

## Sample Orchestra I Learning Plan

### Big Idea/Topic

#### POSTURE & POSTION

Connecting Theme/Enduring Understanding:

Posture and position directly affect your tone production as an instrumentalist.

Essential Questions:

Why should you sit a certain way when you play?

How does my own posture and position impact my tone quality?

What can I do to improve my tone quality?

### Standard Alignment

#### PERFORMING

**HSBO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- c. Discuss and demonstrate characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution, and contact point.
- e. Demonstrate correct left-hand position and finger placement, right-hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty.
- i. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.

### Instructional Design

**This lesson has a flexible timeline and may span across several days, if necessary. This lesson is intended to reach students in a virtual setting, whether “plugged” or “unplugged.” See the bottom of this lesson plan for a list of unplugged activities and supplies.**

**FOUNDATIONAL INFORMATION:**

Playing background from individual students—when and where have you played your instrument? How many years prior experience do you have? What do you do very well? What would you like to improve?

**CONCEPTS:**

- What parts of the body do we use and how do they work together to create a tone on the instrument?
- Review and establish expectations for proper left- and right-hand placement for good tone quality

**VOCABULARY:**

Bow Hold, Parallel, Perpendicular, Tone Quality, Posture

**LINKS:**

[Music: Orchestra I: Distance Learning Plan: PowerPoint](#)



See Teacher Guide to Digital Teaching and Learning towards the end of this document

### STUDENT SUPPLIES:

- A device with audio/video capabilities
- Instrument
- Shoulder rest/Rock Stop
- Chair
- Music Stand (if available at home)

### UNPLUGGED STUDENT SUPPLIES:

- Unplugged Student Packet
- Instrument
- Shoulder rest/Rock Stop
- Chair
- Music Stand (if available at home)
- Phone (for a one-on-one teacher phone call)

### TEACHER SUPPLIES:

- A device with audio/video capabilities
- Padlet account (see below for helpful Padlet resources)
- An instrument for modeling (could also use pictures or videos of professional musicians on each instrument)

## DISTANCE LEARNING PLAN:

### PRE-LEARNING ACTIVITY

Before hosting students on a digital platform, share these links (via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent) to students and have them view these videos to refresh their minds of proper posture and position on their string instruments for the upcoming lesson at least one or two days in advance to give them time to watch the videos and explore on their own.

#### • **Violin/Viola Posture + Position:**

- [https://www.youtube.com/watch?v=TvDZj6Yq1Nc&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=3&t=0s](https://www.youtube.com/watch?v=TvDZj6Yq1Nc&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=3&t=0s)
- [https://www.youtube.com/watch?v=MCjkTslJISU&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=3](https://www.youtube.com/watch?v=MCjkTslJISU&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=3)
- [https://www.youtube.com/watch?v=LnVktAkpKUE&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=4](https://www.youtube.com/watch?v=LnVktAkpKUE&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=4)
- [https://www.youtube.com/watch?v=c8GAG\\_1vYqI&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=5](https://www.youtube.com/watch?v=c8GAG_1vYqI&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=5)
- [https://www.youtube.com/watch?v=UhlQY7rPTzk&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=8](https://www.youtube.com/watch?v=UhlQY7rPTzk&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=8)
- [https://www.youtube.com/watch?v=tHz3LE5\\_1c0&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=16](https://www.youtube.com/watch?v=tHz3LE5_1c0&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=16)

#### • **Cello Posture + Position:**

- [https://www.youtube.com/watch?v=lQehc8yFzg8&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=6](https://www.youtube.com/watch?v=lQehc8yFzg8&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=6)
- [https://www.youtube.com/watch?v=KuB7xFHTeQ&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=9](https://www.youtube.com/watch?v=KuB7xFHTeQ&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=9)
- [https://www.youtube.com/watch?v=8hGFt0J3nUY&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=13](https://www.youtube.com/watch?v=8hGFt0J3nUY&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=13)
- [https://www.youtube.com/watch?v=8OETDas1jvo&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=17](https://www.youtube.com/watch?v=8OETDas1jvo&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=17)

