Contents

	ce	
	owledgements	
Intro	duction: The Viola and Violists, by John Graham	xvii
Chan	ter One: The Beginning Violist, by Karrell Johnson	1
	A Modern Perspective on Beginning the Viola	
	How to Choose Your First Viola and Bow	
	Choosing a viola that fits • Choosing a bow	1
	Relaxed and Balanced Support for the Instrument	6
		0
	The viola in playing position	0
	Establishing Left-Hand and Finger Positions	9
	Left-hand set-up • Setting the thumb • Setting the fingers	
V. J	Establishing Bow Hold and Initial Bowing Actions	15
	Holding the bow • First bow strokes • Making a good tone on the viola	
	Three Ways to Advance to the Next Level	25
	Learn how to practice • Speak alto clef fluently • Take private lessons	
VII.	A Preview of Intermediate Level Skills	26
(Getting a head start on: tuning, shifting, vibrato, increasing velocity,	
1	new scales and finger patterns, new bowing techniques, musicianship	
Regi	nning Level Viola Music, by Patricia McCarty	30
Degr	mining Devel viola litudie, by I activita lite-carty	50
Chap	ter Two: The Intermediate Violist, by Michael Kimber	33
	Building on a Solid Foundation	
	Common errors of intermediate level violists • Reading alto and	
	treble clefs • Tuning the instrument • Adjusting to a larger	
	instrument • Reinforcing basic support for shifting and vibrato	
	Training the Left Hand for Intermediate Level Skills	42
	Developing facility • Improving intonation • Melodic and harmonic	12
	influences on intonation • Double stops and chords	
	Playing in the Positions and Shifting	40
	Half position • Playing in III position • Shifting fundamentals: I–III	47
	positions • Playing and shifting: II position • Playing and shifting: IV–VI positions	F /
	Fundamentals of Vibrato	56
	Definitions • Pre-vibrato exercises • Wrist/hand vibrato •	
	Arm vibrato • Vibrato killers • Developing an expressive vibrato	
	Other New Left hand Techniques	60
	Trills and fingered tremolo • Harmonics	
VI.	The Right Hand and New Bowing Techniques	61
]	Refining the bow hold: three schools of thought • Motion exercises	
7	without the bow • Motion exercises with the bow • Silent exercises	
7	with bow and instrument • Putting bow to string: refining the basic	
	bow stroke • Guidance comes from the wrist • A straight path to	
	flexible and elegant bowing • Adjusting for growth • New bow	
	techniques: Martelé and Spiccato • A guide to good bow management •	
	Developing flexibility • Enlarging the range of dynamics and tone colors •	
	Tone production in the higher positions	
	- one broadman in me memon bounding	

VII.Musicianship and Expression	72
Transitional Level (Beginner to Intermediate) Viola Music, by Patricia McCarty Intermediate Level Viola Music, by Patricia McCarty	
	0.4
Chapter Three: The Advanced Violist, by Jeffrey Irvine	
Introduction: Teaching the Advanced Violist	
Posture standing • Posture sitting • Balance • Position of the viola •	
Placement of the head • Shoulder rests • Breathing • Using harmonics	
to reduce left-hand tension • Adjusting left-hand position to reduce	
to reduce left-hand tension. Adjusting left-hand position to reduce tension. Rotation of the left arm. Position of the left hand and arm	
in the higher positions	
II. Training the Left Hand	97
Developing left-hand facility • Improving intonation •	••••••••••••••
Shifting without tension	
III. Bow Technique for the Advanced Violist	101
Bow-balancing exercises • Changing the bow • Repertoire of bow	
strokes: Détaché, "Click" Détaché, Martelé, Off-the-string bowings	
IV. Technical Exercises for Advanced Violists	107
Scales • Fingerings • Scale patterns and bowings •	
Double stops • Arpeggios	
V. A Guide to Practicing for the Advanced Violist	109
The importance of slow practice • Analog vs. digital metronomes	
• What to practice: finding a balance between technical and musical	
needs • Etudes: a suggested sequence • Orchestral excerpts	
VI. Injuries: Prevention and Cure	112
Injuries to the left hand and left arm • Common injuries to the right	
hand and right arm • Other bow-arm injuries • Upper trunk injuries	
VII.Building a Mature Viola Tone	
Too little • Too much	
VIII.Building the Mechanics of Expression	
Managing the bow • Vibrato	
IX. Musicianship, Expression, and Artistry on the Viola	121
Get off to a good start with a clear, clean edition • Character and emotion •	
Highs and lows: dynamics and intensity • Thirty-five dynamic levels? • Pacing	
and pulse: rhythm and rubato • Listening to recordings: pros and cons •	
Listening to yourself: an objective view • The Baroque challenge: historical	
perspective • Memorization	
In Conclusion	126
Advanced Level Viola Music, by Patricia McCarty	127

