

School Orchestra Curriculum Evaluation & Adoption Guide

The Violin Fun Book Series for Strings

Violin

Viola

Cello

Bass

Elementary instruction, Grades K–5



PURPOSE OF THIS GUIDE

Help an elementary strings teacher or curriculum reviewer understand the method, inspect a complete sample edition, document observations, and prepare a recommendation under their own school or district procedures.

Developed by **Larry Newman** — California-credentialed teacher, elementary instrumental music educator, program director, and author of Music Fun Books.

Begin here:

[School Orchestra Adoption page](#)

[Complete interactive violin book](#)

For teachers, principals, music supervisors, curriculum committees, and purchasing staff. This is a publisher-prepared evaluation resource—not a government or district adoption form.

1

OVERVIEW

The program and its audience

The Violin Fun Book Series introduces young string players to basic instrumental technique and notation in manageable steps. Its four instrument-specific editions are intended for elementary violin, viola, cello, and bass instruction.

Why schools might consider it

1 Early success

Short exercises and large notation give beginning students manageable reading and playing tasks.

2 Reading development

Letter-name support in early exercises gives way to conventional notation as students progress.

3 Instrumental foundations

Open strings and pizzicato precede bowing and left-hand development in the violin edition.

4 Musical engagement

Familiar tunes and longer pieces reinforce newly introduced skills.

5 Classroom flexibility

The series offers student editions for the four standard orchestral strings. Every exercise is numbered the same way in every book, so the teacher can simply say, "Everyone turn to number 7."

Where it may fit

Core beginning method

For an elementary strings sequence where the teacher finds the pacing, repertoire, and instrumentation suitable.

Supplemental method

To support reading and technique within an existing program.

School pilot

To test suitability before a broader district decision.

Important scope note: The four string editions are coordinated page-for-page. Teachers can assign the same printed page across violin, viola, cello, and bass; the music and technique are adapted for each instrument.

2

INSIDE THE METHOD

What students encounter in their books

Pages 1–6

Instrument orientation; open strings played pizzicato; introductory rhythmic patterns and rests.

Page 7

Initial bow grip instruction; return to familiar exercises with the bow.

Pages 8–15

First-, second-, and third-finger introduction on the D string.

Pages 17–20

A-string notes; beginning removal of letter-name prompts; bow directions and lifts.

Pages 21–33

Longer songs; dotted-half-note values, new finger patterns, open G, and reading tasks.

Pages 35–48

Dynamics, key signatures, slurs, expanded repertoire, and longer phrases.

Pages 49–65

Additional reading and enrichment; coloring and instrument-related activities.



See, rather than take our word for it: [Open the complete violin method online.](#)

Assess the transition from early reading aids to independent notation, rather than evaluating only the opening sample pages.

The violin, viola, cello, and bass editions follow the same page-by-page instructional sequence. A lesson on page 21 of the violin edition appears on page 21 in all four editions, adapted for the respective instrument.

Free violin video lessons for the entire string classroom

The Violin Fun Book includes **free instructional videos with Miss Sachi**, organized by book pages. Students can watch demonstrations of posture, pizzicato, bowing, beginning finger patterns, notation, and familiar songs, then return to the corresponding printed lessons.



Lessons organized by book page

Posture · Pizzicato · Bowing · Finger patterns · Notation · Familiar songs



Why this also benefits viola, cello, and bass students

Rhythm and pulse

Hear accurate examples and practice steady timing.

Listening skills

Recognize melody, pitch relationships, and phrasing.

Play-along support

Rehearse corresponding lessons with the video.

Shared sequence

The same page assignment across all four string books.

Instrument-specific distinction: The on-screen demonstrations teach violin technique. Viola, cello, and bass students can use the videos for common musical concepts and corresponding exercises, while their teacher provides technique appropriate to each instrument.

The companion page also provides **downloadable MP3 play-along tracks** for practice between lessons. Video and audio resources support classroom instruction and independent review rather than replacing individual teacher guidance.

Watch the free lessons and access the play-along tracks

musicfunbooks.com/violin-fun-book/

Public companion page: video lessons, lesson playlist and downloadable MP3 tracks.
The online violin book preview remains on the School Orchestra Adoption page.

3

REVIEWER QUESTIONS

Evaluate the actual classroom fit

The following questions help a teacher judge the method against local objectives. The online preview is an examination aid, not a substitute for teaching with authorized student copies.

A Reading and notation

Can your typical beginning student read the size and layout of the notes? Is the withdrawal of letter-name assistance appropriately timed?

B Instrumental skill sequence

Does the progression from pizzicato to bowing and fingering fit the teacher's physical setup and class schedule?

C Pacing and differentiation

Can lessons be shortened, repeated, or extended for different ages and rates of progress?

D Full-class coordination

Can violins, violas, cellos and basses all work from the same page together?

E Repertoire and motivation

Are the songs familiar and appealing to your students, and do they reinforce the skills being taught?

F Teacher and home practice support

Which videos, audio resources, and other aids are actually available for the selected editions?