#### • **Double Bass Posture + Position:**

- [https://www.youtube.com/watch?v=kPipMKQAAco&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=7](https://www.youtube.com/watch?v=kPipMKQAAco&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=7)
- [https://www.youtube.com/watch?v=Eiv616MJr9g&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=10](https://www.youtube.com/watch?v=Eiv616MJr9g&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=10)
- [https://www.youtube.com/watch?v=MR6LABg4t-U&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=14](https://www.youtube.com/watch?v=MR6LABg4t-U&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=14)
- [https://www.youtube.com/watch?v=LCsBBu3x3hU&list=PLo62qArnj1BYDnt5h6KfDsRd9UP\\_AafFN&index=18](https://www.youtube.com/watch?v=LCsBBu3x3hU&list=PLo62qArnj1BYDnt5h6KfDsRd9UP_AafFN&index=18)

## WORK SESSION:

### STUDENT AND TEACHER PROCEDURES

#### LIVE DIGITAL CLASSROOM SESSION (approx. 30 mins):

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At a predetermined and designated time, host students on a digital platform (via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent). Allow about 5 minutes for students to get set up and logged into the digital platform for a live classroom session. Be sure to record the session for students who may have technology or connectivity issues, or for students to reference after the live classroom session has ended. Be sure to share with students about the learning goals and standards that will be covered in this lesson (see above). If necessary, the teacher may also choose to pre-record this lesson and share it with students asynchronously. For many of the video conferencing platforms, there are dial-in options that may be suitable for students who have access to a phone as a backup if there are computer issues and/or a lack of internet or technology capabilities.

- **Activity #1: Icebreaker: Question of the Day (approx. 5 mins)**

Once all students are logged on, tell students to introduce themselves by saying their name (even if the class knows their name) and answering the “Question of the Day.” These questions have usually one-word or very brief answers. The Question of the Day can be random, or specific to the lesson such as: “What is the hardest part about keeping proper posture and position on your instrument?” When doing these kinds of activities, be sure to MUTE ALL STUDENTS so that sounds from students’ devices do not interrupt audio/visual playback while the student is speaking.

- **Activity #2: Posture Discussion (approx. 10 mins)**

Transition students to a time of discussion and review. Discuss: *Why do we aim to sit a certain way? How does it impact the left- and right-hand needs?* Remind students of the videos they watched prior to the live classroom session. Make sure that each student participates in the discussion. A good strategy to use for group discussion participation is to ask students to “pass the microphone” to another person after they have answers. The teacher asks a question, then “passes the mic” to a student, who answers the question and then “passes” to another student. Continue this until each student has a chance to respond to the questions. Using the Lesson Plan 1 PowerPoint, share the teacher’s screen with students, and go over the information with them regarding posture and position. Be sure to take frequent breaks to informally assess students’ progress. Violin, Viola and Cello Students should be seated with feet flat on the floor, on the edge of their chair with their back straight so that weight is balanced. Students should be able to stand easily without adjustment from this position.

- **Violin/Viola:** Instrument is held on the shoulder and should be parallel with the floor. Shoulder rests (preferably a style that has supportive plastic or wood with adjustable feet, non-sponge) are strongly recommended to facilitate proper instrument placement. The student’s head should still be facing forward and at a neutral angle. The end button of the instrument should align with the center of the neck. Students should be able to pass the “Hallway Test—If the instrument was removed, the head placement and angle would still look relatively normal walking down the hallway. Demonstrate some variations which would not pass the hallway test.

- **Cello:** The endpin should be adjusted so that the tops of the ribs rest against the inside of the student’s knees. The top of the cello should rest in the center of the chest and the C-Peg should be behind the student’s ear.

- **Bass:** Bass can be played standing or sitting. Standing—Top of the fingerboard should be roughly even with the student’s eyebrow. Students should stand with feet shoulder-width apart and the bass should be leaned in at a slight angle and balanced against the student’s body. Seated on a stool—Right foot should be flat on the floor, left foot on the lowest rung of the stool. Bass leans in at a steeper angle and the upper bout rests against the area where the left leg connects to the body. The top of the fingerboard should still align with the student’s eyebrow.

