scales

C major



G major



D major



Exercises for suppleness of the wrist. In the middle; and change strings with movement of the wrist only.



Keep fingers down.



Étude 1

Change strings by a movement of the wrist, without raising the elbow.

At first with separate bows for each note, from middle to point,
Andante

The musical score for Étude 1 is written for violin and piano. It begins with a key signature of one sharp (F#) and a time signature of 2/4. The tempo is marked 'Andante'. The first system is marked 'dolce' and includes fingerings (0, 1, 4, 1, 0, 2, 0, 4, 4, 4, 0). The subsequent systems continue the exercise with various string changes and fingerings. The score is written for violin and piano.

Scale of A major

The musical score for the Scale of A major is written for violin and piano. It consists of two systems of music. The first system is marked 'f' and includes fingerings (0, 0, 0, 0, 0, 0, 0, 0, 0, 0). The second system continues the scale with fingerings (0, 0, 0, 0, 0, 0, 0, 0, 0, 0). The key signature is one sharp (F#) and the time signature is 2/4.

Étude 2

At first with separate bows for each note, from middle to point.

Moderato*dolce*

The musical score for Étude 2 is written for violin and piano. It begins with the tempo marking **Moderato** and the dynamic *dolce*. The score is divided into six systems. The first system shows the initial melody and accompaniment. The second system continues the piece. The third system also continues. The fourth system includes the markings *rit.* and *a tempo*. The fifth system continues. The sixth system includes the markings *ritard.* and **Tempo I°**. The score features various musical notations including notes, rests, and dynamic markings.

Andantino

Musical score for the piece "Andantino". The score is written for violin and piano. The key signature is one flat (B-flat) and the time signature is 3/4. The piece begins with a piano (p) dynamic marking. The first system contains measures 1-4, the second system measures 5-8, the third system measures 9-12, and the fourth system measures 13-16. The tempo markings "ritard." and "a tempo" appear above and below the staff in measures 11 and 12 respectively. The score features a variety of note values including eighth, sixteenth, and thirty-second notes, as well as rests and slurs.

Exercise to be practised with whole bow, well sustained.

Musical score for an exercise. The exercise is written for violin and is marked "sostenuto". It is in common time (C). The exercise consists of 12 measures, organized into three systems of four measures each. The notation includes slurs, accents, and various note values such as eighth, sixteenth, and thirty-second notes. The exercise is designed to be practiced with the whole bow, well sustained.

