

# *Sympathetic Vibration*

**A Practical Approach to Better Intonation for Strings**

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## *Issues with Intonation:*

- Teaching to the “Tape”
- Solving one intonation issue at a time
- Not knowing what pitches the instrument provides

# *Preparation:*

- Tuning the instruments is a must!
  - The students must have the open strings correctly tuned to begin this process
  - Students should have had some time learning the instrument notes on at least the D and A strings

# *The Process-Listening, Adjusting:*

- Determining exact or inexact matches
- Teaching higher level listening skills!
- Starting with “G” on the D string for violin, viola, cello in first position, and “G” on the D string in third position for bass. Finding a true ring.
- (Excerpts 1, 2, and 3)
- Too high or low=No Ring, resonance deadener! (Excerpt 4)
- Small search patterns are key. (D Major Excerpt)

## *Extensions:*

- Ring a “G”, then a “D”, ring a “D”, then an “A”, then “E” and “C”
- (Dragonhunter Excerpt)
- Continue by matching these same pitches in other octaves
- Using the fingering chart, how this works on paper

## *Additional Checks for Accuracy:*

- Ringing tone at 6-12 seconds.
- Checking SV with solos, pairs, sections, orchestra.
- Ringing while bowing, checking on the fly
- (Balmages Excerpt)

## *Celebrated Outcomes:*

- Students are empowered to think for themselves, attain better posture, and work together for a common goal, bosses get real work in third position!
- Class management is easier when the students are so focused on one goal!
- Administrators can actually see student learning and discovery occurring as it happens!

# *Surprises and Future Explorations:*

- B natural on the G and A strings-Realizing an exactness of tone
- (Elgar Excerpt)
- Adjacency
- Fourth finger use (violin/viola)
- Student discovery outside of your instruction



## *Larger Observations and Questions to Ask:*

- If my students can think and discover for themselves with regard to intonation, then can they also.....
- How can we experiment with dynamics, blend, balance, tone, articulation, etc.
- Are we teaching the material or are we enabling students to seek answers with their knowledge of the material?

## *Time-Frame and Clientele:*

- Results are immediate, but the entire process needs to take time; enjoy the ride!
- This concept can be applied to classes from 1-61 students, all age groups
- (Tchaikovsky Excerpt)

# *Celebrate Your Successes!*

- Enjoy the fruits of your cultivated discoveries with your students!