- **Activity #3: Position Discussion (approx. 10 mins)**

**Left Hand Skills Review:** As you finish checking posture, have students bring up the left hand into playing position. **Violin/Viola:** Thumb relaxed and placed on side of fingerboard pointing at the ceiling across from the first finger. Fingers relaxed and curved. Have students start with all four fingers down. The wrist should be straight, and the elbow should be relaxed below the instrument. Ensure there is space between the palm of the hand and the back of the neck. **Cello/Bass:** Have them curve thumb

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and fingers into a relaxed “C” shape like they are holding a soda can. Bring hand up and place it on the fingerboard. Elbow should be raised, with a straight line from the top of the middle finger knuckle to the elbow. The thumb should be curved and rest behind the second finger. Have students Pair and Share with elbow partners to check for various checkpoints. **Right Hand Skills Review:** Set instruments down. Have students hold the bow in the middle with their left hand. Review steps to build appropriate bow hold with the right hand for the whole class. Circulate through the class looking for “Picture Perfect” bow holds, checking carefully for relaxed, curved thumbs and proper finger placement.

## **ASYNCHRONOUS STUDENT ASSIGNMENT**

- **Activity #4: Digital Assignment: Padlet (approx. 10 mins)**  
For this assignment, students will use [Padlet.com](https://padlet.com) to submit photos and descriptions of appropriate posture and position on their instruments. They will upload a picture of themselves exhibiting perfect posture and position (something they can reference later as well) and submit their photo to Padlet. They are also asked to answer four questions in their response. For an added extension or an extra credit opportunity, have students submit a picture of another person (such as a family member who does not play a string instrument) with perfect posture and position—this is a great opportunity to see if students’ can teach and evaluate others about proper playing posture and position.

## **UNPLUGGED DISTANCE LEARNING VARIATION:**

### **UNPLUGGED PRE-LEARNING ACTIVITY**

Parents and students will pick up Unplugged Student Packet (see attached) and go through the information at students’ own pace. For many of the video conferencing platforms, there are dial-in options that may be suitable for students who have access to a phone as a backup if there are computer issues and/or a lack of internet or technology capabilities.

### **UNPLUGGED ACTIVITY VARIATION**



- **Activity #1: Teacher One-on-One Phone Call (approx. 20 mins)**  
Set up a date and time during the teacher’s “digital office hours” in which the student and teacher can communicate via phone. The teacher will go over the information that is discussed and reviewed on the live digital classroom session with the student. During this time, the teacher can go over the information in the Unplugged Student Packet with the student and answer any questions the student (or parent) might have regarding the lesson and assignment requirements.
- **Activity #2: Posture and Position Practice (approx. 10 mins)**  
Using the PowerPoint slides in the Unplugged Student Packet, the student will go through and practice the proper posture and position for their instrument. This can happen multiple times over the course of the week and should become a continued practice as they develop their skills as a musician.

**UNPLUGGED STUDENT ASSIGNMENT VARIATION**

- **Activity #3: Picture Perfect Posture + Position (approx. 10 mins)**  
Set up a day and time during the teacher’s office hours in which the student and teacher can communicate via phone. The student will perform their perfect posture and position with their instrument for their teacher over the phone (on speakerphone or video call, if possible). The teacher will provide feedback for the student as necessary. If possible, another option could be that the parent could send a picture of the student showing proper posture and position and sending it to the teacher via email and/or text message. See below for a student checklist to use as a guide.

<b>Evidence of Student Success</b>	
<b>DIAGNOSTIC ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Informal class discussion via digital platform or one-on-one teacher phone call (unplugged variation)</li> </ul>
<b>FORMATIVE ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Informal teacher observation of students’ posture and position via digital platform or one-on-one teacher phone call (unplugged variation)</li> </ul>
<b>SUMMATIVE ASSESSMENT</b>	



- Teacher observation of students using proper posture and position via [Padlet.com](https://padlet.com) or one-on-one teacher phone call (unplugged variation)

## Distance Learning Supports

### DIFFERENTIATED LEARNING:

#### INCREASED RIGOR:

Students can teach another person such as a family member who has never played a string instrument on how to have proper posture and position. Students can serve as peer mentors for another student. Students can begin to explore vibrato technique and shifting (as long as they can consistently keep proper posture) through left-hand exercises that reinforce correct left-hand posture.