Scale of G major

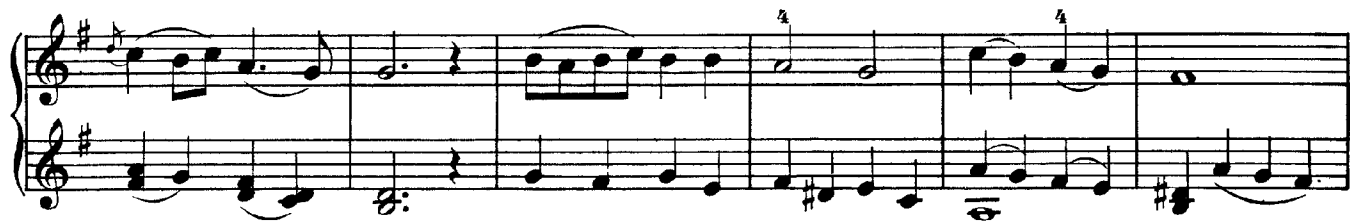


E minor



Air by Händel

Moderato



Syncopation *

Moderato

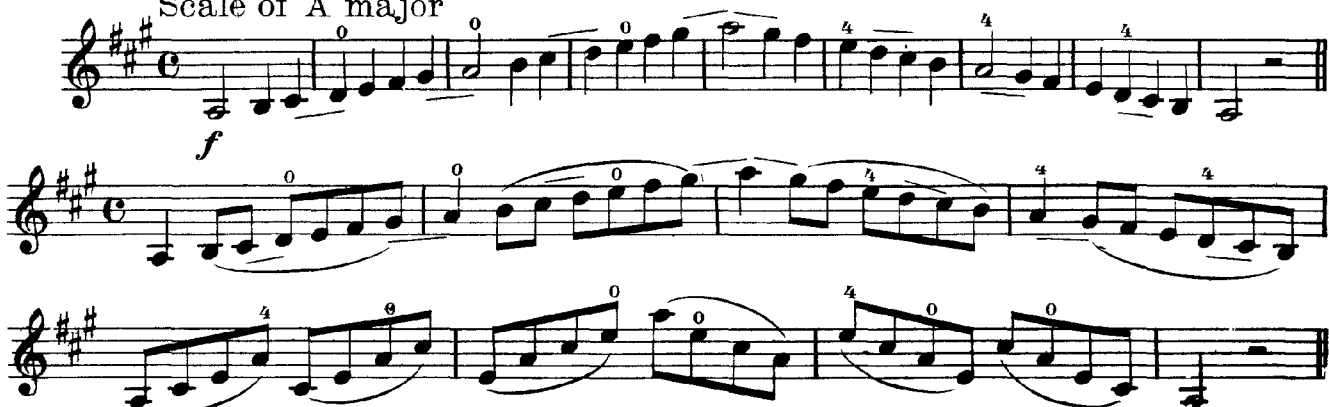


* (Syncopation is the tying of a weak beat to the following strong beat, effacing the accent naturally falling on the latter and usually shifting said accent to the naturally unaccented weak beat.)

Interrupted Syncopation



Scale of A major



Andantino

mf

ritard. *a tempo*

ritard. *a tempo*

The Chromatic Scale

This scale is awkward to play on the violin, on account of the semitone to be played with the same finger. It is important that from the very beginning the pupil should pass rapidly from the first note to the second without dragging the finger.

There are several different fingerings for the chromatic scale. However, as long as we remain in the first position, one of them will do; therefore, not to complicate the performance, we shall adopt the following.

The musical score for 'The Chromatic Scale' is presented across ten staves, organized into five pairs of ascending and descending scales. The first pair (staves 1-2) is in G major (one sharp). The subsequent four pairs (staves 3-4, 5-6, 7-8, 9-10) are in G minor (two flats). Each staff begins with a treble clef and a common time signature 'C'. Fingerings are indicated by numbers 0 (open), 1, 2, 3, and 4 above the notes. Slurs are used to group notes within a measure. The scales are written in a way that demonstrates the specific fingering technique recommended for each semitone transition.

N.B. A test of the proper setting of the bow on the string before the stroke is, that the string may be moved laterally an appreciable amount by the "bite" of the bow on the string, without sounding the note.)

Grands détachés

The musical score is written for five staves, all in G major (one sharp) and common time. The first staff begins with a forte (*f*) dynamic and features a series of eighth notes with stems pointing downwards. The second staff includes the instruction *segue* and continues the eighth-note pattern. The third staff consists of quarter notes with stems pointing upwards. The fourth staff continues with quarter notes, some with stems pointing up and some down. The fifth staff concludes the piece with a final double bar line.

Scale of F major

D minor

ÉTUDE ON THE GRAND DÉTACHÉ

Use the whole bow for each note; every note detached from the next.

Moderato

1 *f* *segue*

GRANDS DÉTACHÉS

Every note detached, using the whole bow

Moderato

2

segue

The musical score is written for violin and piano. The violin part consists of a series of detached notes, while the piano part provides harmonic support with chords and single notes. The tempo is marked 'Moderato'. The key signature is one sharp (F#) and the time signature is common time (C). The score is divided into six systems. The first system includes a piano introduction marked 'f' and 'segue'. The subsequent systems show the violin playing detached notes while the piano provides harmonic support with chords and single notes.

THE MARTELE

From middle to point, each note detached

Scale of D minor

Allegretto

segue

ÉTUDE

“Martelé” from Middle to Point

Allegretto

f *segue*

This page contains six systems of musical notation, each consisting of a grand staff (treble and bass clefs). The notation is for piano accompaniment, featuring various rhythmic patterns, chords, and melodic lines. The key signature changes from one sharp (F#) to one flat (Bb) across the systems. The first system includes a 'V' marking above the right-hand staff. The notation is clear and professional, typical of a method book.

Staccato Notes in the Same Bow

Each note detached, as in the martelé.

Allegretto

The sheet music is written for violin in G-clef, key of D major (two sharps), and 2/4 time. It is marked 'Allegretto'. The first staff starts with a forte 'f' dynamic and includes bowing marks (U for up, V for down) and a 'segue' instruction. The music consists of 12 staves of staccato exercises. The first staff has a forte 'f' dynamic and includes bowing marks (U for up, V for down) and a 'segue' instruction. The exercises involve various rhythmic patterns of staccato notes, including eighth and sixteenth notes, some with slurs and accents. The piece concludes with a final whole note on the twelfth staff.

