String TRAINING
BOOK I

WORKSHEETS FOR BEGINNING STRINGS
NOTATION • RHYTHMS • SCALES • ARPEGGIOS • SIGHT-READING

KATHRYN GRIESINGER

WINGERT JONES PUBLICATIONS
STRING TRAINING: VIOLA BOOK ONE

Welcome to String Training! This collection of reproducible worksheets is designed for supplemental use in the beginning to intermediate orchestra classroom or private lessons. Writing, counting, and playing exercises are an essential part of string education, ensuring students learn to read and write music fluently. These worksheets are organized into twenty units that can be used in any sequence. They may be assigned as classwork, assessments, concept review, or simply sight-reading practice.

Each worksheet helps develop important skills, including:

- identifying notes on the music staff
- accurately counting rhythms
- recognizing meter and key signatures
- sight-reading with fluency
- correlating notes with finger patterns
- accurately singing and playing pitches
- identifying and playing intervals, scales, and arpeggios

Worksheets can be assigned one line a day as tuning/attendance work in the first five minutes of class. Singing, clapping, shadow-bowling, and finally playing the completed line can then be a quick warm-up activity. Or, an entire worksheet can be assigned as part of a quiz or unit exam.

<table>
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<th>Teacher Instruction Box</th>
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<td>Teachers can customize the instructions for each exercise to focus on one musical element at a time. New notes are introduced in tetrachord patterns to help demonstrate how scales are structured.</td>
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<th>Example Instruction Box</th>
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<tr>
<td>Instructions:</td>
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<tr>
<td>1. Write the __________ above each note.</td>
</tr>
<tr>
<td>2. Write the __________ below each note.</td>
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<tr>
<td>3. Sing the note names or finger numbers.</td>
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<td>4. Play on your instrument.</td>
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Worksheets can be used multiple times by changing the instructions to focus on fingerings, note names, counting, solfege, or bowings. Blanks are provided per note, rather than beat, for flexibility. Blank, numbered staff paper is provided to copy exercises for notation practice. Brief, playable examples can be played pizzicato at first and arco later to reinforce sight-reading ability. Singing is an important step, as intonation begins in the ears, not the fingers! A metronome or drum-loop app can be used to help internalize a steady beat.

20 Stand-Alone Units. Each unit consists of four pages. The first three worksheets (WS) present new concepts such as intervals, notes, rhythm patterns, key signatures, or time signatures. The scale/sight-reading page (SS) provides a scale, arpeggio, and sight-reading challenge using these concepts.

Worksheets (WS) and Scale/Arpeggio/Sight-reading (SS) pages are numbered consecutively.

WS 1  WS 2  WS 3  SS 1

Best wishes for great musical success! - Kathryn Griesinger
# Interval, Rhythm, Pitch, Meter, and Scale Index

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WS = Worksheet  
SS = Scale/Sight-Reading (Unit No.)
STRING TRAINING: VIOLA BOOK ONE

Parts of the Instrument and Bow (Quiz)
STRING TRAINING: VIOLA BOOK ONE

Introduction to Music Theory

The music STAFF has five lines and four spaces. Each line and space has a letter name.

Your clef is called the ALTO CLEF. Practice drawing the alto clef on the staff below.

The staff is separated by BAR LINES into sections called MEASURES. A DOUBLE BAR means the end.

The TIME SIGNATURE shows how many beats there can be in each measure.

QUARTER NOTE = 1 beat of sound. Draw 4 quarter notes in each measure, as shown.

QUARTER REST = 1 beat of silence. Draw 4 quarter rests in each measure, as shown.
Instructions:
1. Copy lines one and two on the empty staff below.
2. Write the ____________ above each note.
3. Write the ____________ below each note.
4. Sing the note names or finger numbers.
5. Play on your instrument.

Time Signature
4 = four beats in a measure
4 = quarter note gets one beat

Notes on the D String

Draw the missing bar lines
Instructions:
1. Write the ___________ above each note.
2. Write the ___________ below each note.
3. Sing the note names or finger numbers.
4. Play on your instrument.

Key Signature: D Major (F# and C#)

1. \[ \begin{array}{c}
   \text{D} \\
   \text{E} \\
   \text{F#} \\
   \text{G}
\end{array} \]
Instructions:
1. Write the ____________ above each note.
2. Write the counting below each note and rest.
3. Clap and sing the note names or counting.
4. Play on your instrument.

Quarter Rest = 1 beat of silence

1. 