#### ADAPTED ASSIGNMENT:

Students requiring a simplification can be paired with a peer mentor who can guide them through the process one on one, or with the teacher.

## Engaging Families

### DIGITAL SUPPORT MATERIALS: (See Below)

- Padlet Assignment Student Instructions
- Violin/Viola/Cello/Bass Posture and Position Student Checklists

### UNPLUGGED VARIATION SUPPORT MATERIALS: (See Below)

- Unplugged Student Packet
  - PowerPoint Slides
  - Violin/Viola/Cello/Bass Posture and Position Student Checklists

## PADLET ASSIGNMENT STUDENT INSTRUCTIONS

INSERT  
QR  
CODE  
HERE

1. Go to [www.padlet.com](https://www.padlet.com) or download the Padlet app.
2. Enter this URL into your browser: **INSERT PADLET URL HERE** or scan this QR code using the app:



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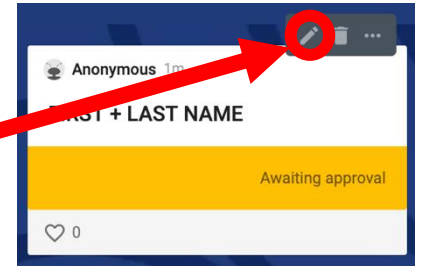
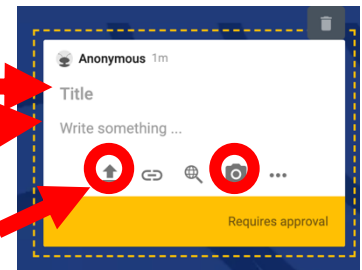
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3. Once in the padlet, click on:
4. In the TITLE section, type **YOUR FIRST + LAST NAME** in the space provided!
5. In the space entitled "Write something..." answer the questions in the prompt at the top of the screen.
6. Upload your posture and position picture by pressing the upload button or take a picture directly by using the app.
7. Proofread your response before finishing and make sure that the picture submitted can be clearly seen for proper feedback.
8. Click off of your response and it will automatically save. Need to edit? Hover over your response and click the pencil button to edit.
9. The Posture + Position Assignment is due on **INSERT DATE HERE.**
10. Have other questions? Message the teacher during "digital office



**Orchestra I: Posture + Position**

Upload a picture of yourself holding your instrument exhibiting perfect posture and position. Describe the appropriate attributes of good posture and why it is important for good tone production. Answer the following questions.

1. How does your posture impact your ability to play well?
2. Describe a perfect bowhold.
3. Describe perfect posture.
4. How would you teach your friend how to hold the bow?

**EXAMPLE**

This is an example picture of perfect posture and position. He exhibits good posture and position because...

1. ANSWER
2. ANSWER
3. ANSWER
4. ANSWER

## Violin/Viola Posture and Position Student Checklist

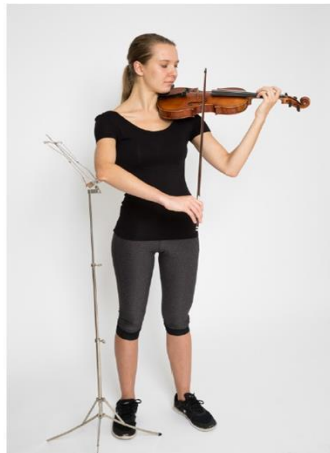
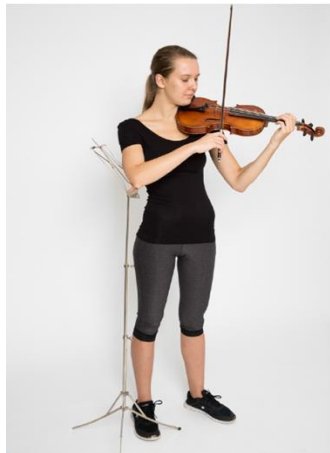
I have looked over the lesson information and have no more questions for my teacher about the assignment. If you still have questions, set up a time to call the teacher during "digital office hours."