ÉTUDE

Staccato and Détaché

Allegretto

whole bow

The musical score is written for violin and piano. It consists of six systems of music. The violin part features staccato and détaché bowing techniques, with various fingerings and bowing marks indicated. The piano part provides harmonic support with chords and arpeggios. The key signature is one sharp (F#) and the time signature is 3/4. The tempo is marked Allegretto.

It happens very often that the pupil, when performing the "martelé," forces the tone and stiffens the right arm. The following exercises will help to overcome this tendency by affording a momentary respite in which the arm can be relaxed.

sustain the tone

1

From the middle to the point, without letting the bow run on towards the nut.

2

3

4



The following study may be practised in three different ways:.

- (1) Slowly, using the whole bow for each note.
- (2) Quicker, in the middle of the bow; all the notes detached, but sustained.
- (3) With the bowing as indicated, the eighth-notes detached at the point.

Moderato

f sostenuto

Use the whole bow on the eighth-note, but lightly and without accent.

Lento

1

In the middle: half-bcw, allowing as much bow for the eighth-note as for the quarter.

Allegretto

1st time 2nd time V

1st time 2nd time

The staccato note short and well marked. Use about one inch of bow for the eighth-note, the bow to come to an absolute stop after the quarter-note. At the nut lighten the pressure of the bow on the string.

Moderato

3

4

4

4

5

6

4

0

4

0

Étude

Allegro moderato

1

Measures 1-16 of the first étude. The key signature has two flats (B-flat and E-flat), and the time signature is 6/8. The tempo is Allegro moderato. The piece starts with a forte (f) dynamic. The melody is primarily eighth and sixteenth notes, often beamed together. There are trills in measures 10 and 11, and a double bar line at the end of measure 16.

Allegro moderato

2

Measures 1-16 of the second étude. The key signature has two flats (B-flat and E-flat), and the time signature is 2/4. The tempo is Allegro moderato. The piece starts with a forte (f) dynamic. The melody is primarily eighth and sixteenth notes, often beamed together. There are trills in measures 10 and 11, and a double bar line at the end of measure 16.

Allegro

4

Till now we have made no mention of the shading of the tone, which requires of the pupil a certain amount of familiarity with the use of the bow. He should now practise the varying pressure and rate of motion of his bow in the crescendo and diminuendo from nut to point and from point to nut.

Lento

First system of music, Lento, in C major, 4/4 time. The music consists of four staves. The first staff has a treble clef and a key signature of one flat. The music features a series of half notes with dynamic markings: *f*, *p*, *f*, *p*, *f*, *p*, *f*. The second staff continues with *p*, *f*, *p*, *f*, *p*, *f*, *f*. The third staff has *p*, *f*, *p*, *f*, *p*, *f*, *p*, *f*. The fourth staff has *p*, *f*, *p*, *f*, *p*, *f*, *p*.

Lento

Second system of music, Lento, in C major, 4/4 time. The music consists of four staves. The first staff has a treble clef and a key signature of one flat. The music features a series of eighth notes with dynamic markings: *f*, *p*, *f*, *p*, *f*, *p*, *f*, *p*. The second staff continues with *p*, *f*, *p*, *f*, *p*, *f*, *p*, *f*. The third staff has *f*, *p*, *f*, *p*, *f*, *p*, *f*, *p*. The fourth staff has *p*, *f*, *p*, *f*, *p*, *f*, *p*, *f*.

Lento

Third system of music, Lento, in C major, 4/4 time. The music consists of four staves. The first staff has a treble clef and a key signature of one flat. The music features a series of eighth notes with dynamic markings: *p*, *f*, *p*, *f*, *p*, *f*, *p*, *f*. The second staff continues with *f*, *p*, *f*, *p*, *f*, *p*, *f*, *p*. The third staff has *p*, *f*, *p*, *f*, *p*, *f*, *p*, *f*. The fourth staff has *f*, *p*, *f*, *p*, *f*, *p*, *f*, *p*.

Various Exercises in Extension and on Intervals Difficult in Intonation

(Extension consists in reaching to a note lying outside of or beyond those normally found in the position in which the hand is playing, and is used only by the 4th and (less frequently) 1st fingers, the 4th finger reaching to notes above the normal position, the 1st to those below. The following exercises deal only with extensions for the 4th finger.)

