Triad Suzuki Academy

My Music Year

A violin and viola workbook for kindergarten and first grade

Draw yourself playing your violin or viola!



This workbook belongs to: _____

For grown-ups: how to use this workbook

This workbook is for violin and viola students in kindergarten and first grade. It has 34 pages of activities. Do one page a week, and it lasts about a school year.

Read each page with your child. The steps are short and in large print, so a first grader can read some of them on their own.

Violinists do the treble clef activities and violists the alto clef ones. Where a page has one of each, do the one for your child's instrument.

A few tips

- **Keep it short.** Five to ten minutes is plenty. Stop while it is still fun.
- **Sound before paper.** Clap, sing, march, and play first. Writing comes last.
- **The grade labels.** Kindergarten activities are moving, listening, playing, drawing, circling, coloring, and tracing. First grade activities ask your child to work out an answer and write it, such as a note's letter or a number of beats, or to write a rhythm or tune of their own. A kindergartner can do them with you, saying the answer while you write it.
- **Rhythm words.** These pages use Gordon's rhythm syllables: "Du" on the beat, "Du De" when the beat splits in two, and, on the Twinkle page, "Du Ta De Ta" when it splits in four. If your child's teacher names rhythms another way, use theirs.
- **Cheer the effort.** Praise the trying and the listening, not only right answers. The answers are at the back.

You will need

- A pencil and crayons
- Your child's violin or viola
- The recording of your child's pieces
- Painter's tape, for a staff on the floor (if you like)

How activities are marked

Kindergarten and up

First grade

What is inside

1. **Listen and move.** Feel the steady beat, and hear high and low, loud and soft, fast and slow, and same and different.
2. **My instrument.** The parts of the violin and viola, taking care of them, the strings, the finger numbers, getting ready to play, and the bow.
3. **Rhythm.** Rhythm is how long each note lasts. Say it, clap it, then play it.
4. **Reading notes.** The staff, steps and skips, the music alphabet, and the clef, strings, and first notes for your instrument.
5. **Practice and play.** Listening every day, a week of practice to color in, a tune of your own, and a concert at home.

1 Listen and move

Feel the steady beat, and hear high and low, loud and soft, fast and slow, and same and different.

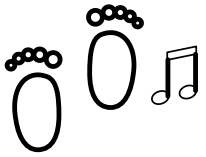
The steady beat

The beat is the steady pulse you tap your foot to.

March to the beat

Kindergarten and up

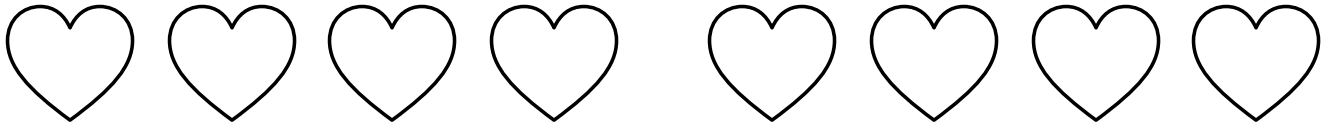
Sing a song you know.
March one step on each beat.
Now pat the beat on your knees.



Tap the hearts

Kindergarten and up

Sing slowly. Touch one heart on each beat.
Then color the hearts.



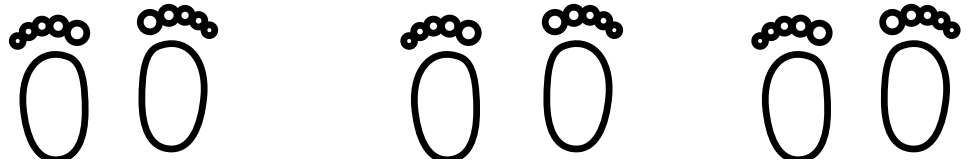
Steady steps

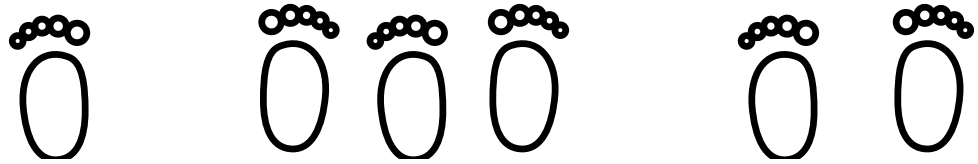
A steady beat is like steady footsteps, every step the same distance apart.

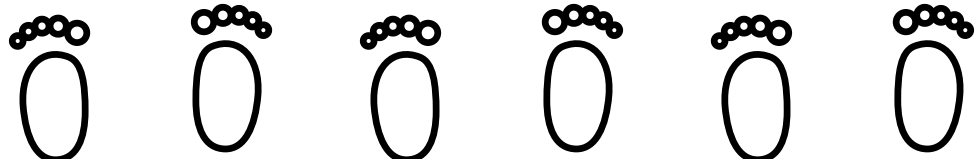
Find the steady footsteps

Kindergarten and up

Walk your fingers along each row.
Circle the row with steady steps.

A 

B 

C 

Rock to the beat

Kindergarten and up

Hold a stuffed animal. Rock it to a lullaby, one rock on each beat.
Now bounce it to a fast song.

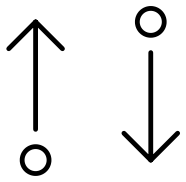
High and low

A sound can be high or low.

Reach high, crouch low

Kindergarten and up

When you hear a high sound, stretch up tall!
When you hear a low sound, crouch down low!
Take turns making the sounds.



Which one can play lower?

Kindergarten and up

The lowest string plays the lowest note: G on the violin, C on the viola, and an even lower C on the cello.
Circle the one in each pair that can play lower.

1



cello



violin

2



violin



viola

3



viola



cello

Up and down

A tune can go up, go down, or stay the same.

Sing it up, sing it down

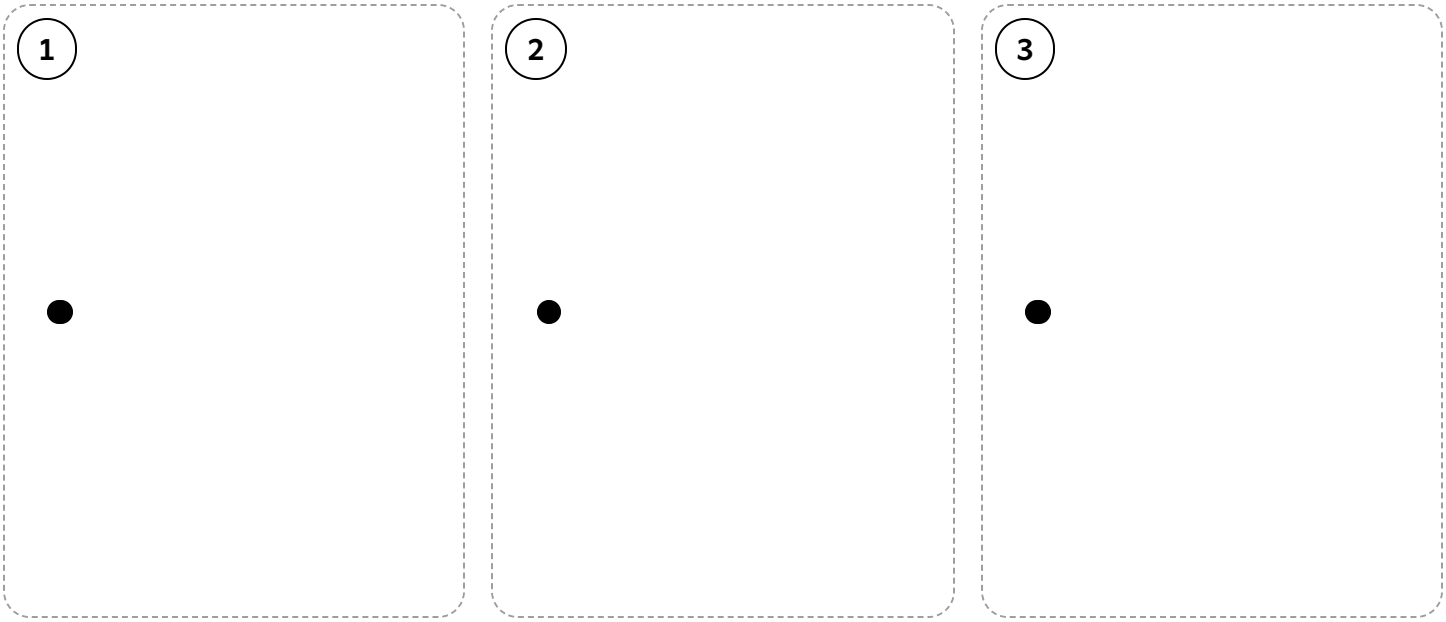
Kindergarten and up

Sing “up, up, up,” a little higher each time.
Then sing “down, down, down,” a little lower each time.