- Each time I practice, I first begin with my posture.
- I stand tall, feet shoulder-width apart, a slight bend in the knee (my knees are not locked).
- I hold my instrument by the neck in the left hand, bow in the right hand.
- I have a shoulder rest to ensure there is no tension in the neck.
- When my instrument is on my left shoulder it is parallel to the floor and my shoulders are relaxed.
- My chin is turned slightly to the left and relaxed on the chinrest.
- My left arm (from elbow to wrist) should remain straight (no flat wrists), with fingers curved and hovering over the strings. My left thumb rests gently on the back of the neck pointing toward the sky, not parallel with the neck.
- If I am sitting, I follow the above steps, then sit tall on the edge of the seat. My feet are flat on the floor in a way that makes me feel balanced and supported from the waist up.

**Violin/Viola Bow Hold:**

- I hold my bow by the stick with my left hand while I relax my right hand.
- I set my right thumb to rest in the niche between the frog and the winding.
- I place my middle and ring fingers flush against the frog.
- My index finger rests gently on the stick.
- My pinky curves to rest on top of the stick.
- I can teach proper posture and position to someone who does not play a string instrument and they can, in turn, produce proper posture and position.



**Cello Posture and Position Student Checklist**

- I have looked over the lesson information and have no more questions for my teacher about the assignment. If you still have questions, set up a time to call the teacher during “digital office hours.”
- Each time I practice, I first begin with my posture.





- I sit on the edge of my seat, with feet flat on the floor. My left foot can be slightly out in front.
- I make sure that the endpin is extended enough so that the bow arm does not have to overextend to reach the contact point on the string (or, conversely, raise my shoulder to reach the contact point).
- I stand the cello erect and center it to my body and the endpin should be on the floor where it creates an equilateral triangle with my feet.
- I slowly bring the cello down toward the chest and allow the C peg to come to the left side of my head near my left ear.
- My left hand can reach down to touch the bridge and then follow the strings up the neck to the first position while making sure to not drop my elbow.
- My left elbow is relaxed, but not sagging. My wrist and arm are one unit (no goose-neck wrists) and my thumb is perpendicular with the neck, not parallel. My left fingers are rounded and resting above the strings (C-shape/coke can).

**Cello/Bass Bow Hold (French):**

- I hold my bow by the stick in my left hand and relax the right hand.
- I set my thumb to rest in the niche between the frog and the winding.
- I place my pinky and ring fingers flush against the frog.
- My middle finger can rest on the ferrule (the metal part of the frog).
- My index finger rests gently on the stick.
- I can teach proper posture and position to someone who does not play a string instrument and they can, in turn, produce proper posture and position.



**Bass Posture and Position**

**Student Checklist**

- I have looked over the lesson information and have no more questions for my teacher about the assignment. If you still have questions, set up a time to call the teacher during “digital office hours.”
- Each time I practice, I first begin with my posture.



