



FEATURE

FRETLESS STRINGS, PART 2: THE MASTERS

Meets National Core Arts Anchor Standards 7-9, 11

OBJECTIVES

- Perceive and analyze artistic work. (*Re7*)
- Interpret intent and meaning in artistic work. (*Re8*)
- Apply criteria to evaluate artistic work. (*Re9*)
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (*Cn11*)

MATERIALS

- *Music Alive!* magazines (Vol.39 No.2)
- Computer or mobile device with Internet access

START

Ask your students to read “Fretless Strings” on pages 10-13. Then, go over the following highlighted words. **[This reinforces comprehension and vocabulary.]**

TIMBRE—the character or quality of a musical sound as distinct from its pitch and intensity

VIRTUOSO—a person highly skilled in music or another artistic pursuit

OBJECTIVELY—in a way that is not influenced by personal feelings or opinions

AMORPHOUS—without a clearly defined shape or form

VAST—of very great extent or quantity; immense

DIVULGE—make known

RATIONALE—a set of reasons or a logical basis for a course of action or a particular belief

COVET—yearn to possess or have

INTERPRET—perform in a particular way that conveys one's understand of the creator's ideas

ACQUAINT—make someone aware or familiar with

COLLEGIAL—relating to or invoking shared responsibility

RIVALRY—competition for the same objective or for superiority in the same field

UNMEDIATED—without anyone or anything intervening or acting as an intermediate; direct

REVOLUTIONIZE—change (something) radically or fundamentally

LEGACY—a thing handed down by a predecessor

UNEARTH—discover

CONVICTION—the quality of showing that one is firmly convinced of what one believes or says

EXILE—expel and bar (someone) from their native country

METICULOUS—showing great attention to detail; very careful and precise

BEAMING—smiling broadly; grinning

DEVELOP

1. Begin by reviewing the four fretless string instruments, if necessary, revisit Fretless Strings, Part 1 in the previous of *Music Alive!*.

ASK

What are the four sections of an orchestra?

Strings, woodwinds, brass, percussion

What is an instrument called when it does not have horizontal bars on its neck? Fretless

Can you name all four of the orchestral fretless instruments?

Violin, viola, cello, bass

Can you identify the range of pitch of each instrument?

Violin: soprano, viola: alto, cello: tenor, bass: bass

2. Then ask students the following questions to test their knowledge of the masters

ASK

Who is one of *BBC Music*'s “Six Best Viola Players”?

What country is he from?

What is his live performance reputation?

What is the name of his string ensemble, who won a GRAMMY Award?

Who is #1 on *BBC Music*'s “20 Greatest Violinists of All Time?”

What country is he from?

Who is the musician that *BBC Music* claims “revolutionized the cello as a solo instrument?”

What is his legacy as a cellist?

Who is the subject of *BBC Music* documentary *The Great Double Bass Race*?

What, specifically, is he known for?

ASSESS

Did the students read the article?

Did they review the vocabulary words?

Did they answer the supplemental questions?