Draw the sound

Kindergarten and up

A grown-up sings three notes.
Start at the dot. Draw a line that goes up, goes down, or stays flat, the way the notes went.



Loud and soft

Piano means soft. Forte means loud.

Meet p and f

Kindergarten and up

Trace each sign with your finger and say its name.
Then play an open string forte, and again piano.

p **piano**
soft

f **forte**
loud

Loud or soft?

Kindergarten and up

Circle p for soft or f for loud.

1	A mouse	***p*** ***f***	2	A big drum, banging	***p*** ***f***
3	Thunder	***p*** ***f***	4	A lullaby	***p*** ***f***
5	A fire truck	***p*** ***f***	6	Falling snow	***p*** ***f***

Draw it

Kindergarten and up

Draw something that makes a soft sound, and something that makes a loud one.

Something soft

Something loud

Free class: Dynamics
Loud and soft, and the signs that ask for them. **triadsuzuki.com/learn/classes/dynamics**

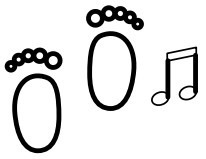
Fast and slow

How fast the beat goes is called the tempo.

Fast feet, slow feet

Kindergarten and up

A grown-up claps a beat. Walk one step on each clap.
Walk fast when the claps are fast, and slow when they are slow.
Freeze when the clapping stops!



Fast or slow?

Kindergarten and up

Circle fast or slow.

1	A rabbit	**fast** **slow**	2	A snail	**fast** **slow**
3	A sleepy bear	**fast** **slow**	4	A race car	**fast** **slow**
5	A bee's wings	**fast** **slow**	6	A turtle	**fast** **slow**

Draw it

Kindergarten and up

Draw something that moves fast, and something that moves slowly.

Something fast

Something slow

Free class: Tempo
Fast and slow, and the words musicians use for each. **triadsuzuki.com/learn/classes/tempo**

Same and different

Music repeats. Listen for the parts that come back.

Echo me

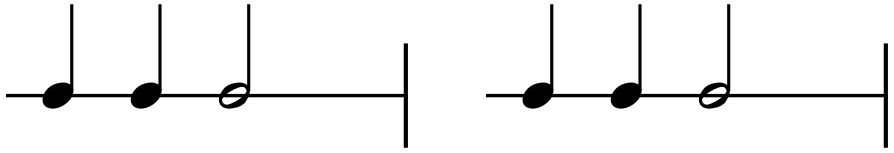
Kindergarten and up

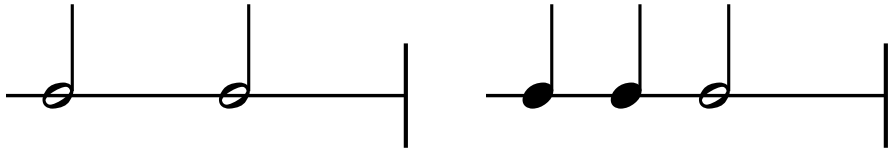
A grown-up claps a short rhythm. Clap it right back.
Then you be the leader.

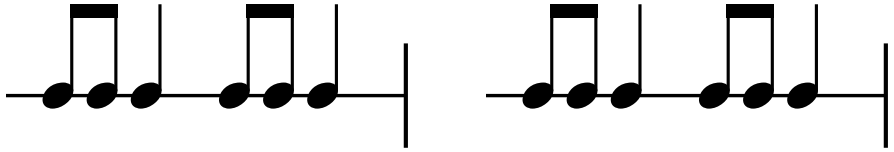
Same or different?

Kindergarten and up

Look closely at each pair.
Circle same if they match, or different if they do not.

1  **same** **different**

2  **same** **different**

3  **same** **different**

An A B A dance

Kindergarten and up

Stomp for part A. Tiptoe for part B. Then stomp for part A again.
Lots of music works this way: a part, something new, and the first part again.

2 My instrument

The parts of the violin and viola, taking care of them, the strings, the finger numbers, getting ready to play, and the bow.

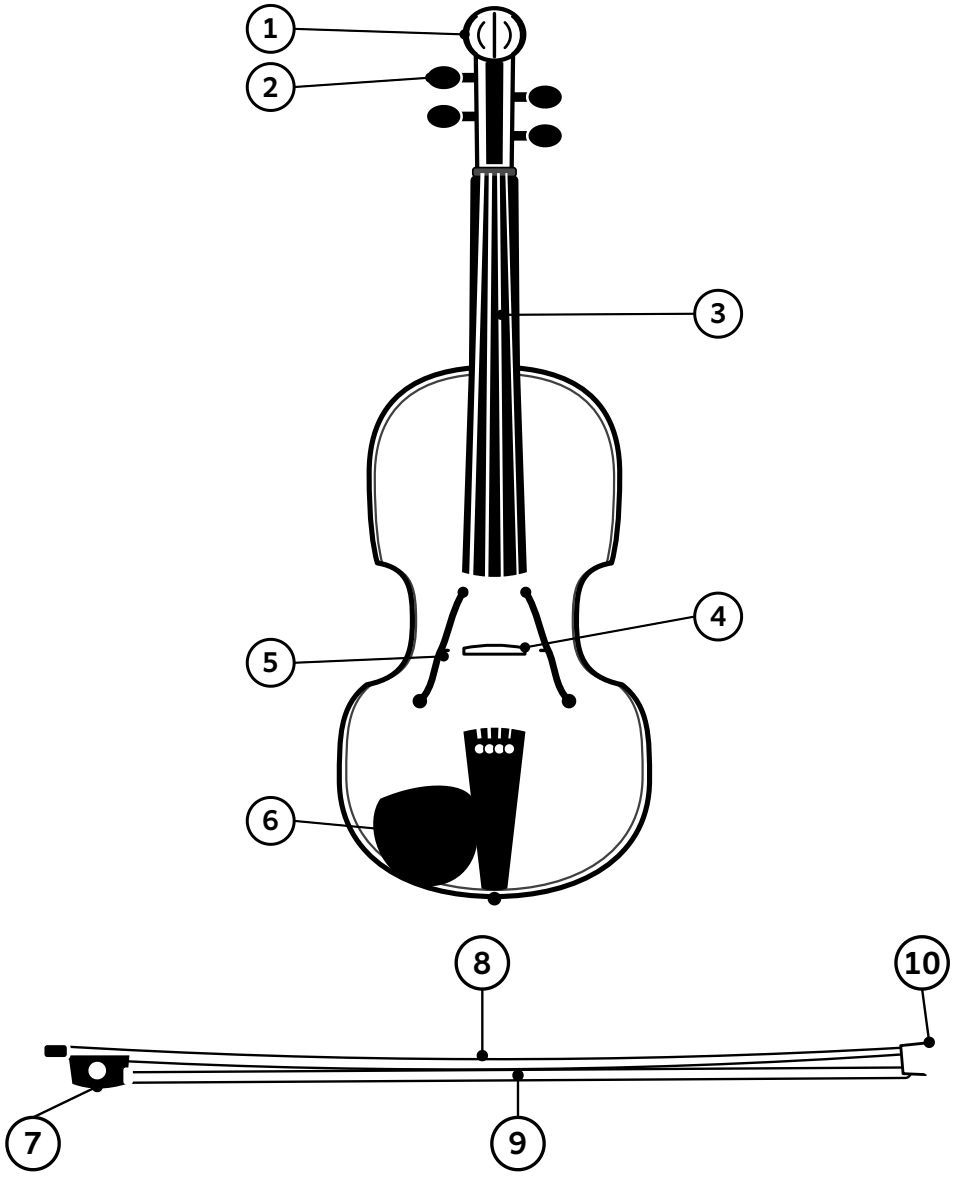
Parts of the instrument

The violin and the viola have the same parts. The viola is a little bigger.

Name the parts

First grade

Write each part's number beside its name.
Then color the wood.



- [ ] Bridge
- [ ] Chinrest
- [ ] F-hole
- [ ] Frog
- [ ] Hair
- [ ] Pegs
- [ ] Scroll
- [ ] Stick
- [ ] Strings
- [ ] Tip

Taking care of it

A violin or viola is made of wood and needs gentle care.

My care checklist

Kindergarten and up

Check each one with your grown-up.

When I finish playing

- [ ] Wipe off the rosin dust with a soft cloth
- [ ] Loosen the bow hair, with a grown-up
- [ ] Close the case carefully

Always

- [ ] Keep my fingers off the bow hair
- [ ] Keep it in its case when I am not playing
- [ ] Never leave it in a car

Draw your instrument

Kindergarten and up

Draw your instrument. You can give it a name!