- I stand with my feet shoulder-width apart with my right foot slightly in front.
- I make sure that the endpin is extended enough so that the bow arm does not have to overextend to reach the contact point on the string (or, conversely, raise a shoulder to reach the contact point).
- I stand the bass erect and position the bass slightly left to my body.
- I slowly allow the bass to lean into my left side, using my left hip socket and left kneecap to secure the bass.
- If I use a stool, I adjust the length of the endpin so the nut of the fingerboard is at the level of my eyebrows when I am standing. I sit on the stool, keeping both feet on the floor while playing or keeping my right foot on the floor and my left foot on one of the rungs of the stool. I turn the bass slightly to the right and lean the bass towards the left side of my stomach.
- My left hand can reach down to touch the bridge and then follow the strings up the neck to the first position while making sure to not drop my elbow.
- My left elbow is relaxed, but not sagging. My wrist and arm are one unit (no goose-neck wrists) and my thumb is perpendicular with the neck, not parallel. My left fingers are rounded and resting above the strings (C-shape/coke can).
- For French Bow Hold:** I hold my bow by the stick and relax the right hand. I set my thumb to rest in the niche between the frog and the winding. I place my pinky and ring fingers flush against the frog. My middle finger can rest on the ferrule (the metal part of the frog). My index finger rests gently on the stick.
- For German Bow Hold:** I hold my bow by the stick and relax the right hand. While holding the bow by the stick in my left hand, I bring my bow towards my right hand. My thumb comes around and rests on top of the frog. My index and middle fingers are set on the niche between the frog and the winding. My pinky finger rests on the ferrule (the metal part of the frog). My ring finger remains relaxed between the frog opening.
- I can teach proper posture and position to someone who does not play a string instrument and they can, in turn, produce proper posture and position.



## Orchestra 1: Unit 1: Lesson Plan 1



## Unplugged Student Packet



## Orchestra Posture and Position

The way that students physically approach their instrument is one of the most important things that string teachers should enforce to ensure the success of their orchestra. A student who continually exhibits correct posture will improve at a faster rate.



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### VIOLIN/VIOLA STANDING POSTURE



- Students should stand tall, shoulder width apart, a slight bend in the knees (knees not locked).
- Student should hold the instrument by the neck in the left hand, bow in the right hand.
- Students need a shoulder rest to ensure there is no tension in the neck.
- With shoulders relaxed, bring the instrument to the left shoulder. (Instrument should be parallel to the floor).
- Turn chin slightly to the left and relax onto the chinrest.
- Left arm from elbow to wrist should remain straight (no pancake wrists), with fingers curved and hovering over the strings. Left thumb rests gently on the back of the neck pointing toward the sky, not parallel with the neck.

### VIOLIN/VIOLA SITTING POSTURE

- Follow the same steps as standing posture, then sit tall on the edge of seat. Feet should be flat on the floor in way that makes the student feel balanced and supported from the waist-up.

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- Hold bow by the stick with left hand and relax right hand.
- Set thumb to rest in the niche between the frog and the winding.
- Place middle and ring fingers flush against the frog.
- Index finger rests gently on the stick.
- Pinky curves to rest on top of the stick.

### VIOLIN/VIOLA BOW HOLD



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## CELLO POSTURE



- Student should sit tall on the edge of seat.
- Feet should be flat on the floor; left foot can be slightly out in front.
- Make sure the endpin is extended enough so that the bow arm does not have to overextend to reach the contact point on the string (or, conversely, raise a shoulder to reach the contact point).

- Stand the cello erect. The cello should be centered to the body and the endpin should be in the floor where it creates an equilateral triangle with the feet.
- Slowly bring the cello down toward the chest and allow the peg box to come to the left side of the head near the ear. The cello should be resting at about a 45-degree angle.
- For left hand posture, have students reach down to touch the bridge and then follow the strings up the neck to first position. Be careful not to drop the elbow!
- Left elbow should be relaxed, but not sagging. The wrist and arm are one unit (so no goose-neck wrists!). Thumb should be perpendicular with the neck, not parallel with the neck. Left fingers are rounded and resting above the strings (C-shape/coke can).

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- Hold bow by the stick with left hand and relax right hand.
- Set thumb to rest in the niche between the frog and the winding.
- Place pinky and ring fingers flush against the frog.
- Middle finger can rest on the ferrule (metal part of the frog).
- Index finger rests gently on the stick.

## CELLO/BASS BOW HOLD (FRENCH)



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## BASS POSTURE



### SITTING BASS POSTURE

- Adjust the length of the bass endpin so the nut of the fingerboard is at the level of your eyebrows when standing.
- Sit on the front half of the stool. Some bass players keep both feet on the floor while playing, and others keep their right foot on the floor, and lift their left foot on one of the rungs of the stool.
- Turn the bass slightly to the right and lean the bass towards the left side of your stomach.