Chapter	Four: Viola Diversity	135
Part 1.	The Viola in Chamber Music, by Daniel Avshalomov	135
I.	Identity of the Viola in Chamber Music	135
II.	Defined by Surroundings: Third Violin, Inner Voice, Deputy Cello	139
III.	Chamber Music Acoustics	
IV.		
V.	More or Less	
Part 2.	Viola Ensembles: Works for Three or More Violas, by Thomas Tatton	150
I.	Exposition: The Tertis Era	
II.	Development: The International Congresses	
III.	Modulation and Transition: "Take Me Out to the Ball Game"	
IV.	Recapitulation: Professional and Collegiate Ensembles	
V.	Coda: Sources and Graded Lists of Viola Ensembles	
Part 3.	The Orchestral Violist, by Robert Baldwin	
I.	A Checkered History	
	Infirm violinists chained to violas? • The European model	
II.	Auditions	162
	Main elements • More on sight-reading • Music most commonly	
	asked for in auditions by U.S. and Canadian orchestras	
	Table 1: Commonly asked concertos and solo works	
	Table 2: Commonly asked excerpts • Table 3: Solo viola excerpts	
	for principal and associate/assistant principal viola auditions	
III.	Thoughts on Orchestral Excerpts	166
	Orchestral excerpts as etudes • Table 4: Excerpts as technique:	
	selected examples	
IV.	1	169
	A new era Tips for conductors and principal players	
	The viola section Credo	
Part 4.	Improvisation for Violists, by Katrina Wreede	172
I.	Definitions: Improvisation Is Conversation	
	The drone: a tonal and emotional center • Modal improvisations:	
	a fuller appreciation of scales and arpeggios • Improvisations	
	on harmonic structures: a time-honored system of musical	
	learning • Free improvisation: a rededication to the creative self •	
	The improvising violist: a growing presence	
II.	Create Your Own Improvisation Activities for Teaching,	
	Practice, and Performance	174
	Strategies for teaching and playing drones • Strategies for	
	teaching harmonic structures • Teaching directed technical focus	
	in free improvisation • Teaching ensembles to use foreground,	
	middleground, and background	
01 .	n' n x'' 1' , x'' 1 1 n 1 1x'	<i>.</i>
	Five: From Violin to Viola, by Roland Vamos	
	Matter of Clef	
	om Violin to Viola and Back 1e Love: When Viola Is the Only One for You	
111. I m	ie love: when viola is the Univ Une for Yoll	

