Stop, Lift, or Keep Moving?

Violin · identify contact and motion, then plan the next prepared start.

1 · NAME THE CONTACT STATE

S = on-string, stopped · **M** = on-string, moving · **A** = airborne (not touching). Thick line = bow; thin line = string; arrow = movement.

Write S, M or A beside each number. Airborne cards are comparisons only.



2 · FIND THE PREPARATION WINDOWS

Martelé · Circle each preparation rest. Write the next attack's D or U in the box aligned with that rest. D = down-bow; U = up-bow. After attack 16, plan attack 17 on the next beat.

⊓ down-bow, toward the tip V up-bow, toward the frog



Open D4 throughout. Prepare attack 1 first; stay on the string in rests.

3 · TWO TEACHER-OBSERVED ATTEMPTS

Begin the playing task only after your teacher confirms comfortable separate bows and demonstrates the prepared martelé start. Play strip 7 at a comfortable pace, pause to discuss, then play it once more. For each row, mark **yes / developing / revisit**.

Observe	Attempt 1	Attempt 2
Clear prepared start	_____	_____
Preparation releases as bow moves	_____	_____
Bow stops on the string	_____	_____
Pulse continues through the rests	_____	_____

Try it

The spaced track plays strips 7–10 in order, one bar per strip, with no count-in. Listen before playing. For the teacher-observed task, play strip 7 only. The connected track is an optional length comparison, not the playing model. Piano release tails may ring into rests, and playback slightly shortens notes; your teacher models the exact bowed stops and connected sound.

Listen: scan or visit **tissimo.co/worksheets/violin-martele-contact-state-check**
In-house MIDI/MP3 examples · quarter-note tempo 60 BPM · neutral piano; timing only

Cards: 1 S, 2 A, 3 M, 4 S, 5 M, 6 A. Strips 7–10: circle all four eighth rests in each strip; next directions U, D, U, D in every strip. Open attempts: teacher rubric, no single answer.

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