Step 4. Now the student has the fundamental "tools" to be challenged through melody playing — first by selecting well-known melodies and secondly, 2 or 4 measures of the teacher's invention.

2. When a complete melody has been learned in one key or position, have the student change the starting note and thus transpose.

NOTE:
Advanced students can be challenged by having them explore other positions from 1st through 6th.

The stress should be constantly on legato playing so it is from this basic motion of the bow that all other forms of staccato and spiccato are developed.

Step 8. A strong challenge for achieving control of pitch finding a relationship to other pitches.