My violin or viola

Read: Caring for a violin or viola
Keeping it safe through hot summers and dry winters.
triadsuzuki.com/learning/violin-care-in-north-carolina-weather

The four strings

Each string has a letter name. On the violin, from the lowest: G, D, A, E. On the viola: C, G, D, A.

Trace your string names

Kindergarten and up

Trace the letters for your instrument, lowest string first.
Then write them again on the empty lines.

Violin

G D A E

Viola

C G D A

Pluck and say

Kindergarten and up

Pluck each string, lowest first, and say its name.
Which string sounds the lowest? Which sounds the highest?

Finger numbers

Your left hand's fingers have numbers. Your thumb has none.

Wiggle that finger

Kindergarten and up

A grown-up calls out 1, 2, 3, or 4. Wiggle that finger on your left hand!
Then tap each finger on your thumb: 1, 2, 3, 4.

Trace your hand

Kindergarten and up

Lay your left hand flat in the box. A grown-up traces around it.
Write 1 on your pointer finger, 2 on your middle finger, 3 on your ring finger, and 4 on your pinky.

My left hand

Ready to play

Get ready before the first note: how you stand, and how you hold the instrument and the bow.

Ready-to-play checklist

Kindergarten and up

Check each one with your grown-up.

Your teacher's words come first: cross out or add anything they do differently.

Rest position

- [ ] Feet together, toes in a line
- [ ] Instrument resting under your arm, scroll out in front
- [ ] Bow pointing down toward your toes

Playing position

- [ ] Feet apart, in play position
- [ ] Turn the instrument over, strings to the sky
- [ ] Lift it to your shoulder
- [ ] Chin on the chinrest

Bow hold

- [ ] Thumb bent, at the frog
- [ ] Two middle fingers over the frog
- [ ] First finger on the grip
- [ ] Pinky standing on top of the stick

Down bow and up bow

The bow moves two ways, and each way has its own sign.

Meet the bow signs

Kindergarten and up

Trace each sign with your finger and say its name.



Down bow
Move the bow from the frog toward the tip.



Up bow
Move the bow from the tip toward the frog.

Trace the bow signs

Kindergarten and up

Trace the gray signs. Then draw your own in the boxes.









Air bows

Kindergarten and up

Hold a pencil like your bow. A grown-up says “down bow” or “up bow,” and you move it that way, slowly.



Play “Bowings and articulations” online
Easy asks about the down-bow and up-bow signs and a few other marks.
triadsuzuki.com/learn/bowings-and-articulations

3 Rhythm

Rhythm is how long each note lasts. Say it, clap it, then play it.

Du and Du De

Every beat says “Du.” When a beat has two notes, they say “Du De.”

Meet the rhythms

Kindergarten and up

Say each rhythm’s words while you tap the beat.

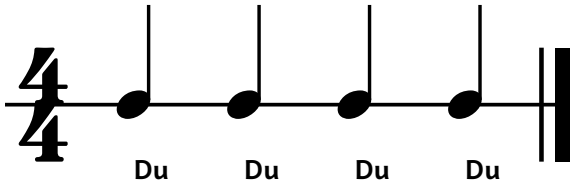
Rhythm	Name	Beats	Say
	**Quarter note**	1	**Du**
	**Two eighth notes**	1	**Du De**

Say it, clap it, play it

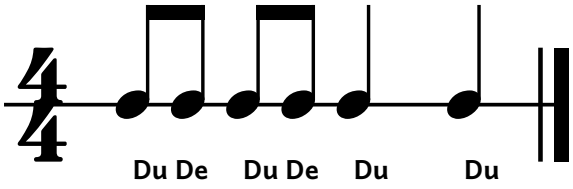
Kindergarten and up

Say it while a grown-up taps the beat.
Then clap it. Then play it on an open string.

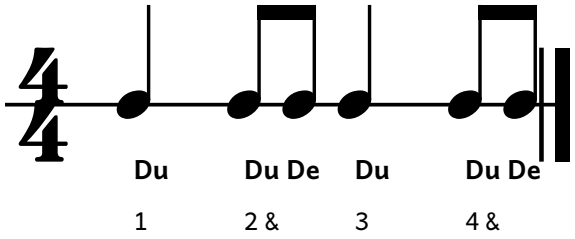
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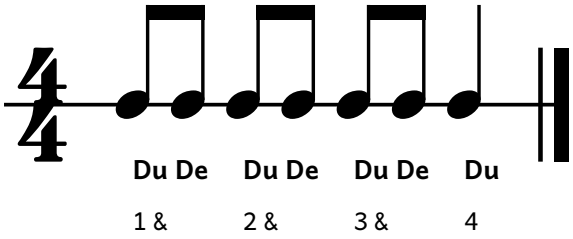
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3



4





Free class: Rhythm
The beat, note lengths, and rests, with a short quiz after each part.
triadsuzuki.com/learn/classes/rhythm

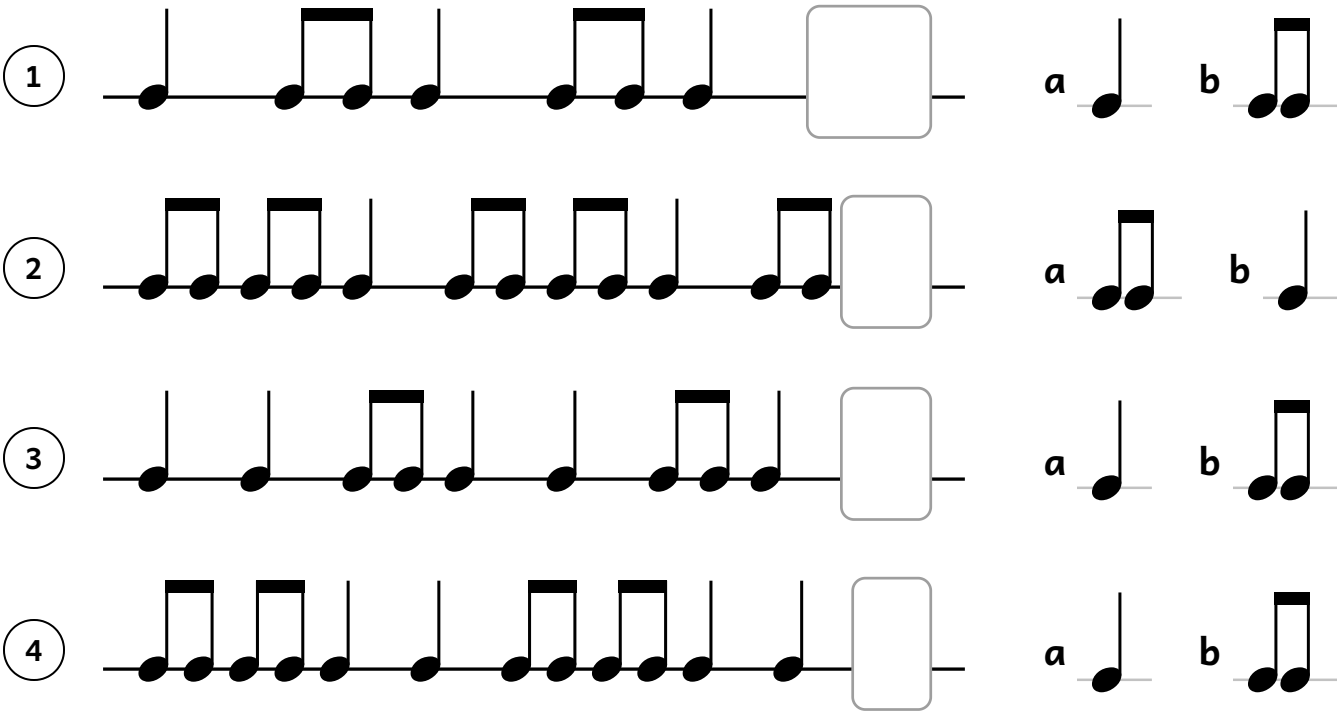
What comes next?

Rhythms can make patterns, like beads on a string.

Finish the pattern

Kindergarten and up

Say each pattern: Du, Du De.
Circle the one that comes next in the empty box.



Make a pattern

Kindergarten and up

Make a pattern with your hands: clap, pat, clap, pat.
Stop in the middle. Can a grown-up guess what comes next?

Long notes

A half note lasts two beats. A whole note lasts four. Say “Du” once and hold it.

Meet the long notes

Kindergarten and up

For a long note, clap once and keep your hands together while you count its beats.

