
Pre Twinkle CAD Class1

Getting Ready to Play

Alice Kay Kanack



Introduction

Pre Twinkle CAD will take you on a wonderful journey of discovery. Your child's amazing innate creative energy will be supported by a balanced combination of disciplined technical support and engaging independent creative explorations. There will be a 50/50 division of hands on and hands off activities for you as parent-guide. These activities are specifically designed to keep your child advancing technically while rewarding his efforts with the joy of guided musical invention.



Important Philosophical/Pedagogical Concepts of Suzuki and CAD

- Every child can - nature versus nurture
- 80/20 syndrome ~ Bringing Balance to innate creative ability and innate analytical ability, intuition vs intellectual thinking
- Mother Tongue Concept
- Learning the language of music ~ ears before eyes
- Freedom of choice + disciplined practice = Creative Ability Development (CAD)
- The chocolate connection
- The child parent teacher triangle
- Repetition and Review ~ Fluency in a musical language
- Character first

Teaching Points Lesson 1 - Technique

1. Foot Chart ~ resting position/zip/playing position
2. Finding balance and focus ~ the wind/ chart on head
3. The Bow ~ Ichi Ni San Shi
4. Left arm readiness ~ Mr Strong Man/Mr Smiley/ balancing chocolate
5. Violin hand/bow hand game

-
6. Right arm readiness ~ Spinning a web/hot chocolate/elevator
 7. Rhythmic readiness ~ clapping and scrubbing (Bunny Rabbit Hop Hop, Wish I Had A Motorcycle, Lollipop Lollipop, Big Lollipop Big Lollipop)
 8. Right hand readiness ~ Naming the fingers (Mr Bent Thumb, The Sleepy Finger, The Hugger Fingers, Mr Curved Pinky)
 9. Bow grip prep ~ Bow bunny (The Huggers hug Mr Bent Thumb)
 10. Parent Placing the pretend violin (Hold left hand in your left hand, Shoulder seam, all the way to the Child's neck, jawbone not chin, heavy head, nose points at the center)
 11. Balancing Chocolate on the violin
 12. Bow

Items 1-4 are standing, items 5-9 are seated, items 10-12 are standing.

Teaching Points Lesson 1 - Creative

- A. Playing From The Heart Track 1 Hamster On A Wheel ~listen draw and dance
- B. Playing From The Heart Track 2 - Ladybug On A Flower ~ Listen draw and dance
- C. Playing From The Heart Track 3 - Lion In The Dessert ~ listen draw and dance
- D. Playing From The Heart Track 4 - Duck In A Thunderstorm ~ listen draw and dance

Link to Playlist: <https://youtu.be/D5TpPfnZGEk>

Supplies needed for class 1

1. Sturdy piece of cardboard the size of a large pizza box
2. Small partially filled box the approximate size of the body of a small violin (2" x 8" x 10")
3. Gummy savers, marshmallows, Hershey kisses
4. One unsharpened pencil
5. 2 rubber bands
6. Stickers or masking tape
7. Markers for drawing on the cardboard
8. One pen suitable for drawing on hands

Pre Twinkle CAD Class 2

Getting ready for the Violin Part 2

Alice Kay Kanack



Introduction

Class 2 is the second half of getting ready for the violin. We are building on what we learned in the previous class and beginning to give more control and ownership to the student. We will be introducing the violin itself with all of its parts, and learning to identify the strings by sight and sound.



