

## The Stem Song (to the tune of 'The wheels on the bus')

Add stems going up or down to the noteheads in this song.

### VERSE 1

The stems on a note go up on the right



Up on the right



up on the right



Stems not too long or too short.

The stems on a note go up on the right



All day long!

### VERSE 2

The stems on a note go down on the left



Keep the stems straight.

Down on the left



down on the left



The stems on a note go down on the left



All day long!

### VERSE 3

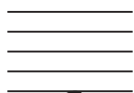
The stems on a note go up



and down



Up

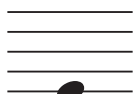


and down



Stems go up on the right and down on the left.

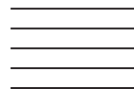
up



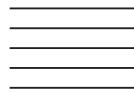
and down



The stems on a note go up



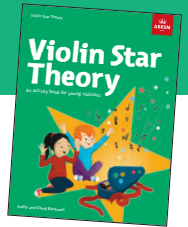
and down



All day long!



Sing this song to help learn about stems.



# The Stem Song

Traditional  
arranged with words by Kathy and David Blackwell

*Pupil*

1. The stems on a note go up on the right,  
2. The stems on a note go down on the left,  
3. The stems on a note go up and\_\_ down,

5  
Up on the right, up down on the right, The stems on a note go  
Down on the left, down on the left, The stems on a note go  
Up and\_\_ down, up and\_\_ down, The stems on a note go

8  
up on the right, All day long!  
down on the left, All day long!  
up and\_\_ down, All day long!

1.2. | 3.



## Note Race!

A note recognition game: pupils have to identify the note named by the teacher by placing a counter on the correct line or in the correct space of the stave.

**What's needed?** The stave at the back of the *Violin Star Theory* book, some counters, and some # and b signs made from card.

**How to play:** The teacher names a note, e.g. 'open D string'. The pupil has to place the counter in the correct place as quickly as possible. One point for each correctly placed counter. Deduct one mark for a wrongly placed counter.

Use a timer and see how many points your pupil can get in one minute.

## Variations

**Lines and spaces:** The teacher asks the pupil to place a counter on a particular line or in a particular space, e.g. 'Put a counter on the 3rd line'. One point for each correctly placed counter. Deduct one mark for a wrongly placed counter.

**Name and play:** Place a counter on any line or in any space. The pupil names the note then plays it on their violin. One point for each correctly named and correctly played note. (Use # or b sign cards if required.)

**Make a tune:** Choose four or five counters and ask your pupil to arrange them in any order on the stave. Then get them to play their tune on the violin, in free rhythm.

**Note race:** choose a piece your pupil is learning. Call out a note that appears in the piece. How quickly can they point to it? A rhythm element can be added here, e.g. 'point to a crotchet (quarter-note) open D', or 'point to a semibreve (whole-note) G'. Then swap over: ask your pupil to call out a note from their piece and you find it.