1

Four staves of musical notation showing chromatic scales in various keys. The first staff includes fingering numbers (1, 2, 3, 4) and bowing marks (4, 3, 2, 1). The keys shown are C major, F major, B-flat major, E-flat major, and A-flat major.

Major and Harmonic Minor Scales

Ten staves of musical notation showing Major and Harmonic Minor scales in various keys. Each staff includes fingering numbers (1, 2, 3, 4) and bowing marks (4). The keys shown are C major, F major, B-flat major, E-flat major, A-flat major, D-flat major, G-flat major, C major, F major, and B-flat major.

MELODIE

Andante (Count 3 to a measure.)

The musical score is for a piece titled "MELODIE" in G major (one sharp) and 3/8 time. The tempo is marked "Andante (Count 3 to a measure.)". The score is written for piano and violin. The piano part consists of a steady bass line with chords, while the violin part features various melodic lines. The score is divided into six systems. The first system starts with a piano (*p*) dynamic in the violin and a piano (*p*) dynamic in the piano. The second system has a mezzo-forte (*mf*) dynamic in the violin and a piano (*p*) dynamic in the piano. The third system has a mezzo-forte (*mf*) dynamic in the violin and a piano (*p*) dynamic in the piano. The fourth system has a forte (*f*) dynamic in the violin and a piano (*p*) dynamic in the piano. The fifth system has a piano (*p*) dynamic in the violin and a piano (*p*) dynamic in the piano. The sixth system has a piano (*p*) dynamic in the violin and a piano (*p*) dynamic in the piano. The score ends with a final cadence in the piano part.

First system of the musical score. The right hand (treble clef) plays a melodic line with eighth and sixteenth notes, marked with *cresc.* and *f*. The left hand (bass clef) plays a supporting bass line with chords and single notes.

Second system of the musical score. The right hand continues the melodic line, marked with *ritard.* and *a tempo*. The left hand plays chords, marked with *dim.* and *ritard.* in the first measure, and *p a tempo* in the third measure.

Third system of the musical score. The right hand plays a melodic line with eighth notes, marked with *p*. The left hand plays a bass line with chords and single notes.

Fourth system of the musical score. The right hand plays a melodic line with eighth notes, marked with *p*. The left hand plays a bass line with chords and single notes.

Fifth system of the musical score. The right hand plays a melodic line with eighth notes, marked with *mf* and *f*. The left hand plays a bass line with chords and single notes.

Sixth system of the musical score. The right hand plays a melodic line with eighth notes, marked with *p*. The left hand plays a bass line with chords and single notes.

On the Study of Chords

(Preparing them by arpeggios comprising the same notes.)

Broken Sixths

Keep the fingers down until the end of each measure.

1

2

3

Violin practice exercises in G major (one sharp), 2/4 time. The exercises consist of five measures of music. Measures 1-4 are in 2/4 time, and measure 5 is in 3/4 time. The exercises involve various string crossings and bowing techniques, including slurs and accents.

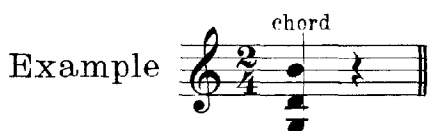
Arpeggios

Change strings without accent or abrupt movement of the wrist.
Keep the fingers down during the whole measure.

Violin arpeggio exercises in G major (one sharp), 2/4 time. The exercises consist of four measures of music. The first measure is in 2/4 time, and the following three measures are in 3/4 time. The exercises involve arpeggiated chords and string crossings, with slurs indicating the flow of the arpeggios.