Ask reviewers to record evidence: a printed page reference, an observation from a trial lesson, or a specific concern. "Yes, I like it" is less useful to a district committee than **"Students completed the first pizzicato exercises independently by lesson three."**



DOCUMENTATION

Standards and curriculum documentation

California's Arts Standards for Music can inform a local evaluation, but the standards cover a broader music education experience than any one beginner technique book. The examples below are instructional connections for reviewers to test, not a formal standards-alignment certification.

PERFORMING

Select and develop skills

The book provides sequential reading and playing exercises; teachers should confirm which grade-appropriate performance objectives these lessons address.

PERFORMING

Interpret and present

Bowing, rhythm, dynamics, slurs, and repertoire provide opportunities for guided expressive decisions and classroom performances.

RESPONDING

Listen and evaluate

The printed method alone does not establish a full listening or critique sequence; a teacher can add listening comparisons, feedback, and reflection.

CONNECTING

Music and context

Repertoire may prompt discussion of cultural and musical contexts, which should be planned and verified by the teacher.

CREATING

Improvise and compose

Do not assume coverage from the violin book alone. Map local creating standards to separate assignments if needed.

For district review, request or compile: adopted district music learning goals; grade-span standards checklist; lessons demonstrating relevant competencies; a list of any standards taught through supplemental activities.

References: [California Arts Standards](#) | [California local adoption guidance](#)



PROCESS

A practical school-to-district pathway

Policies differ by district. These are suggested steps—not universal approval requirements or a guarantee that district board action is needed.

1

Teacher examination

Review the complete violin book, instrument editions, learning sequence, and available teaching resources.

2

Classroom trial, if permitted

Use authorized copies for a small, time-limited pilot; note accessibility, pacing, and student outcomes.

3

Written recommendation

Complete the evaluation form on the next page and attach specific examples.

4

Local curriculum conversation

Ask the principal, music coordinator, or district staff which supplemental-materials or core-adoption pathway applies.

5

Ordering and implementation

Confirm quantities by instrument, approval and purchase-order requirements, delivery, professional support, and a realistic start date.

Documents a committee may ask to see

- ✓ List of selected student editions with grade levels and intended use
- ✓ Sample review access, teacher observations, and a standards connection chart
- ✓ Cost estimate or written quote, including shipping and purchasing terms
- ✓ Implementation plan: scheduling, instrumentation, assessment, and teacher support

Publisher's role: Music Fun Books can provide product information and discuss an order. The school or district determines its own review, accessibility, procurement, and approval requirements.



Teacher evaluation and recommendation form

Optional local worksheet—may be attached to a school's own evaluation form. Not an official California or district form.

School / district: _____

Reviewer / position: _____

Grade levels and number of students: _____

Instrument editions examined: _____

Proposed use (core / supplement / pilot): _____

Rate each item: 1 = Concern • 2 = Some concerns • 3 = Suitable • 4 = Strong • N/O = Not observed

Notation readability and student directions

1 2 3 4 N/O

Evidence / page / notes:

Progression of rhythm and pitch reading

1 2 3 4 N/O

Evidence / page / notes:

Instrument technique and appropriate pacing

1 2 3 4 N/O

Evidence / page / notes:

Full-class coordination

1 2 3 4 N/O

Evidence / page / notes:

Repertoire and student engagement

1 2 3 4 N/O

Evidence / page / notes:

Teacher / home-practice resources

1 2 3 4 N/O

Evidence / page / notes:

Recommendation

☐ Adopt / advance to approval

☐ Pilot before adoption

☐ More review needed

☐ Not recommended

Principal strengths: _____

Outstanding questions: _____

Reviewer and date: _____



NEXT STEPS

Ordering details and next steps

Teachers can examine the interactive violin edition before reaching out. Once a school identifies the needed books, Music Fun Books can discuss available editions and classroom ordering options.

Available instrument editions

Violin

Viola

Cello

Bass

Confirm the correct editions and quantities for your program. See the [school orchestra adoption page](#).

EXISTING EDUCATOR PURCHASING OFFER

25% discount

- 25% discount on qualifying paperback orders of 25 or more books.
- Mix and match qualifying titles and instrument editions.
- Free shipping for qualifying teacher orders.

No individual book prices are stated in this packet. Ask for current terms and a quotation; school purchasing processes and district requirements take precedence.

Information to include in an inquiry

- ☐ School and district name; contact and position
- ☐ Approximate numbers of violin, viola, cello, and bass students
- ☐ Grades served and anticipated implementation date
- ☐ Whether a school quote, invoice, purchase order, or other purchasing documentation is needed

Start the evaluation

[Browse the complete violin book](#) →

[School Orchestra Adoption webpage](#) →

[Teacher discount information](#) →

Questions or adoption inquiries:

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About the author: Larry Newman is a California-credentialed music educator with decades of experience teaching and directing elementary instrumental programs. Credentials describe the author, not California Department of Education approval or district endorsement of the materials.