2. 

3. 

4. 

5. 

String Training (Viola) © 2018 Wingert-Jones Publishing
**Instructions:**
1. Write the ________ above each note.
2. Write the ________ below each note.
3. Sing the note names or finger numbers.
4. Play on your instrument.

**Key of D Major (F♯ and C♯)** Practice writing the key signature

---

**Notes on D String Review**

---

**Skips in D Major**

---

**Sight-Reading Challenge #1**

---
Instructions:
1. Copy lines one and two on the empty staff below.
2. Write the ____________ above each note.
3. Write the ____________ below each note.
4. Sing the note names or finger numbers.
5. Play on your instrument.

Time Signature
4 = four beats in a measure
4 = quarter note gets one beat

Notes on the A String

Draw the missing bar lines
Instructions:
1. Write the ___________ above each note.
2. Write the ___________ below each note.
3. Sing the note names or finger numbers.
4. Play on your instrument.

Key Signature D Major (F# and C#)

1. 

2. 

3. 

4. 

5. 

String Training (Viola) © 2018 Wingert-Jones Publishing
Instructions:
1. Write the __________ above each note.
2. Write the counting below each note and rest.
3. Clap and sing the note names or counting.
4. Play on your instrument.

Quarter Rest = 1 beat of silence

1.

2.

3.

4.

5.

String Training (Viola) © 2018 Wingert-Jones Publishing
Instructions:
1. Write the __________ above each note.
2. Write the __________ below each note.
3. Sing the note names or finger numbers.
4. Play on your instrument.

Key of D Major (F♯ and C♯) Practice writing the key signature

Notes on A String Review

Skips and Leaps in D Major

Sight-Reading Challenge #2

pizz.
Instructions:
1. Copy lines one and two on the empty staff below.
2. Write the __________ above each note.
3. Write the __________ below each note.
4. Sing the note names or finger numbers.
5. Play on your instrument.

D Major Scale

1. 

2. 

3. Draw the missing bar lines

String Training (Viola) © 2018 Wingert-Jones Publishing
Instructions:
1. Write the __________ above each note.
2. Write the __________ below each note.
3. Sing the note names or finger numbers.
4. Play on your instrument.

Key of D Major (F# and C#)

D E F# G A B C# D

1.

2.

3.

4.

5.
Instructions:
1. Write the __________ above each note.
2. Write the counting below each note and rest.
3. Clap and sing the note names or counting.
4. Play on your instrument.

Quarter Rest = 1 beat of silence

1. [Musical notation]
2. [Musical notation]
3. [Musical notation]
4. [Musical notation]
5. [Musical notation]
Instructions:
1. Write the __________ above each note.
2. Write the __________ below each note.
3. Sing the note names or finger numbers.
4. Play on your instrument.

---

D Major Scale

---

D Major Arpeggio

---

Sight-Reading Challenge #3

---
Instructions:
1. Copy lines one and two on the empty staff below.
2. Write the ________ above each note.
3. Write the ________ below each note.
4. Sing the note names or finger numbers.
5. Play on your instrument.

Interval: distance between notes

3rd (skip 1 note)  Perfect 4th (skip 2 notes)

1. [Staff notation]

2. [Staff notation]

3. [Staff notation]

Draw the missing bar lines
Instructions:
1. Write the _______ above each note.
2. Write the _______ below each note.
3. Clap and sing the note names or counting.
4. Play on your instrument.

Eighth Note $\frac{1}{4}$ beat $\uparrow\downarrow = \uparrow\downarrow$ or $\uparrow\downarrow\uparrow\downarrow = \uparrow\downarrow\uparrow\downarrow$

1. $\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow$ $\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow$

2. $\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow$ $\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow$

3. $\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow$ $\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow$

4. $\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow$ $\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow$

5. $\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow$ $\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow\uparrow\downarrow$
Instructions:
1. Write the _______ above each note.
2. Write the counting below each note.
3. Clap and sing the note names or counting.
4. Play on your instrument.

Eighth Note \( \frac{1}{2} \) beat \( \frac{1}{4} \) beat

1. \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)

2. \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)

3. \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)

4. \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)

5. \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)  \( \frac{1}{2} \)
Instructions:
1. Write the ___________ above each note.
2. Write the ___________ below each note.
3. Sing the note names or finger numbers.
4. Play on your instrument.

D Major Scale

D Major Arpeggio

Sight-Reading Challenge #4