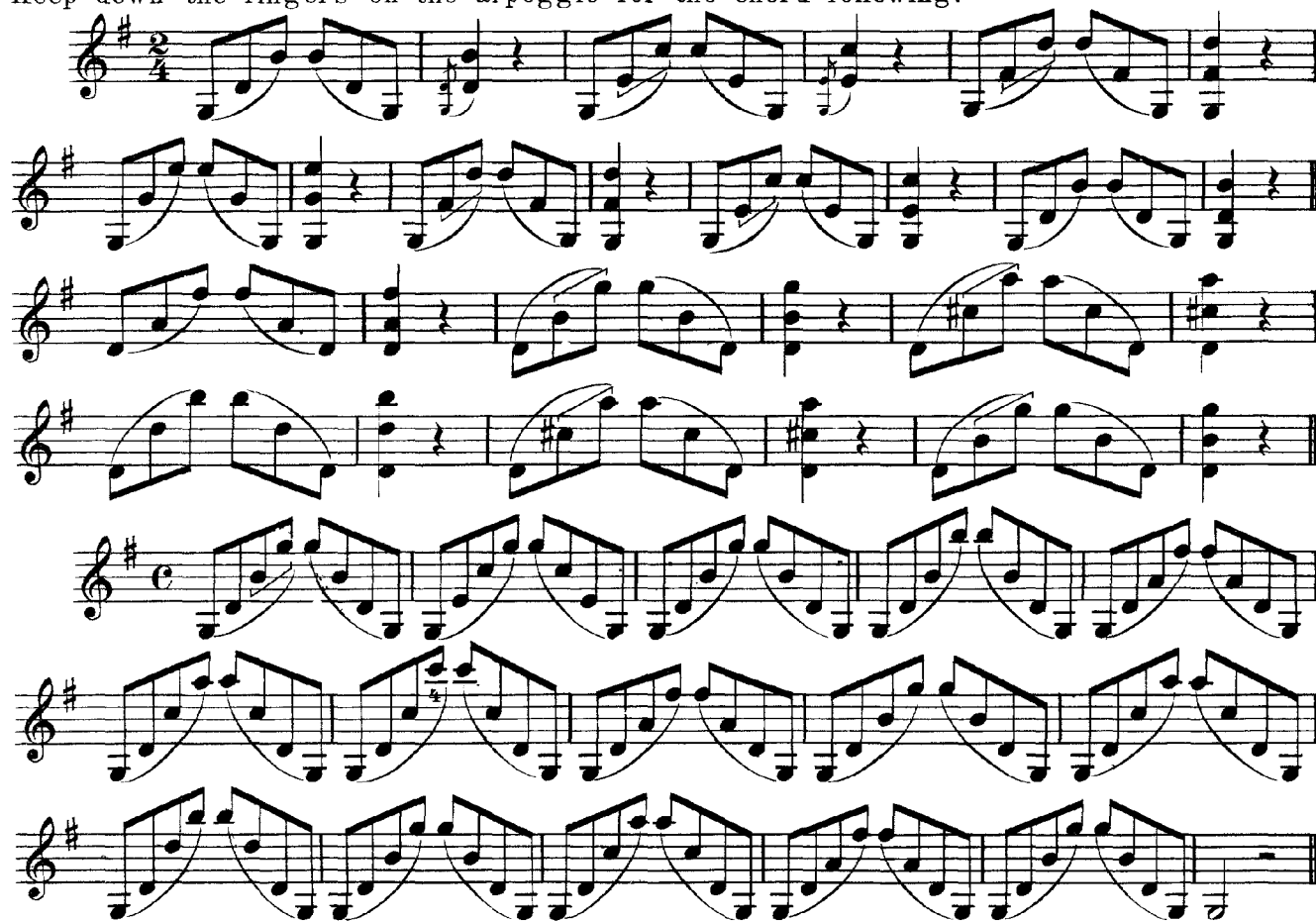


To execute a chord of three notes, first play the two lower ones together; then tilt the bow and play the two upper ones.



It is obvious that this division must be done so rapidly as to pass almost unnoticed. Later one may even play the three notes simultaneously; but at the beginning this would be too difficult for the pupil.

Keep down the fingers on the arpeggio for the chord following.



Preparatory exercise to accustom the bow to grip with precision two pairs of strings in rapid succession.