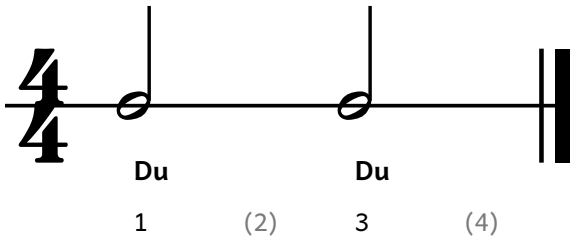
Rhythm	Name	Beats	Say
	**Half note**	2	**Du, held**
	**Whole note**	4	**Du, held**

Say it, clap it, play it

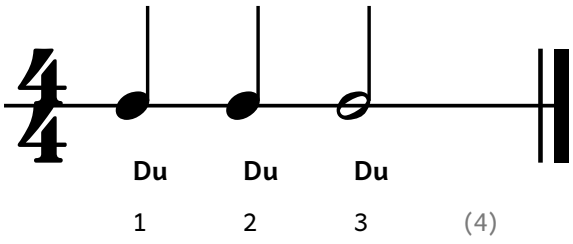
Kindergarten and up

Hold each long note for all of its beats.

1



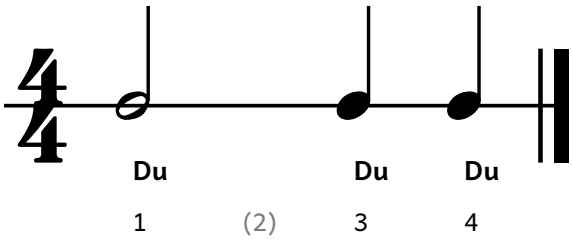
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3



4



Play “How long is that note?” online
Start on Easy: count how many quarter notes fit in each note. **triadsuzuki.com/learn/rhythm**

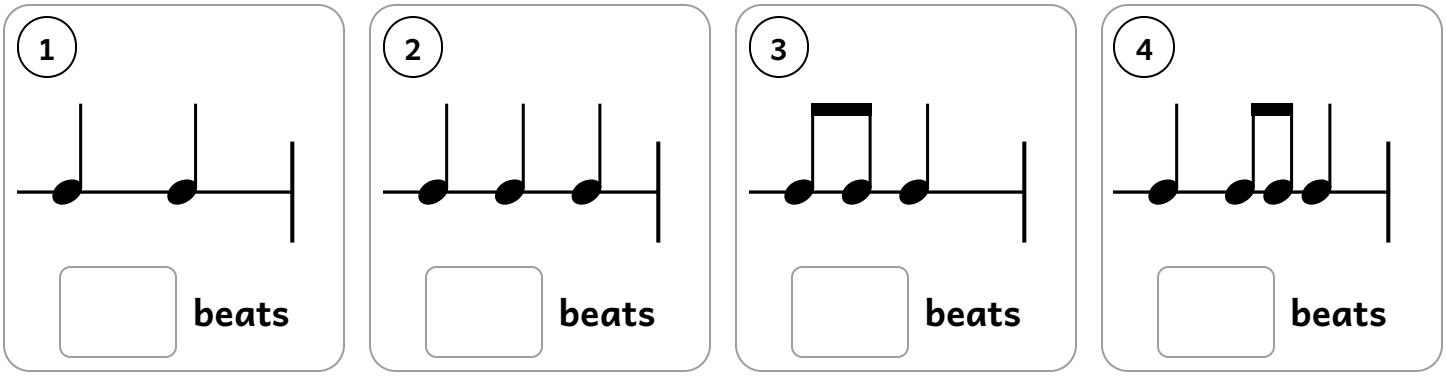
How many beats?

A quarter note is one beat, and two eighth notes share one beat.

Count the short ones

First grade

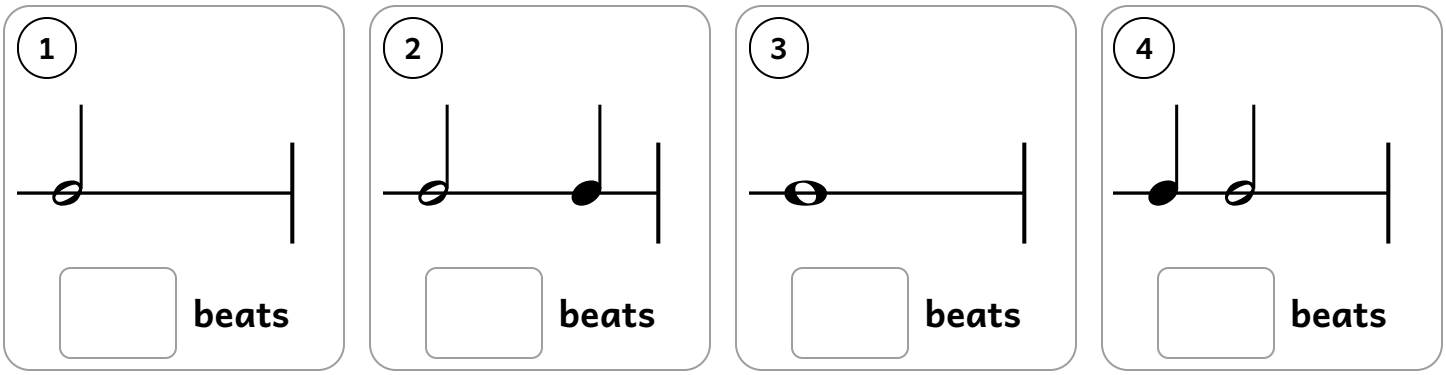
Count the beats in each box. Write the number.



Count the long ones

First grade

A half note is two beats and a whole note is four. Write the number.



Count out loud

Kindergarten and up

Clap each box while a grown-up counts the beats out loud.

Rests

A rest is a silent beat. Keep the beat going inside while you rest.

Meet the quarter rest

Kindergarten and up

A quarter rest lasts one beat. Stay silent, and keep the beat going.

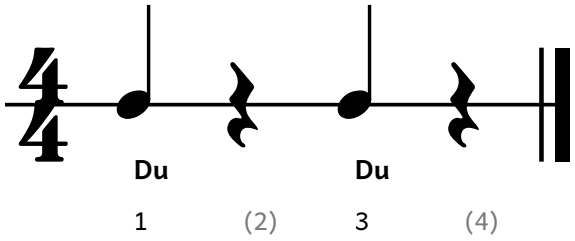
Rhythm	Name	Beats	Say
	**Quarter rest**	1	**Silent**

Say it, clap it, play it

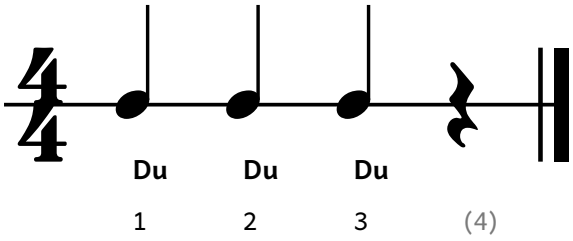
Kindergarten and up

On a rest, open your hands wide and stay silent.

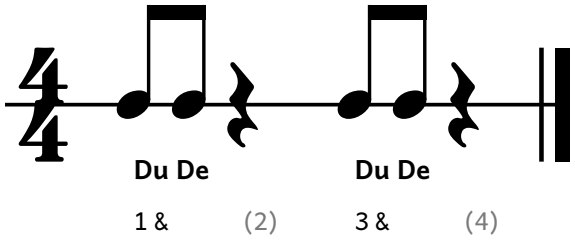
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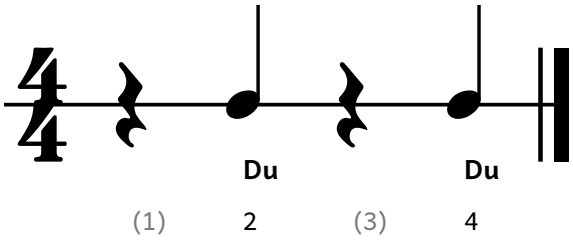
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3



4



Play "How long is that note?" online
Choose Medium to count rests as well as notes. **triadsuzuki.com/learn/rhythm**

