


Folk Fiddle lessons / Group Sight reading / Violins / Violas / Cellos /

Music for the traditional Greek tune Sfarli

Key: G Major

Time signature: 9/8 in 2-2-2-3 combination

Rhythms: This tune contains the following elements:

 and with ornaments in the tune and 2nd part.

My group sight-read a new tune each week and in order to get the tune under way quickly parts have the same rhythm.

Level of ability: There are four fiddle parts and a chord outline.

i) The tunes (Treble clef) chosen require a good working knowledge of the finger pattern 1_2_3 involved. This part is also available in Alto and Bass clefs (in lower 8ves).

ii) 2nd Violin/Viola part (Treble clef) is a descant of the 1st and uses the 1_2_3 pattern. This version can also be used to encourage more advanced violists to sight read in the Treble clef. This part is also available in Alto Clef as well as an 8ve lower in Bass clef.

iii) 4th Violin/Viola part (Treble clef) consists of open strings and 3rd fingers with an ostinato rhythm and has been designed to be suitable for pupils who have just completed a year of Wider Opportunities or are sight-reading in an orchestra for the first time. The Treble clef part can be used to encourage more advanced violists to sight-read in both clefs. This part is available in Alto Clef (plus a 0 and 1 version in alto clef) and also an 8ve lower in Bass clef.

iv) There are a list of chords for piano. Whilst not essential, it does add to the fiddle orchestra flavour and increases the amount of musicianship being developed. Another pupil has learnt how to do this whilst the group has been improving their sight-reading. Fiddlers have to listen to the changes in harmony as one of their key methods of knowing where they are. I play the fiddle instead of conducting in order to encourage counting and listening.

v) Ostinato drum part.

Balance: As long as the tune can be heard it is not critical how many people are on each part. With all parts having the same rhythm I encourage players to move up a part as soon as they feel they can manage the next level.

Tip: If new rhythms are involved I ask the whole group to read the 3rd part to establish the flow. We then split to 2nd and 3rd and follow on to all three parts. Thus 3rd part players get extra practice and the most advanced read the rhythms with the maximum combination of notes at hand.

To access: Only my pupils can access this course.

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