

Get 'Em Moving: Shifting in the Beginning Strings Classroom

Adam Davis
Sarah K.-H. Maurice

Midwest Clinic
McCormick Place West, Chicago, IL

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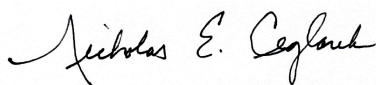
Dear Midwest Clinic Supporter,

On behalf of the community of Hudsonville Public Schools, we would like to welcome you to this session. We are so proud of the accomplishments of our orchestra students and staff. Through their hard work and dedication, they have achieved excellence. Hudsonville Schools places a significant value on the arts. In a recent survey of over 950 parents, the Fine Arts Program received the highest level of satisfaction and support. Our parents overwhelmingly understand and appreciate our commitment to provide excellence through music education.

In this day and age, more and more importance is being placed on standardized testing. Research has shown that schools that integrate the arts into the curriculum as a part of a compressive education strategy students academic performance will improve. Hudsonville Schools believes that providing students with high quality music instruction and opportunities to showcase talents with multiple performances helps meet our mission: **Educate, challenge, and inspire all learners to become contributing, responsible members of a global society.**

It is our sincere hope that you enjoy our students' performance and the presentation by our staff. The honor our students and staff bring to Hudsonville Public Schools is above reproach.

Respectfully,



Nicholas Ceglarek
Superintendent



Dear Midwest Clinic Attendees-

The staff, students, and parents of Riley Street Middle School are excited to display the talents of our 6th grade beginning orchestra at the 65th Annual Midwest Clinic. We greatly appreciate the efforts of our directors, Sarah Maurice and Adam Davis, for arranging this unique learning experience for our students.

I recognize that attendees have many clinical choices and thank you for choosing to learn from our students and directors. Go Eagles!

Bill Ross, Principal
Riley Street Middle School
Hudsonville Public Schools

Dear Midwest Clinic Participants-

On behalf of Baldwin Street Middle School I'd like to thank you for attending today's session on beginning string techniques. As a former instrumental music instructor myself and having witnessed this presentation at our state level music conference previously, I believe you will leave here with practical ideas that can enhance any program.

We are of course, thrilled to have our students and staff present for you today. Music and the arts are greatly valued within the comprehensive curriculum in the Hudsonville Public School District. On average, nearly 75% of our incoming students participate in the band, orchestra or choir program. Our orchestra program has exploded in enrollment numbers since its inception a decade ago, growing not only in numbers but also in quality to the point where we now enjoy a very positive reputation in our region and around the state.

Our appreciation goes out to the Midwest Music Clinic for this extreme honor to present to you and to the parents of these fine young men and women who have supported their participation in orchestra and their attendance here today.

Sincerely,
Dave Powers, Principal
Baldwin Street Middle School
Hudsonville Public Schools

**Get 'Em Moving:
Shifting in the Beginning Strings Classroom**

Midwest Clinic

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What is shifting?

We define it as “moving around the instrument.”

Everyday Terms

Sharps:

Surfing the Web:

Waiter Wrist:

How do we get there?

Silent Shifting Exercises: Any activity that builds flexibility in the left hand and promotes movement. These exercises are usually performed with no sound.

Handshake:

Polish neck in guitar position:

Shaking can of cola:

Hand Shape

1. Forming correct shapes:

2. Finger Exercise:

Ski jumps:

Taps:

Polish Neck Sequence:

1. Guitar:
2. Sternum:
3. Bazooka:
4. Supported Playing:
5. Playing:

Early Shifting Exercises: Any activity that combines the flexibility developed in silent shifting exercises with the production of sound. These exercises can be either tonally open or performed with prescribed pitches.

Polish fingerboard:

One-finger mini scales:

Sirens:

Talking:

Swing shifts:

Fingerboard Geography: Our goal is for the students to know every location of a given note on the fingerboard. By learning the placement of the notes, we are also able to teach the patterns that are created. These patterns are then used to further the students' knowledge of playing in specific positions.

Neighbor Shifts: Shifting to the next closest position. Often used to avoid awkward string crossings and open strings. This is particularly important for cellists and bassists as they can only play a maximum of two or three scalar notes in any given position. Neighbor shifts are especially helpful when teaching the concept of sequences.

One-finger scales:

First finger exercises:

Perform familiar repertoire with shifts:

Shifting in Context: The synthesis of the flexibility developed in silent shifting and early shifting exercises with note identification. These exercises can include performing familiar tunes using shifting. At this stage, positions are identified with half steps and whole steps used to define the hand shape.

Understanding of hand shape (whole step and half step):

Perform written repertoire with shifts:

Identifying notes within context of hand shape:

Label positions:

Examples

Early Shifting Exercises:

One-Finger Mini Scale: D-Major

0 -1 -1 -1 0 -1 -1 -1

Musical notation for a one-finger mini scale in D major. The scale is written on a treble clef staff with a key signature of two sharps (F# and C#). The notes are D, E, F#, G, A, B, C#, and D. Fingerings are indicated above the notes: 0 for the first D, -1 for E, F#, and G, 0 for the second D, and -1 for A, B, and C#.

