

SIUE SUZUKI: ORCHESTRA PROMOTION PROCESS

Promotional Conference

BOA:

1. Scales and Arpeggios: One note per bow
 - Violin: One octave: A major, D major, G Major
 - Viola: One octave: D major, G major, C Major
 - Cello: One octave: D major; Two octave: G major, C major (if at the end of book 1)
2. Perform a polished solo piece. Repertoire range: Violin/Viola/Cello: Perpetual Motion or beyond.

Repertoire performed for promotional conference is prepared and polished two weeks before the conference date. Due to time constraints, you may not perform your entire piece.

Students are expected to study all repertoire leading up to the piece required for promotion. Students may be asked to play a piece to demonstrate review and preparation of learned repertoire.

3. Prepared orchestra excerpt (see next page)
4. Sight reading: Can identify and play: open string notes, D string notes (D E F# G), A string notes (A B C# D). Can perform with a steady beat, and can identify and play patterns with quarter notes, eighth notes, half notes, and whole notes on open strings.

Other things to bring/practice:

5. Bring Position Checklist form signed by private teacher.
6. Has mastered the proper form for his/her instrument, demonstrating consistent good position and bow hold. See Position Checklist.
7. Has mastered all required skills in First Steps to Orchestra. ****See appendix at the end of this document for skill list****
8. Plays with consistently accurate intonation and resonant tone quality.
9. Performs with independent fingers.

All of the above requirements depend on teacher recommendation.

CELLO

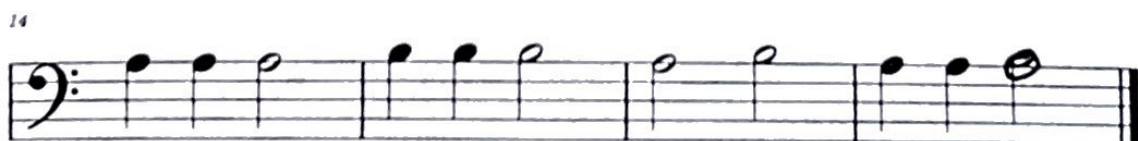
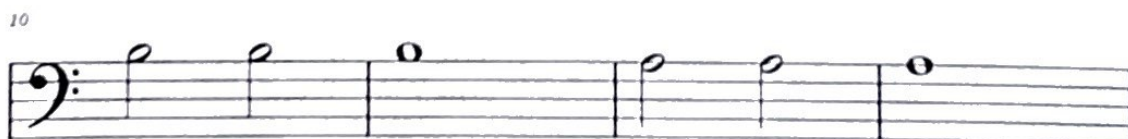
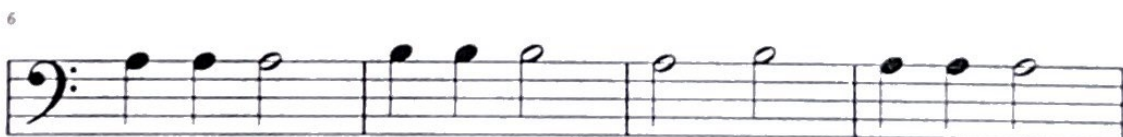
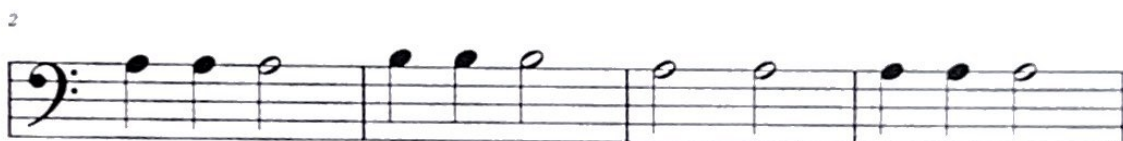
Lightly Row

Level 1

Duet #1

Key of A
CELLO

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Requirements for Promotion to BOA

Cello

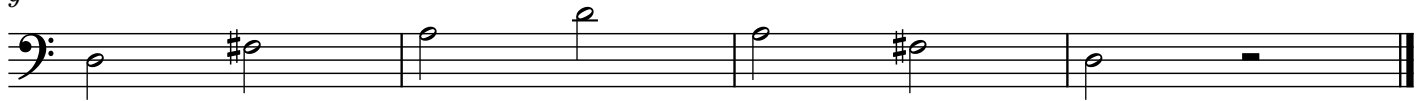
SIUE Suzuki Strings

One Octave D Major Scale and Arpeggio

Also found on page 7 of Book 1



9



Two Octave G Major Scale and Arpeggio

One Octave G Major scale found on page 15 of Book 1



28



Two Octave C Major Scale

Also found on page 19 of Book 1

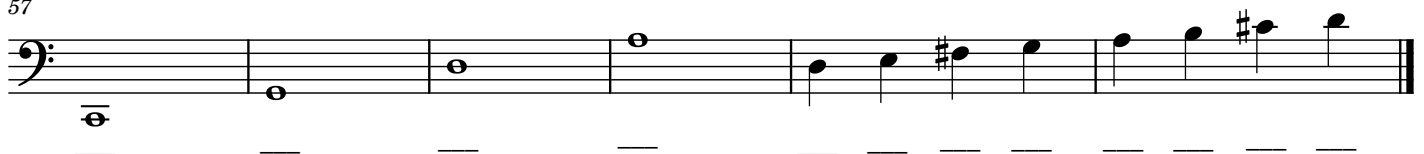


50



Identify and play these notes:

57



2

63 Identify and play these rhythms on any open string:



Sight reading practice:



Southern Illinois University Edwardsville Suzuki Program

Promotional Guideline Position Checklist for Cello:

Please Note: In order to promote to the next ensemble or orchestra, the student must check-off each requirement for his/her instrument and turn in with the appropriate "Guidelines for Promotion" checklist **WITH his/her private teacher's signature.**

Name of Student: _____

GENERAL POSTURE

- ☐ Is the student sitting near the edge of the chair with feet flat on the floor?
- ☐ Does the cello chair allow an angle greater than 90 degrees and less than 110 degrees at the hip joint, i.e., is the cello chair proportionate to the student?
- ☐ Is the back straight with weight on the balls of the feet?
- ☐ Are the shoulders relaxed and not twisted?
- ☐ Is the body balanced so student can rock from side to side with the cello?
- ☐ Is the C string peg near the left ear? The scroll should not be resting on the shoulder.
- ☐ Can the left hand easily touch the fingerboard, nut, and, if possible, bridge?
- ☐ Is the fingerboard and endpin aligned with the student's centerline? Is it vertical as opposed to crooked or tilted to someone facing the cello?
- ☐ Can the student cradle the cello with knees and without the aid of arms?
- ☐ Does the balance of student's sitting position allow student to stand at any time?

LEFT HAND POSITION

- ☐ Is there a direct line running straight from the left elbow through the base knuckle of the fourth finger to the fingerboard through the finger pad?
- ☐ Does the elbow height allow quick sliding up and down the fingerboard?
- ☐ Is the thumb relaxed and opposite second finger pad?
- ☐ Does the hand and fingerboard form a tunnel? (a "C" shape?)
- ☐ Are the fingers curved, and not collapsed?
- ☐ Are the base knuckles above the fingerboard?
- ☐ Is the first finger tilted back slightly toward the fingerboard nut?
- ☐ Does the finger articulation function from the base joint?

RIGHT HAND POSITION

- ☐ Are there natural spaces between the fingers?
- ☐ Is the bow moving on the string parallel to the bridge?
- ☐ Is the contact point consistently about halfway between the fingerboard and bridge?
- ☐ Is the index finger making contact with the bow stick slightly on its side and about halfway between the first and second knuckles?
- ☐ Do the base knuckles form a line that runs parallel to the stick?
- ☐ Is there a different arm level for each string?
- ☐ Is the thumb free from caving inward?

Teacher Signature Date

APPENDIX:

READING CLASS LEVEL 1 EXPECTATIONS (First Steps to Orchestra)

Books Required:

Learning Together Book 1 (for instrument)
Pattern Play Book 1 ((for instrument)
Flashcards of D and A string plus open strings
Highly recommended: Flashnote Derby App

Knowledge and Skills students need to Master in Class prior to applying for BOA Jury:

(NOTE: If a child has a special emotional or learning need, please inform the private and group teacher.)

Music Alphabet: Can sing/say music alphabet song forwards and backwards

Order of Sharps: Can sing the Fuzzy Cats Sharp Song

Knows the difference between lines and spaces. Knows that a musical staff has 5 lines and 4 spaces. Can identify staff and space numbers.

Pitch Reading:

Be able to fill out a fingerboard geography map in Twinkle keys.

Say and Play:

Identify and play open strings on the music staff and alphabet letter name.

Identify and play D string and A string notes in first position.

Rhythm Reading:

Can recognize, name, and draw quarter, eighth, half, and whole notes

Can read, point, and play rhythms for:

Twinkle Theme
Lightly Row
French Folk Song
Go Tell Aunt Rhody
Rocky Mountain

Pitch/Rhythm:

Can play and point to patterns that they hear in and out of order on the following pages of Pattern Play:

PG 5 (Top Line)

PG 15 (Top Line)

Chapter 5 (Pitch patterns) (Learn in class, home, and lessons) Can identify skips and steps

PG 33

PG 43

Pg 51 (play measure by measure and out of order)

Revised August 19th, 2026

Can identify most Twinkle rhythms

Can point to measures upon request

Knows the following musical terms found in Pattern Play, Suzuki Book 1, and Learning Together:

Dynamics (How loud or soft to play)

Piano (Italian name for soft) (p)

Forte (Loud) (f)

Mezzo Forte (medium loud) (mf)

Mezzo Piano (medium soft) (mp)

Tempo: (How fast or slow) PP, pg 11

Ritardando. (Rit.)

Fermata

D. C. al Fine (PP pg. 13)

Staff

Clef for their instrument (Treble, Bass, Alto)

Sharp

Repeat Sign

Measure

Bar Line in

Down Bow

Up Bow

Top number of time signature for 3 and 4

4 4

Lift sign

Pizzicato

Crescendo

Decrescendo

Composer

Conductor

Dolce

Staccato

Legato

Steady beat vs Rhythm:

Can walk to the beat of songs.

Can clap the rhythm of simple tunes with others or a recording.

Can clap a steady beat and then switch to quarter notes, half notes, and whole notes.

Social and Emotional Development:

Can sit in a circle with others.

Can wait to be called on in a group and knows how to raise hand to ask or answer questions.

Takes turns

Can remain within own personal space during class instruction and movement activities

Revised August 19th, 2026

Can keep hands and instrument to self.

Can use self control and make sounds with instrument only when asked.

Posture:

Has a good bow and instrument posture while reading. (Look at posture criteria) Good position habits should be formed before entering formal orchestra instruction.

ALL CHILDREN LEARN ON THEIR OWN TIME CLOCKS AND THE SUZUKI COMMUNITY ALONG WITH THE PARENTS WILL DO THEIR BEST TO HELP OUR STUDENTS GROW IN A NURTURING ENVIRONMENT.