Violin Technique Points

- Bow
- Feet first (Rest-Zip-Playing Position)
- Mr Strong Man - Mr. Smiley position review
- Parents place the violin
- Make a violin sandwich
- Play follow the leader (violin on head, violin on ear, violin bounce on shoulder, violin at neck, heavy head on violin with nose pointing down the middle, "look mom no hands", violin hand on bow shoulder)
- Rest position to playing position (violin under the bow arm with violin sandwich in the left hand, lift both arms to make a letter "T" keeping the violin in the left hand sandwich, violin on head, violin on ear, violin on shoulder all the way to the neck, turn head to the left and balance the violin between the jawbone and the shoulder "no hands", place the left hand on the right shoulder)
- Playing position to rest position (make a violin sandwich with the left hand, create a letter "T" with the violin in the sandwich grip, touch the violin to your belly, touch the violin to your right arm, drop your right arm to return to rest position)
- Repeat with the bow in the right hand
- Review rhythms clapping and scrubbing
- Review bow grip, bow bunny, names of fingers
- Lifesaver bow game (up like a rocket, down like the rain, back and forth like a Choo Choo train, round and round my face like the sun, on top of my head and now I'm done)
- Parts of the violin

-
- The string song (GGG going up to DDD going up to AAA going up to EEE going down to AAA going down to DDD going down to GGG)
 - Parts of the bow
 - Marshmallow bow game (place marshmallow in curved pinky, hold upside down and count to ten, rest, repeat with Hershey kiss on top creating an elevator)
 - Bow in rest position

Creative Practice points

- Continue to listen, draw and dance to the recordings from the first session
- Try scrubbing different rhythms to each piece ~ do you recognize some of them? Are you creating some of your own? Do they change part way through?
- Follow these rules always during creative time

There's no such thing as a mistake

Applause and silence

Never criticize a friend

Pre Twinkle CAD Class 3

Introducing the Violin

Alice Kay Kanack



Preparation (I will guide you through this)

Place a rubber band around the end of the frog. Tune the violin. Place stickers for a violin sandwich. Create a “highway” using stickers. Rosin and tighten the bow. Place the shoulder rest on the violin.

Technique Practice

Technique practice this week will consist of a review of parts of the violin, the string song and rhythms. New things will include holding the real violin and bow, lots of guided bow practice, learning how to produce a good tone, and the beginnings of open string rhythms. The following is a sample lesson plan for technique:

- Bow
- Parent places the violin and child does a 10 second no hands violin hold
- Student places the violin using the letter T, head, ear, shoulder plan (balance candy)
- Parent helps with the bow grip(no violin)
- Child finds the bow grip(no violin)
- Practice “up like a rocket” with a lifesaver on the tip
- Place the violin and use a violin sandwich grip (pictured above), add the bow in the right hand, form a square shape with the students arm as in the picture above and place the bow on the E string.
 - Draw the bow towards the floor pulling the elbow straight and forming a triangle shape. Return to the square by reversing the motion. You have just played a down bow, followed by an up bow.
 - Using the same motion try playing Bunny Rabbit Hop Hop, wish I had a motorcycle, Lollipop lollipop, and Big lollipop big lollipop. Alternate 10 guided bows to 1 independent bow. Repeat until you need a break.
- Sit down and review the parts of the violin and bow
- Sing and pluck the string song
- Practice forming a bow hold (how quickly can you do this?)
- Take a bow to end the practice