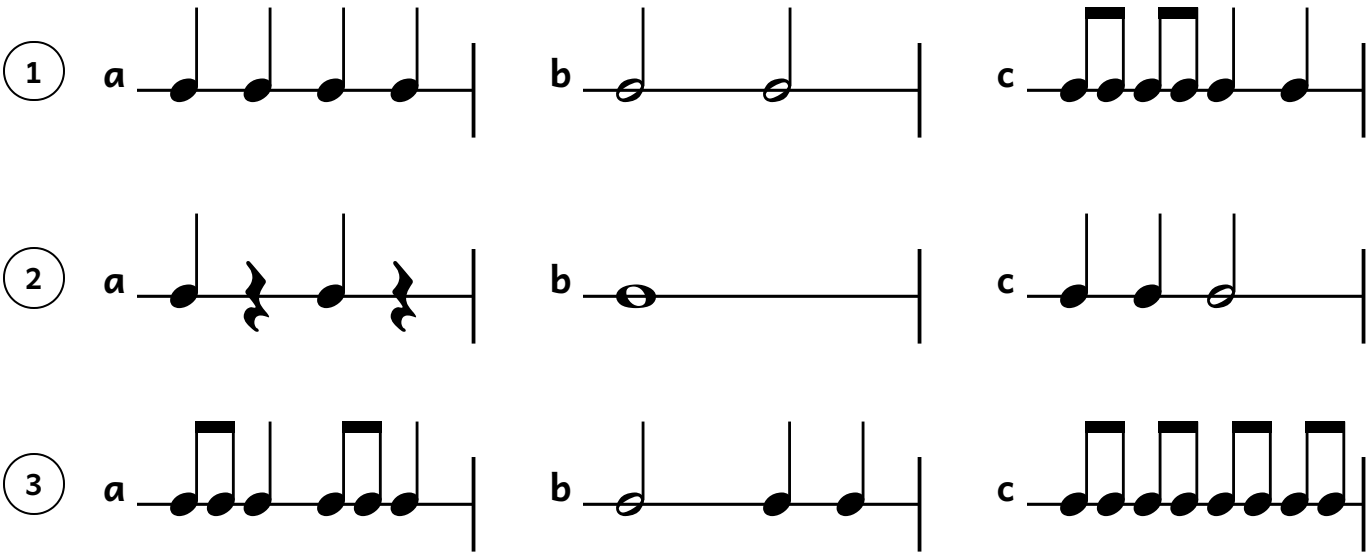
Listen and circle

Your ears come first. A grown-up claps, and you find the rhythm on the page.

Which one did you hear?

Kindergarten and up

Grown-up: clap one rhythm in each row and say its words. Do not say which one!
Child: circle the one you heard. Then switch.



Clap it from memory

Kindergarten and up

Close your eyes and clap a rhythm from this page.
Can your grown-up find which one it was?

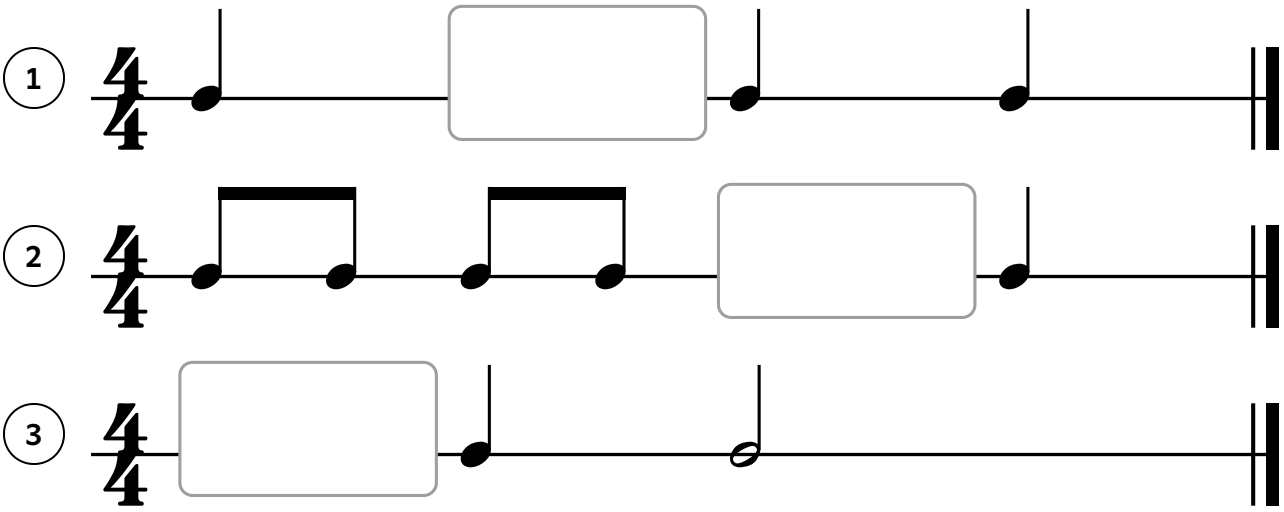
Make your own rhythm

A measure is the music between two barlines. Every measure here has four beats.

Fill the missing beat

First grade

One beat is missing in each measure.
Draw one beat in each empty box: Du, Du De, or a rest.



My rhythm

First grade

Fill each beat with Du, Du De, or a rest.
Then say it, clap it, and play it for your family.



Free class: Rhythm
The beat, note lengths, and rests, with a short quiz after each part.
triadsuzuki.com/learn/classes/rhythm

Twinkle rhythms

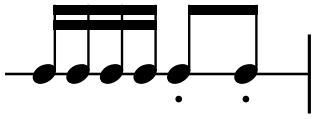
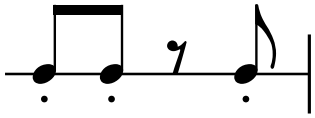
Suzuki students start with “Twinkle, Twinkle, Little Star” and its variations.

The variations

Kindergarten and up

A dot under a note makes it short. Variation D, with triplets, is one your teacher will show you.

Books printed before 2007 letter these differently. Use your teacher’s words if they differ.

Variation	Rhythm, two beats	Say	Many teachers say
A		**Du Ta De Ta, Du De**	Mississippi, stop, stop
B		**Du De, (rest) De**	Ice cream, shh, cone
C		**Du De Ta, Du De Ta**	Run pony, run pony
E		**Du Ta De Ta, Du Ta De Ta**	Mississippi, Mississippi

Clap it, then play it

Kindergarten and up

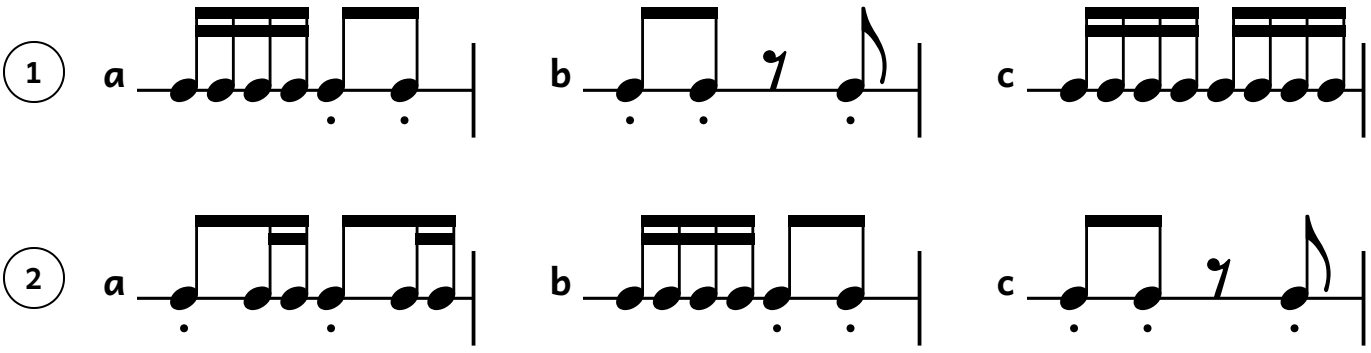
Clap each rhythm four times while you say its words.

Then play it on open A on the violin, or open D on the viola.

Which Twinkle rhythm?

Kindergarten and up

Grown-up: clap one rhythm in each row. Child: circle the one you heard.



4 Reading notes

The staff, steps and skips, the music alphabet, and the clef, strings, and first notes for your instrument.

The staff

Music is written on a staff of lines and spaces.

Trace the staff

First grade

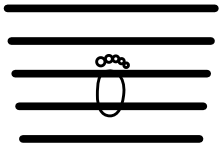
Trace each line with your finger, then with a pencil.
Count the lines. Then count the spaces between them.

Lines: ☐ **Spaces:** ☐

A staff on the floor

Kindergarten and up

Lay five strips of tape on the floor, one big step apart.
Hop from the bottom line to the top: line, space, line, space.