Neighbor Shifts:

One-Finger Scale: D-Major

0 1 -1 -1 -1 1 -1 -1 -1 -1 -1 -1 -1 -1 -1 0

D-----

Musical notation for a one-finger scale in D major. The scale is written on a treble clef staff with a key signature of two sharps. The notes are D, E, F#, G, A, B, C#, and D. Fingerings are indicated above the notes: 0 for the first D, 1 for E, -1 for F#, -1 for G, -1 for A, 1 for B, -1 for C#, -1 for the second D, and 0 for the final D. A dashed line below the staff is labeled 'D'.

First Finger Exercises:

0 1 -1 0 1 -1 1 -1 -1 -1 -1 -1

Musical notation for first finger exercises in D major. The scale is written on a treble clef staff with a key signature of two sharps. The notes are D, E, F#, G, A, B, C#, and D. Fingerings are indicated above the notes: 0 for the first D, 1 for E, -1 for F#, 0 for G, 1 for A, -1 for B, -1 for C#, -1 for the second D, -1 for E, -1 for F#, -1 for G, -1 for A, -1 for B, -1 for C#, and -1 for the final D.

Performing Familiar Repertoire:

-1 -1 -1 -1 -1

Musical notation for performing familiar repertoire in D major. The scale is written on a treble clef staff with a key signature of two sharps. The notes are D, E, F#, G, A, B, C#, and D. Fingerings are indicated above the notes: -1 for E, -1 for F#, -1 for G, -1 for A, -1 for B, -1 for C#, and -1 for the final D.

Shifting in Context:

Come Little Children - Traditional Christmas Carol

Cello

-4 -4 -4

Musical notation for the cello part of 'Come Little Children'. The piece is in D major and 4/4 time. The notes are D, E, F#, G, A, B, C#, and D. Fingerings are indicated above the notes: -4 for E, -4 for F#, and -4 for G.

Jolly Old St. Nicholas - Traditional Christmas Carol

III -3 I -1

Musical notation for the first part of 'Jolly Old St. Nicholas'. The piece is in D major and 4/4 time. The notes are D, E, F#, G, A, B, C#, and D. Fingerings are indicated above the notes: III for the first D, -3 for E, F#, and G, I for the second D, and -1 for A, B, and C#.

About Hudsonville Public Schools:

Hudsonville, Michigan is a small rural community near Grand Rapids, MI. The mission of Hudsonville Public Schools is to educate, challenge, and inspire all learners to become contributing, responsible members of a global society. The Hudsonville Public School District is unique in that we are large enough to offer a comprehensive academic program and a wide variety of extracurricular activities, while still small enough to provide individual attention and support for our students. We are able to meet the needs of our gifted learners as well as those who need additional time and support. Accelerated high school students take advantage of our numerous advanced placement courses. Foreign languages offered at the high school level include French, German, Spanish and Mandarin Chinese. Many extracurricular activities are available to our students including highly rated vocal, band and orchestra programs as well as numerous competitive athletic opportunities. Hudsonville Public School students perform exceedingly well on state assessments. Our scores rank among the highest in Kent and Ottawa counties. For the past three school years all buildings earned an “A” grade from the Michigan Department of Education.

About the Clinicians:

Adam Davis and Sarah Maurice currently teach orchestra in Hudsonville Public Schools, a rural community located in West Michigan. Both Adam and Sarah have taught middle school and high school ensembles. Individually, they have presented sessions and had groups selected to perform at the Michigan Music Conference, the Illinois Music Conference, and the Midwest Band and Orchestra Clinic.



Adam is an active bassist with experience performing all styles of music. He is also an active adjudicator and clinician for organizations in MI and IL. A native of Illinois, Adam graduated from the University of Illinois, Urbana/Champaign with a B.S. and M.M.E. in Music Education. Adam has also taught at Maine South H.S. in Park Ridge, IL, Prospect H.S. in Mt. Prospect, IL, Byron Center Public Schools, and Byron Center, MI.

Adam has had ensembles perform at the Illinois All-State Convention as well as the Midwest International Band and Orchestra Clinic. He has also had articles published in *The Instrumentalist* and *Music Education Journal*. When not teaching, Adam is busy helping his wife, Emily, with her business, playing with his two children, Sophia and Levi, or performing.

A cellist, Sarah is active in several community ensembles, has been a cello instructor at the MASTA Camp, and has worked with ensembles from St. Cecilia's Music Society in Grand Rapids, MI. She received her B.A. in music education from Michigan State University before teaching at Black River Public School. While at BRPS, her top ensemble was selected to perform at the Michigan Music Conference. After receiving her M.M.E. in music education from the University of Michigan, Sarah began teaching in Hudsonville.



In addition teaching, Sarah maintains an active private studio and plays principal cello with the Kent Philharmonia Orchestra. As a member of Allegro, a string quartet, she has performed across Michigan and is working on a recording project. Sarah is the proud mother of two daughters and is thankful to have her supportive husband, Chris.