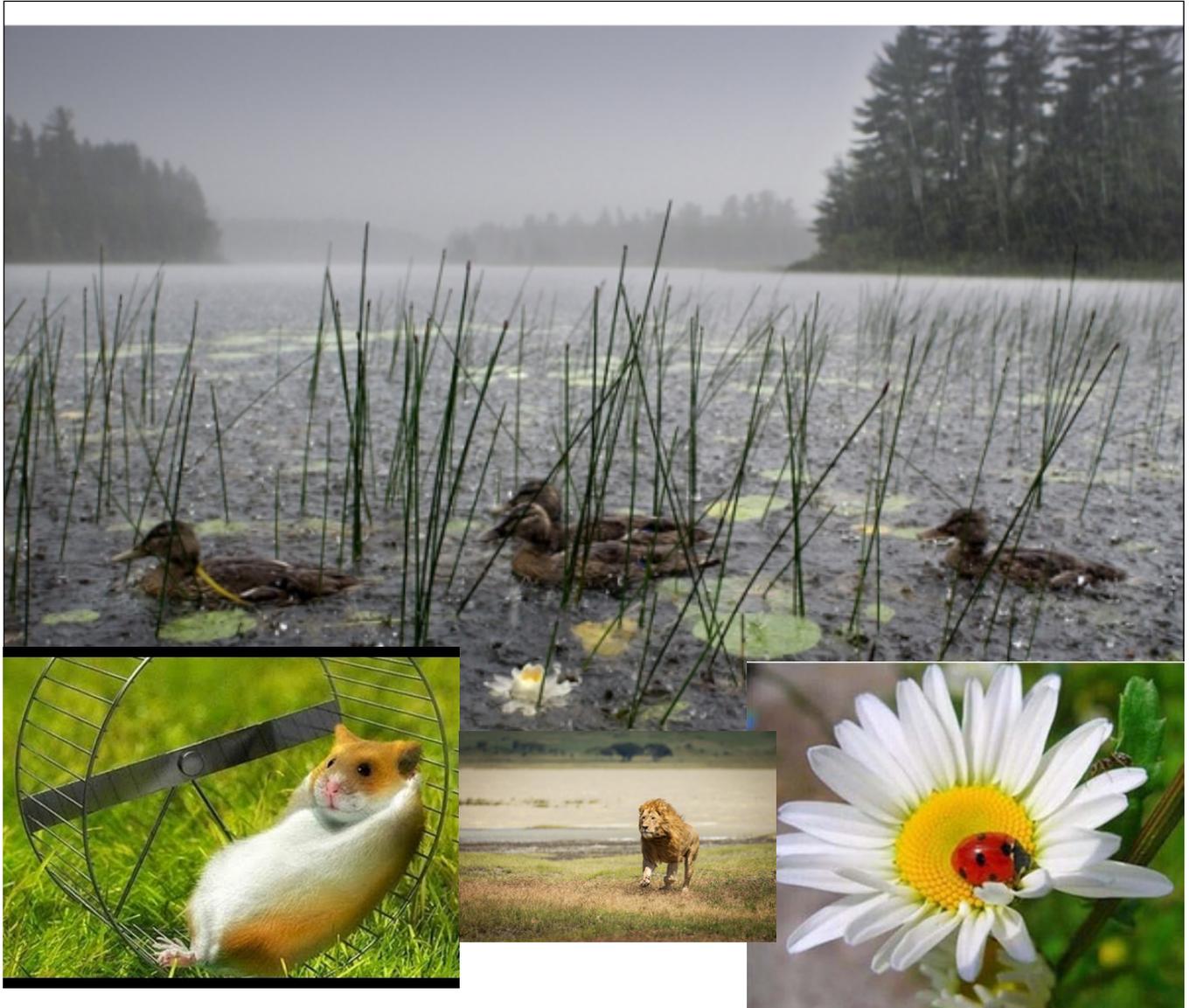
Creative Practice

Continue as before

Pre Twinkle CAD Class 4

First Improvisations with the Violin

Alice Kay Kanack



Technique Practice

Technique practice this week will consist of a review of parts of the violin, the string song and rhythms. New things will include holding the real violin and bow, lots of guided bow practice, learning how to produce a good tone, and the beginnings of open string rhythms. The following is a sample lesson plan for technique:

- Bow
- Parent places the violin and child does a 10 second no hands violin hold
- Student places the violin using the letter T, head, ear, shoulder plan (balance candy)
- Parent helps with the bow grip(no violin)
- Child finds the bow grip(no violin)
- Practice “up like a rocket” with a lifesaver on the tip
- Place the violin and use a violin sandwich grip (pictured above), add the bow in the right hand, form a square shape with the students arm as in the picture above and place the bow on the E string.
 - Draw the bow towards the floor pulling the elbow straight and forming a triangle shape. Return to the square by reversing the motion. You have just played a down bow, followed by an up bow.
 - Using the same motion try playing Bunny Rabbit Hop Hop, Wish I had a motorcycle, Lollipop lollipop, and Big lollipop big lollipop. Alternate 10 guided bows to 1 independent bow. Repeat until you need a break.
- Sit down and review the parts of the violin and bow
- Sing and pluck the string song
- Practice forming a bow hold (how quickly can you do this?)
- Take a bow to end the practice