staccato

ÉTUDE

Review of the various arpeggios

Moderato

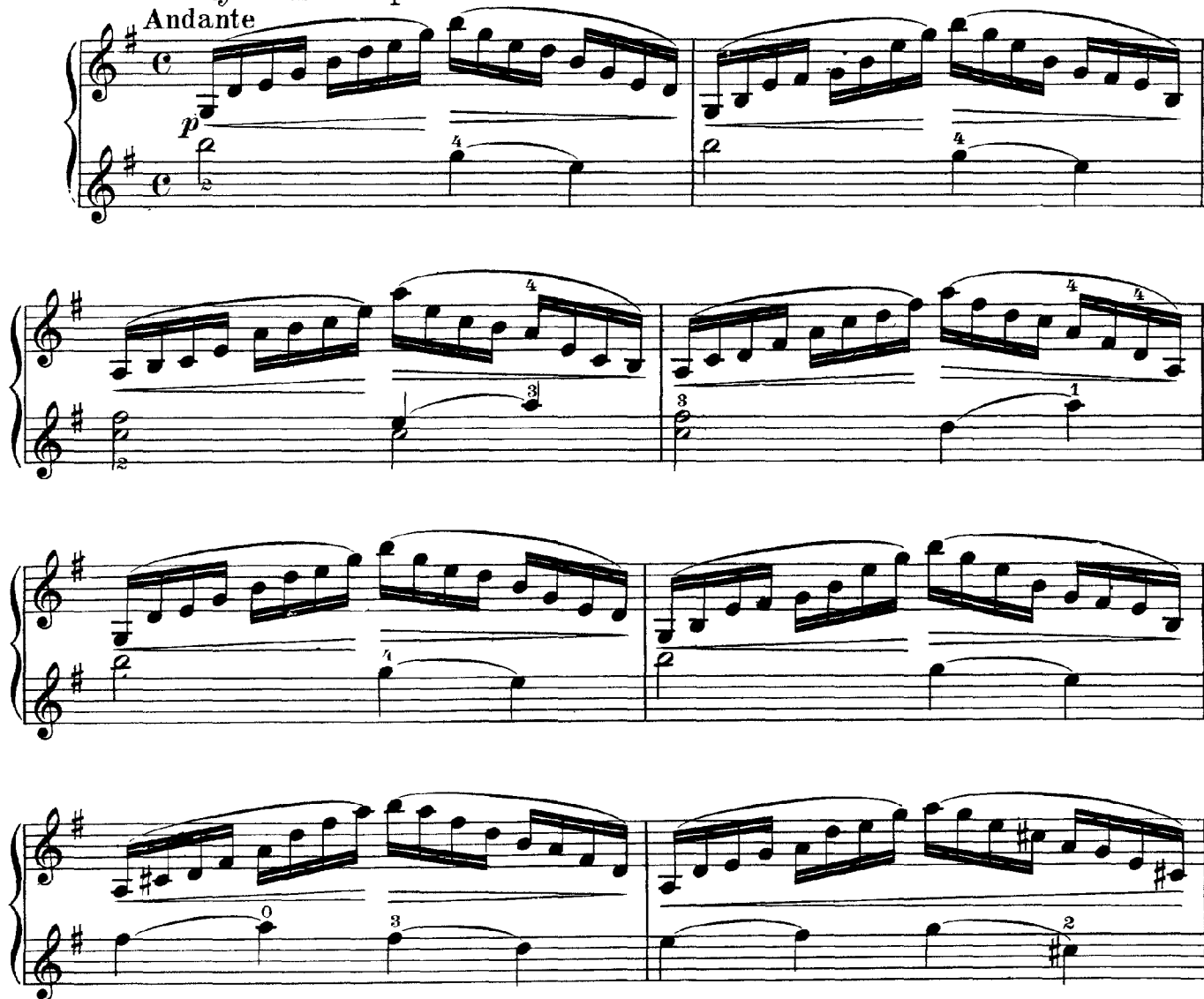
Largamente



ÉTUDE

Study in Accompaniment-form

Andante



Sheet music for a violin method book, featuring six systems of music. The notation includes various musical symbols such as notes, rests, slurs, and dynamic markings. The key signature is one sharp (F#). The systems are marked with dynamics like *f*, *p*, *pp*, and *ritard.* The first system has a 4/4 time signature. The second system has a 2/4 time signature. The third system has a 4/4 time signature. The fourth system has a 2/4 time signature. The fifth system has a 2/4 time signature. The sixth system has a 4/4 time signature. The notation is written in a clear, professional style suitable for a method book.

The Saltato

The Saltato, or light staccato on one spot, is derived from the Springing Bow.



This bowing must be executed only with the wrist, at the lower third of the bow; lifting the stick as for the springing bow, keeping on the same spot without running on towards the nut.