Free class: The Staff
Lines, spaces, and high and low, with a quiz after each part. **triadsuzuki.com/learn/classes/the-staff**

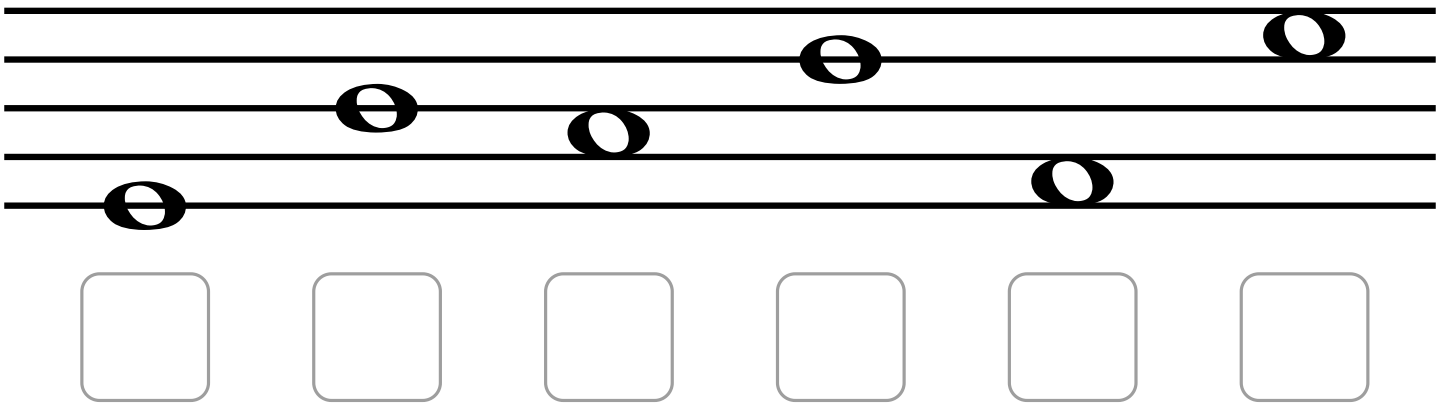
Line or space?

Notes sit on the lines and in the spaces. A note higher on the staff sounds higher.

Line or space?

First grade

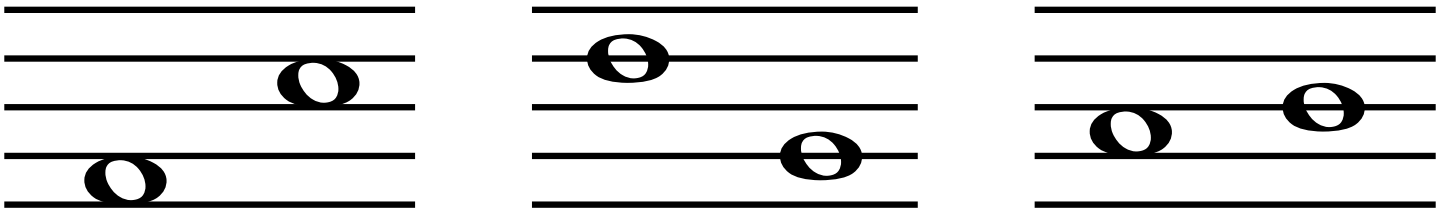
A line note has a line through its middle. A space note sits between two lines. Write L or S under each note.



Which note is higher?

Kindergarten and up

Circle the higher note in each pair.



Step or skip

A step goes to the very next line or space. A skip jumps over one.

Step and skip on the floor

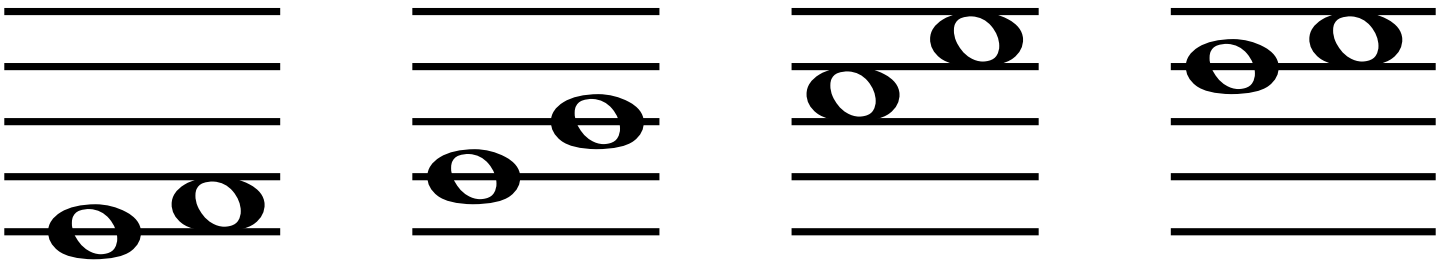
Kindergarten and up

On your floor staff, step from a line to the very next space. That is a step. Now jump over that space to the next line. That is a skip.

Step or skip?

Kindergarten and up

Circle step or skip under each pair.



step skip

step skip

step skip

step skip

The music alphabet

Music uses seven letters: A, B, C, D, E, F, G. After G comes A again.

Trace the letters

Kindergarten and up

Trace the letters and say them.
Then write them again on the empty lines.

A to G

A B C D E F G

Fill in the missing letters

First grade

Write the missing letter in each empty box.
The last row goes down, the letters backward.

1	A		C	D		F	G	going up
2	E	F		A		C		going up
3	C	D	E		G			going up
4	G		E		C			going down

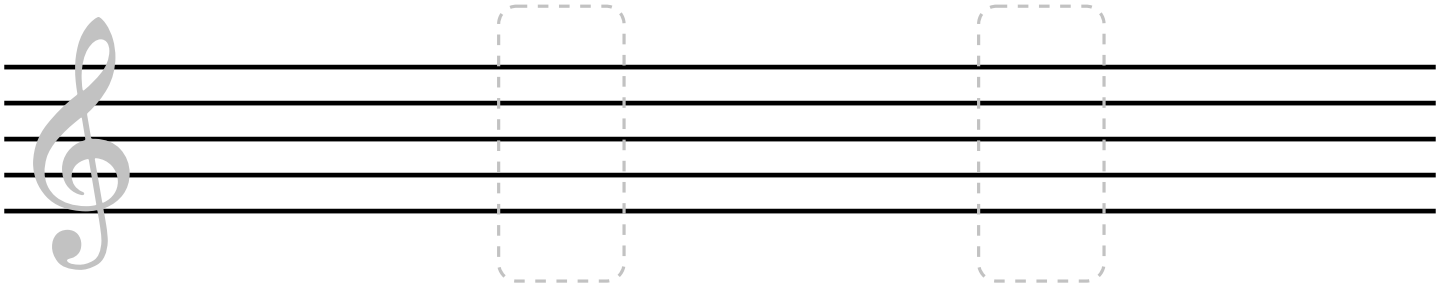
Your clef

A clef sits at the start of the staff and names one line.

The treble clef, for violin

Kindergarten and up

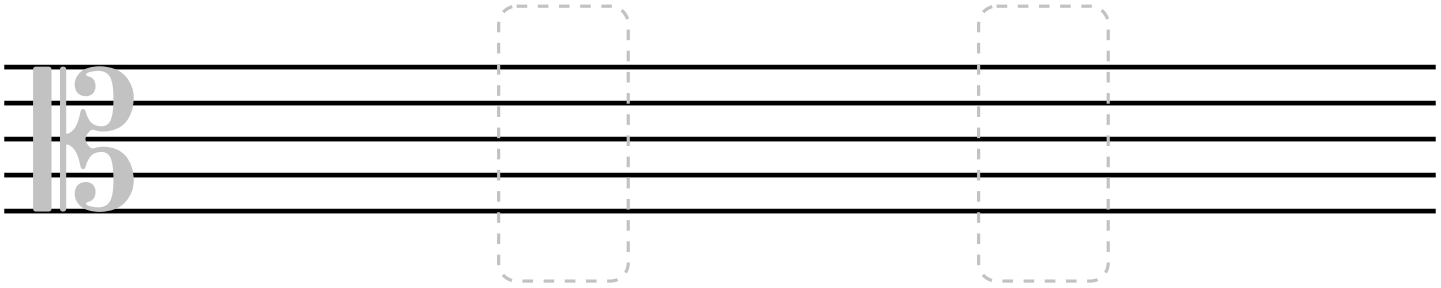
Violin music uses the treble clef. Its curl wraps around the G line.
Trace the gray clef, then draw two of your own. Color the G line.



The alto clef, for viola

Kindergarten and up

Viola music uses the alto clef. It points to the middle line, middle C.
Trace the gray clef, then draw two of your own. Color the middle C line.



Free classes: Treble clef and Alto clef
Each clef's lines and spaces, with a quiz after each part. Find both under Classes at **triadsuzuki.com/learn**

Open strings on the staff

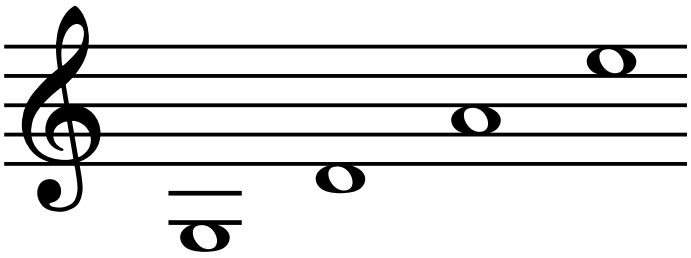
Your open strings are the notes you play with no fingers down.