Creative Practice

Beginning today we are going to split daily practice time into two parts. The first is guided hands on technical practice and the second is guided hands off creative practice. For the first part follow the instructions above. For the second part, allow the child to freely experiment with the instrument to his heart’s content. Your assignment as guide, is to help the student set up his posture, then turn on each of the four creative recordings in turn as backing tracks for his expressions. Share with her the following instructions but do not interfere once her playing has begun. Do not correct posture, tone, rhythm, or technique

during creative practice. The focus point during this practice time is the creative process. Any interruption will disturb the students flow and hinder his progress. Especially do not offer creative ideas or suggestions. Creativity is the art of choice. If the parent or teacher makes suggestions or 'corrections' he takes away the child's freedom of choice. When your child has finished his creative work, compliment his effort and offer to repeat the process as much as he desires!

Instructions

- Hamster On A Wheel : play on the E String with no fingers. Listen for the familiar rhythm of "Bunny Rabbit Hop Hop." (Advanced players may wish to repeat the exercise using the key of A Major, which is 1 2 and 3 on A and E)
- Ladybug On A Flower : Play on the open E and the A string, changing at will. Listen for the familiar rhythm of "Wish I Had A Motorcycle." (Advanced players may wish to repeat the exercise using the Key of A above.)
- Lions In The Dessert : Play on the open A and E string, changing at will. Listen for the familiar rhythm of "lollipop lollipop", and "big lollipop big lollipop." (Advanced players may try playing only open 1 and 3 on G D and A.)
- Ducks In A Thunderstorm : Play using any of the open strings, changing at will. Try creating thunder and lightning in creative ways. Experiment with tremolos and string crossings and slow bows. (Advanced players may try using the finger pattern for "Lions In The Dessert" above).

The total length of this creative set is about 8 minutes. It may be practiced once a day or many times a day. Follow your child's lead and offer encouragement and praise! Enjoy the process!

CAD Pre Twinkle Class 6

Improvising with the left hand

Alice Kay Kanack



Introduction

Today we are focusing on the first stages of improvising with the left hand. We are learning to use a limited group of pitches to stay within a key and to create beautiful pieces. I am including 2 sets of instructions so that depending on your level you can explore the backing tracks at the appropriate level of difficulty.



Technical Instructions

Review all material from lesson 5. Follow this home practice guide for positive, successful and inspiring practice sessions:

- Focus on only one point at a time.
- Say something positive before every correction.
- Use treats to enhance focus and to reward hard work.
- Do something well and repeat it 5 times.
- Be sensitive to signs of exhaustion and offer rest periods or activities sitting down.
- Move quickly from point a to point b to point c.
- Review material from previous lessons.
- Find ways to correct without words (ie make a bow tunnel, help get a bow grip, support the violin, do the bow work while your child focuses on the left hand)
 - Play Mr Fix It (a game where you do things wrong and your child gets to correct you).
 - Decide ahead of time on a plan for the practice session and allow your child to help guide the order of events.
 - Offer him a finite list of activities so he knows when the lesson will end.

Creative Instructions

Continue to observe the 3 rules of Creative Ability Development when practicing the improvisation exercises.

1) There's No Such Thing As A Mistake

2) Applause and Silence

3) Never Criticize a Friend

This week we begin to add fingers to three new exercises. The following are the two levels of instruction to try:

Minnows ~ Beginner finger pattern use open A and E plus first finger on both strings

~ Advanced finger pattern Use 1 2 and 3 on A and E (key of A)

RHYTHM (little fishes swimming, or lollipop)

Squirrel ~ Beginner finger pattern use open D A and E plus first finger on all strings

~ Advanced finger pattern use 1 2 and 3 on D and A strings (key of D) or 1 and 3 on A and E (Key of D pentatonic)

RHYTHM (I like jumping, or strawberry raspberry)