Cha	pter	Six: Viola Pedagogy and Musical Learning	181
Par		Teaching and Learning the Viola, by Gregory Barnes	
	I.	Teachers and Learners	181
		Every violist is a teacher and a learner • Teaching the brain and	
		learning from practice	
	II.	Planning for Successful Teaching and Learning	182
		The importance of sequential study: skills, music, goals	
		Lesson design: the structure of teaching * Delivering the lesson:	
		demonstration, modeling, the teaching loop, scaffolding,	
		layering • Independent learning: critical thinking skills for	
		acquiring musical knowledge	
	III.	Remediation: Repairing Faulty Positions, Actions, and Mental Habits	186
		Causes and effects: re-directing focus • Remedies: visual, tactile, audible	
	IV.	Viola Fundamentals and Individual Differences	188
		Physiology and the viola: using the body efficiently and	
		naturally • A support system to avoid static tension • Left-hand	
		differences: short and long arms, fingers, and thumbs	
	V.	Bowing Excellence	193
		Early perfection yields future rewards	
	VI.	General Effects of Growth: Managing Physical Change	
		Individual Learning Styles: Talent, Hard Work, a Good Ear	
		. Speculations on the Ultimate Goals of Teaching and Learning the Viola	
Par	t 2. P	Practicing the Viola: Thought Before Action, by Tom Heimberg	197
	I.	The Mind in Practice	197
		The skill of practicing • The personal storm • Taking charge	
		with purpose: two uses of the mind • Precise intentional action	
		and the mental pause • Image, act, observe, adjust • Gardening	
		in the fields of learning: growing order in confusion •	
		The viola itself	
	II.	Mind in the Practice Room	200
		The shape of skill learning	
		1. The cognitive phase: parsing the piece	
		The first step • Finding the hard parts	
		2. The associative/repetitive phase	
		Using variety to solve problems • Our friend, the "mistake" •	
		Slow tempos, quick movements	
		3. The automatic phase	
		Staying with it: finding constancy • In praise of practice	
	III.	A Practice Supplement: Side Roads of Technique	205
		Sample exercises and scales after Leon Pascal, as presented	
		in La Technique de l'Alto	
Par	t 3. F	Final Thoughts About the First Task: Warming Up, by Gregory Barnes and Katrina Wreede	218
		The importance of getting ready to play	
		Ten new warm-up exercises	
Cha	pter	Seven: The Hows and Whys of Choosing a Viola, by Eric J. Chapman	225
I.	Som	e Background	225
II.	Bod	y Size and String Length	225
		Sound Considerations	
		ew Listening Considerations	
V.	A F	ew Practical Considerations	227
		phy, Reference, and Source Materials, by Patricia McCarty	
Mus	ic So	urces, by Patricia McCarty	231

Raise the hand and forearm from the shoulder; keep the same position, except for bending the elbow and slightly rotating the hand counter-clockwise.



The relaxed fingers on the level arm are naturally rounded, as before.

Holding the bow

Rather than have the student attempt to grab the bow, the teacher should slide the bow into the student's hand. Holding the bow and standing in front of the student, slide the screw of the bow under the middle knuckle of the index finger and continue until the bow is in the correct position under the little finger. The teacher should adjust the bow to the student's hand.



The fingers are prepared to receive the bow.

Reinforcing basic support for shifting and vibrato

Shifting and vibrato are the two skills whose introduction is perhaps most characteristic of the intermediate stage. Before these skills can be developed, we must be able to support the viola in a relaxed, flexible way. Correct shifting and vibrato are impossible if the left thumb is clutching the neck of the viola, the fingers are pressing too heavily on the strings, or any part of the body is tense.

In refining the specifics of holding the viola, we should actually begin with posture. The fundamental requirement of good posture is *balance*. Whether standing or sitting, balancing the weight of each part of the body upon that part which is below it will result in the greatest possible relaxation and freedom of motion.

We can check body balance from the feet upward. If standing, feet should be apart, ankles relaxed, knees unlocked, pelvis balanced on both legs, torso flexible, shoulders and neck relaxed, and head balanced on the spine.

Practice tip: A natural orientation of the head and shoulders allows the neck to be relaxed and permits easy balancing movements of the head and body in response to, and sometimes in anticipation of, actions such as bow changes, string changes, shifts, and vibrato.

If the head faces somewhat toward the viola, it makes sense for the feet—and chair, if sitting—to be pointed correspondingly toward the right in order for us to see the music without twisting the upper body and thrusting the left shoulder forward, inviting neck, shoulder, and back pain.





1) Chair facing stand, left shoulder thrust forward; 2) chair turned to the right