

## II. Attack strokes: Martélé and Staccato

- A. Based on basic détaché stroke competency
- B. Martélé has an initial "click" at beginning of stroke with much weight followed by a quick decay in weight and sound
- C. Staccato is a stopped stroke without much decay in sound following the initial "click".
- D. There is silence between each bow stroke
- E. Begin vln/vla students in the upper half of the bow, cello/bass students in lower half of the bow
- F. This stroke promotes finger flexibility and pre-spiccato finger action
- G. Initial "click" is critical for viola and bass because of larger string width

### Attack Stroke Teaching Strategies

- A. **Prerequisite:**  
Students must have well developed détaché stroke, directional changes, and string crossing techniques
- B. **Principal difficulty**  
Not applying weight before the stroke begins or not applying enough weight to produce a good accent
- C. **Two types of attack stroke:**
  - 1. **Martélé – sound can be represented by wedge shape**
  - 2. **Staccato – sound can be represented by brick shape**
- D. **Index finger Press**  
Use index finger to press stick close to or touching the bow hair. Also try to push the string down with other fingers to determine effectiveness.
- E. **All Finger Press**  
Have the weight on the bow come from all the fingers, not just the index
- F. **Bow Push-ups**  
Practicing depressing and letting up on the bow stick so weight can be applied easily at will

**G. Hook and Pull**

Apply weight to “hook” the string so it can be pulled slightly to the side with the bow without sound

**H. Loose Tooth Wiggle**

Apply weight to the string so it can be moved back and forth with the bow without making any sound

**I. Lift Tip of Bow**

Teacher lifts the tip of a student’s bow to check for applied weight

**J. Pinch - Pull - Release**

Apply weight to string with bow, pull slightly to the side, then release weight as the bow begins to move to produce an accent

**K. “Loud Rests”**

The silence required in between strokes to prepare next accent

**L. Ping - Pong**

Syllables to symbolize the application of weight and the release/moving the bow action for an attack stroke. Helps a student remember the steps

**M. Percussive syllables**

“Kah”, “Ta”, “Tee” or some other descriptive syllable to symbolize the accent sound

**N. Snap Finger Analogy**

Application of weight and maintaining tension before a quick, explosive release similar to finger snapping for attack stroke