Your open strings

Kindergarten and up

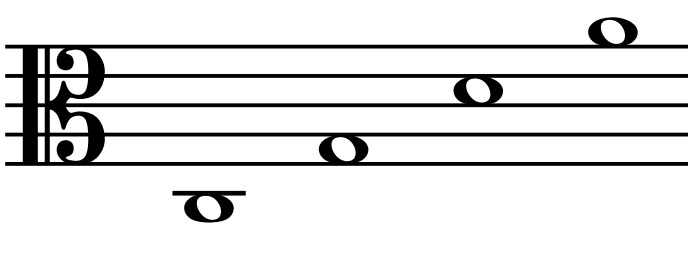
The lowest note hangs below the staff, on short extra lines.
Point to the notes for your instrument and say their names.

Violin, treble clef



G D A E

Viola, alto clef



C G D A

Play and point

Kindergarten and up

Play each open string, lowest first.
Point to its note on the staff as you play it.

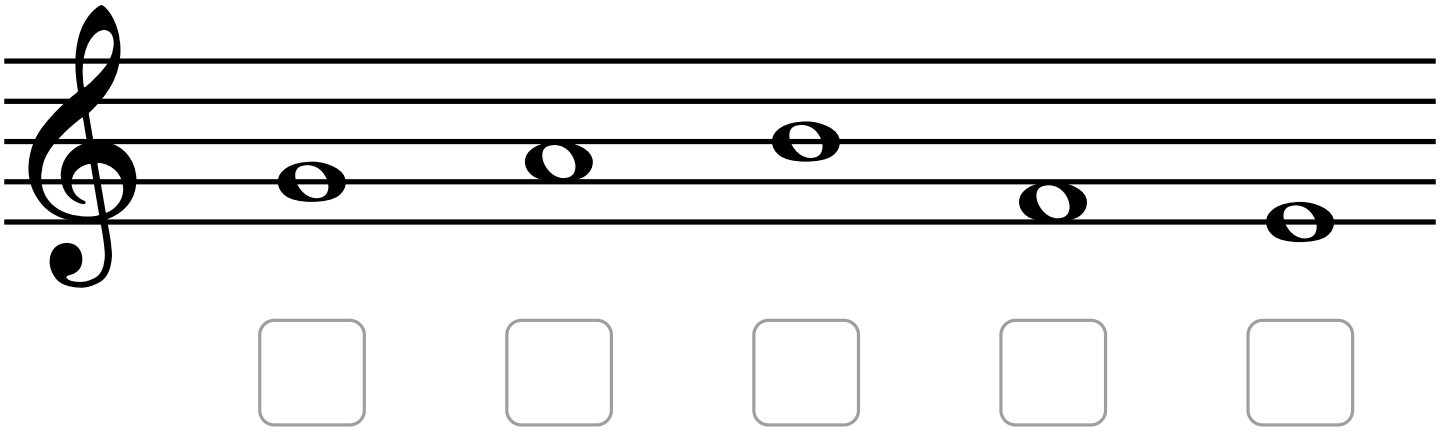
Violin notes

In the treble clef, find G on the second line from the bottom. Then hop up or down.

Name the notes

First grade

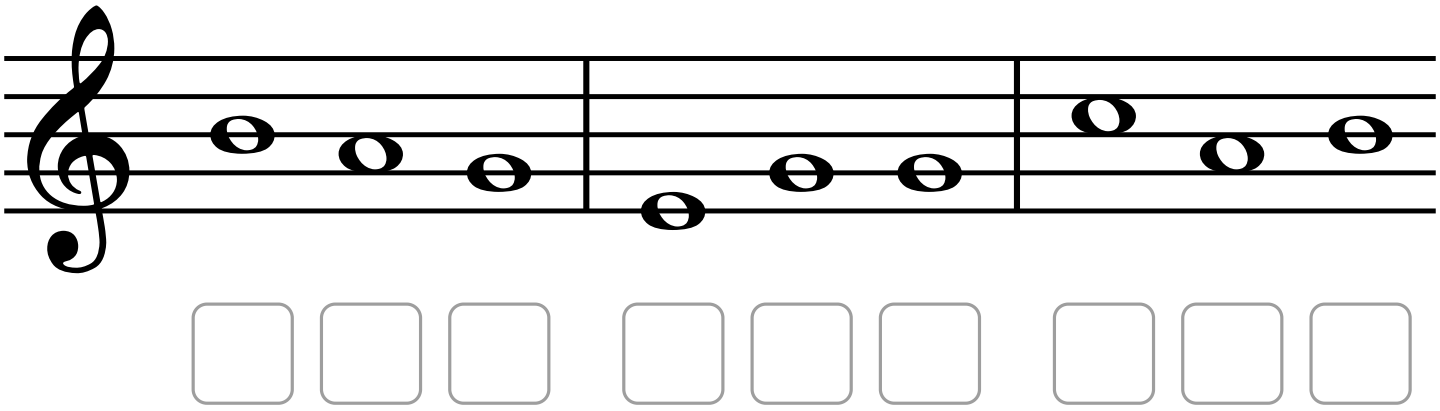
Find the G line first. Then hop to each note.
Write each note's letter in its box.



Note words

First grade

Each word is spelled in notes. Write the letters to read the words.



Play "Name that note" online
Choose the Treble clef and Easy, with the notes on the staff, like the ones on this page.
triadsuzuki.com/learn/note-identification

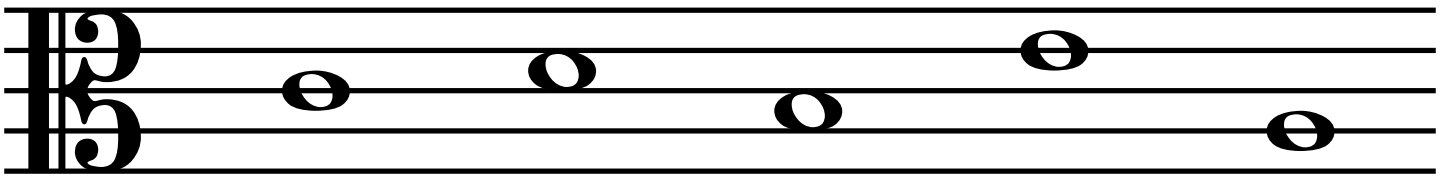
Viola notes

In the alto clef, middle C is the middle line. Walk up or down from there.

Name the notes

First grade

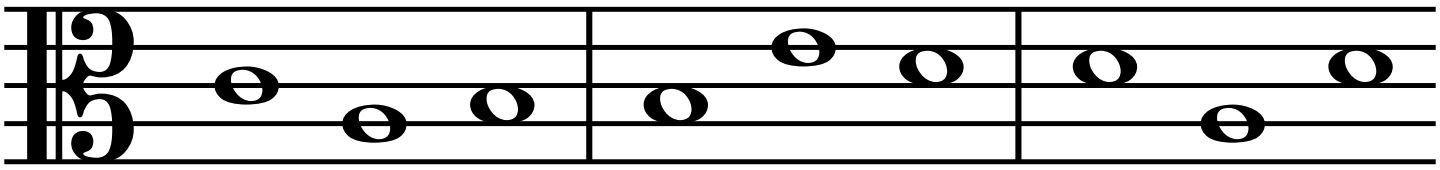
Find middle C first. Then walk to each note.
Write each note's letter in its box.



Note words

First grade

Each word is spelled in notes. Write the letters to read the words.



Play "Name that note" online
Choose the Alto clef and Easy, with the notes on the staff, like the ones on this page.
triadsuzuki.com/learn/note-identification

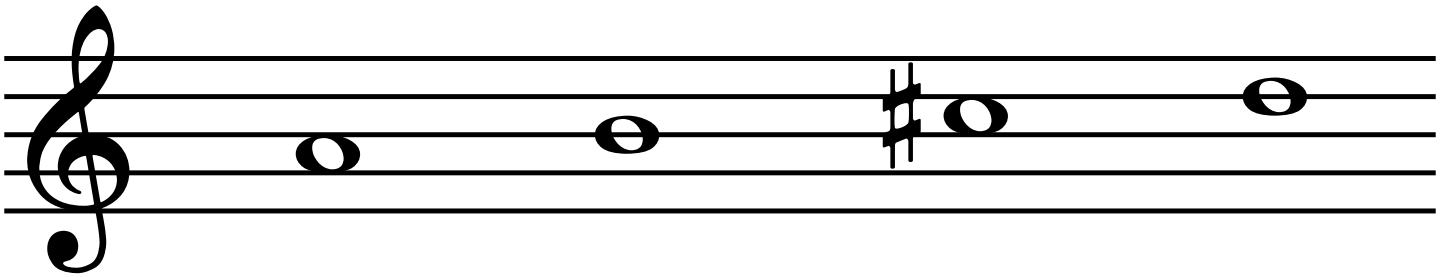
Fingers on one string

Put fingers 1, 2, and 3 down one at a time, and one string plays four notes.