- Student should stand with feet shoulder width apart, right foot slightly in front.
- Make sure the endpin is extended enough so that the bow arm does not have to overextend to reach the contact point on the string (or, conversely, raise a shoulder to reach the contact point).
- Stand the bass erect in front of and slightly left to the student.
- Slowly allow the bass to lean into the students left side, using the left hip socket and left kneecap to secure the bass.
- For left hand posture, have students reach down to touch the bridge and then follow the strings up the neck to first position. Be careful not to drop the elbow! Left elbow should be relaxed, but not sagging. The wrist and arm are one unit (so no goose-neck wrists!). Thumb should be perpendicular with the neck, not parallel with the neck. Left fingers are rounded and resting above the strings (C-shape/coke can).

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## BASS BOW HOLD (GERMAN)



- Allow right hand to relax and take natural hand shape.
- Holding the bow by the stick in your left hand, bring the toward the right hand.
- Thumb will come around and rest on top of the frog.
- Index finger and middle fingers will set on the niche between the frog and the winding.
- Pinky will rest on the ferrule (metal part).
- Ring finger remains relaxed between the frog opening.

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**Teacher's  
Teaching and**

**Guide to Digital  
Learning**

Georgia Department of Education

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## **GaDOE Fine Arts Resources:**

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx>
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Fine-Arts/Digital%20Teaching%20%26%20The%20Arts.pdf>

## **NAfME Resources:**

- Virtual Learning Resources from NAfME: <https://nafme.org/my-classroom/virtual-learning-resources-for-music-educators/>
- Music Teacher Resource NAfME: <https://nafme.org/music-teacher-resources-school-closures/>

## **Video Conferencing Tips and Resources:**

- <https://www.teachthought.com/technology/tips-for-video-calls-for-teachers/>
- <https://www.cultofpedagogy.com/distance-learning/>

## **Orchestra Resources:**

- <https://www.thestrads.com/playing-and-teaching/elements-of-alexander-technique-discovering-a-natural-approach-to-string-playing/2044.article>

## **Padlet Resources:**

- Padlet Video Tutorials: <https://www.youtube.com/padlet>
- Getting Started with Padlet: <https://in.padlet.com/category/38-getting-started>

**Here is an example of how you could use Padlet for the Posture + Position Padlet Assignment:  
After setting up your account, your Padlet should look similar to this:**



Hi,  
Welcome to Padlet!

- MAKE A PADLET**
- JOIN A PADLET
- GALLERY
- UPGRADE

- Recents
- Made
- Shared
- Liked
- Archived
- NEW FOLDER

Name	Date
Orchestra I: Posture + Position	about 5 hours ago

**Choose a Padlet format. The "Wall" is the most common.**

### Make a padlet

Start with a blank ...

**Wall** PREVIEW

Pack content in a brick-like layout.

**SELECT**

**Canvas** PREVIEW

Scatter, group, and connect content in any way.

**SELECT**

**Stream** PREVIEW

Streamline content in an easy to read, top-to-bottom feed.

**SELECT**

**Grid** PREVIEW

Arrange content in rows of boxes.

**SELECT**

**Shelf** PREVIEW

Stack content in a series of columns.

**SELECT**

**Backchannel** PREVIEW

Communicate in a chat like environment.

**SELECT**

**Map** PREVIEW

Add content to points on a map.

**SELECT**

**Timeline** PREVIEW

Place content along a horizontal line.

**SELECT**

**Orchestra I: Posture + Position**

Upload a picture of yourself holding your instrument exhibiting perfect posture and position...

1. How does your posture impact your ability to play well?
2. Describe a perfect bowhold.
- 3.
- 4.

**Here is where you modify your Padlet and change settings according to your needs!**

CLOSE
Modify
SAVED

---

Title  
Orchestra I: Posture + Position

Description  
Upload a picture of yourself holding your instrument exhibiting perfect posture and

Icon

Address  
Unique link to your padlet.  
COPY TO CLIPBOARD

Appearance