Armadillo ~ Beginner Finger pattern use open D A and E plus first finger on all strings

~ Advanced Finger pattern use 1 2 and 3 on A and E beginning on an E (Key of E Mixolydian)

RHYTHM (I like to tango)

CAD Pre Twinkle Class 5

Introducing the left hand

Alice Kay Kanack



Introduction

Today we will be introducing the left hand. We will begin with technical exercises and finish with some new creative exercises. Continue to establish two kinds of practice. Guided technical work and guided but hands off creative explorations. Remember there's no such thing as a mistake during creative time. We will prep the violin and bow with stickers before beginning tonight.

Technique Practice

The following is a set of practice concepts and games for technique building:

- Bow
- Practice moving from rest position to playing position
- Do a no hands violin hold
- Draw 1 2 3 & 4 on the tips of your left fingers starting with the pointer
- Practice finger pops on top of the violin in violin sandwich position
- Create a marshmallow in the V Mr Smiley position and balance M & Ms on your fingers
- Now try it with the violin
- Using your second finger, slide up the A string and pluck it at the top of the fingerboard
- Repeat on the D string
- Create hovering umbrellas over the A string and add chocolate
- Put down the violin and pick up the bow and do a bow roll
- Do a bow race and do a bow roll
- Play a variety of rhythms alternating a guided one with an independent one
- Work on wiggle wrist, highway, straight bow, and staying between bow markers
- Add first finger on the E string with your practice partner handling the bow (play Bunny Rabbit Hop Hop on open E, then place the first finger on the tape and repeat) always move the finger then the bow.
- Repeat the above exercise on the A string
- Repeat the exercise with the student doing the left and right hand together.
- Check to see if the violin is still balanced properly by the weight of the students head

Creative Practice

Continue to practice the four exercises from the previous assignment, adding the new finger as desired. Begin to listen to the new recordings (tracks 5-7 on the playlist). Actively engage with them by drawing and dancing while listening to them.

<https://www.youtube.com/playlist?list=PLh-PNqRBi1I4fNHGsvVI3Pe2Syld3KRWj>

CAD Pre Twinkle Class 7

Adding The Second Finger

Alice Kay Kanack



Introduction

In this class we will introduce the second finger on the A & E strings. We will explore both the technical aspects and the creative aspects of this new set of pitches. We will prepare the violin with a new tape in advance of the lesson.



Technical Practice

Here is a guide to adding the second finger to your regular technical routine:

- *Bow to begin in rest position*
- *Create a letter T and go to playing position*
- *Practice a no hands violin hold*
- *Practice second finger slides on the D and A strings to set your left arm properly. (your nose, bridge, elbow and toe should be in alignment)*
- *Review the first finger exercise on the E string and the A string*
- *Add the second finger by playing Bunny Rabbit Hop Hop on open E, then First Finger, then Second Finger. Continue the exercise in reverse by going from second finger to first finger to open E. (parent should do the bow part at first)*
- *Repeat the exercise on the A string (remember that the finger always moves before the bow).*
- *Now try going from open E to second finger alone*
- *Repeat on the A string*
- *Set the bow grip with the bow story or a bow roll*
- *Try some new rhythms open E or A: Bunny Hop Hop, Skipping Skipping, Twinkle Twinkle Little Star, Strawberry Pie Yum!, Strawberry Raspberry*
- *Try mixing rhythms and fingers*
- *Review old technical practice exercises of your choice*
- *Bow to end technical practice session*

Creative Practice

Remember to observe the rules of creative practice time:

- 1) *There's no such thing as a mistake*
- 2) *Applause and silence*
- 3) *Never criticize a friend*

The following exercises can all be played using open strings, and first and second finger on A and E.