The violin's A string

First grade

Open A, then fingers 1, 2, and 3.
The sign like a tic-tac-toe board is a sharp. It makes C a little higher: C sharp.
Write each note's name in its box.

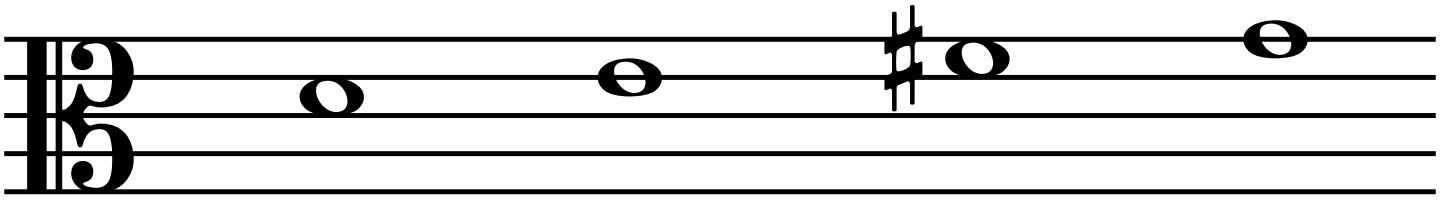


0	1	2	3

The viola's D string

First grade

Open D, then fingers 1, 2, and 3.
The sign like a tic-tac-toe board is a sharp. It makes F a little higher: F sharp.
Write each note's name in its box.



0	1	2	3

Play "Where's that note?" online
Find notes on the fingerboard of your own instrument. **triadsuzuki.com/learn/fingerboard**

5

Practice and play

Listening every day, a week of practice to color in, a tune of your own, and a concert at home.

Listening every day

Listening to your music is part of practice, even on days the instrument stays in its case.

My listening week

Kindergarten and up

Color a box each day you do it.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
I listened to my music	☐	☐	☐	☐	☐	☐	☐
I sang or hummed along	☐	☐	☐	☐	☐	☐	☐
I danced or clapped the beat	☐	☐	☐	☐	☐	☐	☐

Draw what you heard

Kindergarten and up

Listen to a piece you love. Then draw.

What did the music make you think of?

My practice week

A little practice on most days adds up.

This week

Kindergarten and up

Color a box for each one you do. Your teacher may give you others.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Listened to my music	☐	☐	☐	☐	☐	☐	☐
Got ready to play	☐	☐	☐	☐	☐	☐	☐
Played my rhythms	☐	☐	☐	☐	☐	☐	☐
Practiced my piece	☐	☐	☐	☐	☐	☐	☐

My goal this week

Kindergarten and up

Draw or write one thing to work on.

This week I want to learn

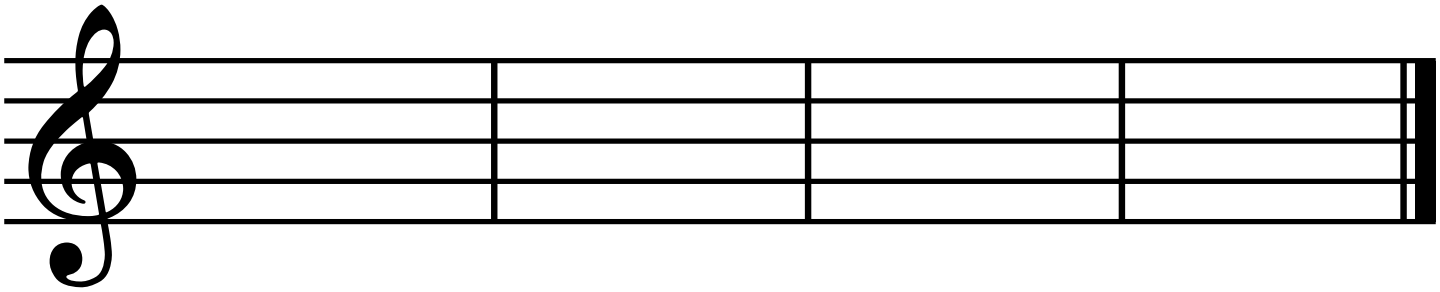
Make up a tune

Your open strings are four notes you can already play.

A violin tune

First grade

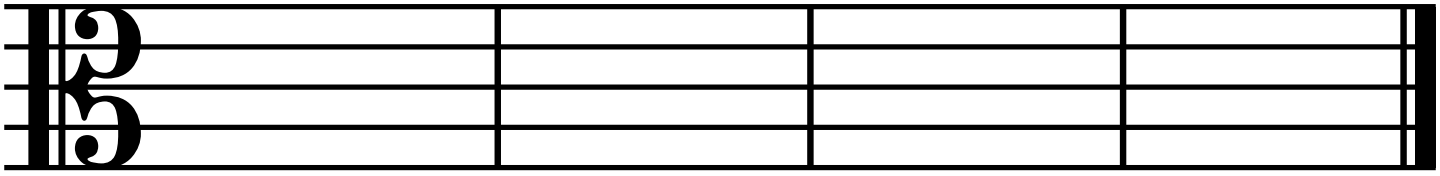
Draw one whole note in each measure, on an open string: G, D, A, or E. Put each one where “Open strings on the staff” shows it.



A viola tune

First grade

Draw one whole note in each measure, on an open string: C, G, D, or A. Put each one where “Open strings on the staff” shows it.



Play it for someone

Kindergarten and up

Play your tune for your family, or sing it on the letter names.

A concert at home

Playing for people you love is part of making music.

Put on a concert

Kindergarten and up

Choose two pieces or rhythms you can play.
Bow to your audience before you play and after!

My concert

Kindergarten and up

Make a ticket for your concert, and draw your audience.

My concert ticket

Who came to listen

Answer key

For the grown-up. Moving, listening, drawing, tracing, making things up, and the charts have no single right answer, so those activities are not listed.

Page 4 · Steady steps

Find the steady footsteps
Row C. Its footprints are all the same distance apart.

Page 5 · High and low

Which one can play lower?
1. the cello; 2. the viola; 3. the cello.

Page 7 · Loud and soft

Loud or soft?
1. p; 2. f; 3. f; 4. p; 5. f; 6. p.

Page 8 · Fast and slow

Fast or slow?
1. fast; 2. slow; 3. slow; 4. fast; 5. fast; 6. slow.

Page 9 · Same and different

Same or different?
1. same; 2. different; 3. same.

Page 10 · Parts of the instrument

Name the parts
1 scroll, 2 pegs, 3 strings, 4 bridge, 5 f-hole, 6 chinrest, 7 frog, 8 stick, 9 hair, 10 tip.

Page 17 · What comes next?

Finish the pattern
1. b, two eighth notes; 2. *a*, two eighth notes; 3. *a*, quarter note; 4. b, two eighth notes.

Page 19 · How many beats?

Count the short ones
1. 2 beats; 2. 3 beats; 3. 2 beats; 4. 3 beats.

Count the long ones
1. 2 beats; 2. 3 beats; 3. 4 beats; 4. 3 beats.

Page 22 · Make your own rhythm

Fill the missing beat
Any one beat: *a* quarter note, two eighth notes, or *a* quarter rest.

Page 24 · The staff

Trace the staff
Lines: 5; Spaces: 4.

Page 25 · Line or space?

Line or space?
L L S L S S

Which note is higher?
1. the second note; 2. the first note; 3. the second note.

Page 26 · Step or skip

Step or skip?
1. step; 2. skip; 3. skip; 4. step.

Page 27 · The music alphabet

Fill in the missing letters
1. B, E; 2. G, B; 3. F, A; 4. F, D.

Page 28 · Your clef

The treble clef, for violin
Color the second line from the bottom. It is G.

The alto clef, for viola
Color the middle line. It is middle C.

Page 30 · Violin notes

Name the notes
G A B F E

Note words
BAG, EGG, CAB

Answer key, continued

Page 31 · Viola notes

Name the notes
C D B E A

Note words
CAB, BED, DAD

Page 32 · Fingers on one string

The violin's A string
open: A, 1: B, 2: C sharp, 3: D

The viola's D string
open: D, 1: E, 2: F sharp, 3: G



You did it!

You kept the beat, named your strings, took care of your instrument, read your rhythms and notes, and made music of your own.

Musician: _____

Date: _____

Keep going



Free music games and classes

Play “Name that note” and “How long is that note?” online, and try our short classes on rhythm, the staff, and the clefs. They are free, with nothing to sign up for.

Scan the code, or visit
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