In order to keep the bow in the same place, the pupil is obliged to make almost the same movement of the wrist as is required for executing the springing bow; the only difference being that, on the down-stroke, the bow is lifted from the string. In the following exercise the quarter-note begins near the nut and uses about a third of the bow. This makes it necessary, after the last note of each measure (played with the up-stroke), to let the up-stroke continue after the bow has left the string, so as to attain the proper starting-point for beginning the quarter-note.

1 

2 

THE SPRINGING BOW

The part of the bow to be used for the springing bow is of great importance, as it is not sufficient for the pupil to execute this bowing from the wrist, but also necessary that the bow should rebound of its own accord. Whereas, in a slow tempo, such as the eighth-note in an Allegretto, the bow easily rebounds at the lower third, for the triplet-eighth in the same tempo you must let it descend a little towards the middle, and for the sixteenth, quite to the middle. It remains for the pupil to find the place at which he can most easily execute this bowing.

Lightly, lifting the stick from the string.

First section of the exercise, marked *mf* and *segue*. It consists of four staves of music in G major (one sharp) and 2/4 time. The first staff begins with a treble clef, a key signature of one sharp (F#), and a 2/4 time signature. Above the first staff, there are bowing markings: a square box followed by a 'v' (down bow), then another square box followed by a 'v' (down bow). The music is written in eighth notes, with the first staff containing a triplet of eighth notes. The second staff continues the eighth-note pattern. The third staff also continues the eighth-note pattern. The fourth staff concludes the section with a final note and a double bar line.

Advance the bow a little towards the middle.

Allegretto

Second section of the exercise, marked **Allegretto**. It consists of four staves of music in G major (one sharp) and 6/8 time. The first staff begins with a treble clef, a key signature of one sharp (F#), and a 6/8 time signature. The music is written in eighth notes, with the first staff containing a triplet of eighth notes. The second staff continues the eighth-note pattern. The third staff also continues the eighth-note pattern. The fourth staff concludes the section with a final note and a double bar line.

At the middle

Allegretto

Study on the Springing Bow

Lower third of bow.

Allegretto

The image displays a page of musical notation for violin, consisting of 12 staves. The music is written in G major (one sharp) and 4/4 time. The notation includes various rhythmic values, accidentals, and dynamic markings.

- Staff 1:** Four measures of eighth-note patterns. The first measure has a '4' above it. The second measure has a '4' above it. The third measure has a '4' above it. The fourth measure has a '4' above it.
- Staff 2:** Four measures of eighth-note patterns. The first measure has a 'b' above it. The second measure has a 'b' above it. The third measure has a 'b' above it. The fourth measure has a 'b' above it.
- Staff 3:** Four measures of eighth-note patterns. The first measure has a '4' above it. The second measure has a '4' above it. The third measure has a '4' above it. The fourth measure has a '4' above it.
- Staff 4:** Four measures of eighth-note patterns. The first measure has a '4' above it. The second measure has a '4' above it. The third measure has a '4' above it. The fourth measure has a '4' above it.
- Staff 5:** Four measures of eighth-note patterns. The first measure has a '4' above it. The second measure has a '4' above it. The third measure has a '4' above it. The fourth measure has a '4' above it.
- Staff 6:** Four measures of eighth-note patterns. The first measure has a '4' above it. The second measure has a '4' above it. The third measure has a '4' above it. The fourth measure has a '4' above it.
- Staff 7:** Four measures of eighth-note patterns. The first measure has a '4' above it. The second measure has a '4' above it. The third measure has a '4' above it. The fourth measure has a '4' above it.
- Staff 8:** Four measures of eighth-note patterns. The first measure has a '4' above it. The second measure has a '4' above it. The third measure has a '4' above it. The fourth measure has a '4' above it.
- Staff 9:** Four measures of eighth-note patterns. The first measure has a '4' above it. The second measure has a '4' above it. The third measure has a '4' above it. The fourth measure has a '4' above it.
- Staff 10:** Four measures of eighth-note patterns. The first measure has a '4' above it. The second measure has a '4' above it. The third measure has a '4' above it. The fourth measure has a '4' above it.
- Staff 11:** Four measures of eighth-note patterns. The first measure has a '4' above it. The second measure has a '4' above it. The third measure has a '4' above it. The fourth measure has a '4' above it.
- Staff 12:** Four measures of eighth-note patterns. The first measure has a '4' above it. The second measure has a '4' above it. The third measure has a '4' above it. The fourth measure has a '4' above it.

Study on the Springing Bow

At the middle.

Allegretto

2 *mf*