Goldfinches (track 8). Advanced pattern add 3 on E

Rhythms: Bunny Rabbit Hop Hop, Skipping Skipping, (Grace notes)

Fawn Walking In the Woods (track 9) Advanced pattern 1, 2 and 3 on A and E

Rhythms: Twinkle Twinkle

Fireflies in the Night (track 10) Advanced Pattern 1,2, and 3 on A and E

Rhythms: Bunny Hop Hop

The Snake Is Charmed (track 11) Advanced Pattern 1,2, and 3 on A and E

Rhythms: Strawberry Raspberry, Strawberry Pie Yum!

CAD Pre Twinkle Class 8

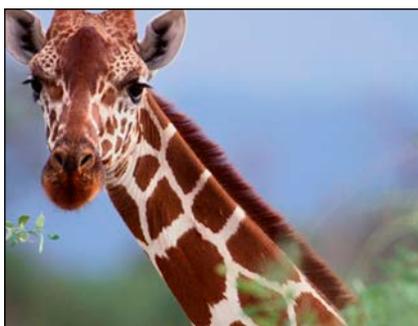
Final Class

Alice Kanack



Introduction

It has been a lot of fun teaching this creative introduction to the violin. I have enjoyed tremendously our time together, watching you work and enjoying the beautiful music you're starting to make. I was proud of your solos, and I very much enjoyed watching you all improvising together at the last class. Even though I couldn't hear you when we all improvised together, I could see your enthusiasm and joy. I hope you all will continue on in your pursuit of excellence on the violin and I hope today's class will give you some material and some motivation to do just that.



Technical Practice

Preparation: Today we will add a sticker for the third finger. It goes right next to the second finger on the fingerboard.

Today we will learn a song called 'the monkey song.' It can be played on any string and teaches us how to use our fingers correctly. To get ready, we will review some of our old exercises. The following is a suggested practice routine for technique:

- **Bow** in rest position
- Zip your toes and go to **playing position feet**
- Make a letter 'T', put the violin on your head, put the violin on your ear, put the violin on the seam of your shoulder, turn your head, place your chin in the chinrest, put your left hand on your right shoulder, and do a **no hands violin hold**.
 - Practice **second finger slides** up every string and pizzicato at the top of the fingerboard. (Parent should support the violin during this exercise)
 - **Sing the monkey song:** I am a little monkey / climbing up a ladder / climbing to the top to/ pick a pink banana. I'm a little monkey / climbing down the ladder / climbing to the ground to /eat my pink banana.

- **Swinging marshmallow game:** To play this game, place a marshmallow in the V of the thumb and first finger in the left hand. Place your hand at the base of the neck by the nut and gently swing your elbow back-and-forth, making sure that your wrist stays straight. Eat the marshmallow and repeat the exercise without it.

- **Play the monkey song:** To play the monkey song simply play one 'bunny rabbit hop hop' on each of the following notes. 0 1 2 3 3 2 1 0. Start with the E string, then try it on the A string, the D string, and finally the G string. (Parent should control the bow when first trying this exercise)

- Do a **bow race**

- **Tell the bow story** to get a perfect bow hold.

- **Practice a teeter totter** on the bridge at the midpoint of the bow. Then try it at the tip. Then try it in the middle between the two points. Repeat several times.

- **Practice old and new rhythms** on open strings (alternate guided and unguided straight bows)

- bunny rabbit hop hop

- Big lollipop big lollipop

- Strawberry pie Yum

- Strawberry raspberry /Down wiggle up wiggle

- Twinkle twinkle

- Skipping skipping

- I like to tango /peanuts and popcorn

- Bunny hop hop

- Wish I had a motorcycle

- Little fish is swimming

- Rochester Rochester

- **Bow** to end the technical practice

Creative Practice

For our last creative class I have chosen five new songs to improvise with. They are the giraffe, the peacock, the swan, the dragonfly, and the frog. Each one has its own finger pattern and rhythmic ideas. I hope you have lots of fun exploring them over the next few weeks. I recommend lots of listening, drawing and dancing to these new recordings.

Giraffe: the giraffe uses open strings plus 1 and 2 on D A or E. The rhythm sounds like “reaching higher” or “long neck.”

The Peacock Opens his Tail: the Peacock uses the same finger pattern as the giraffe, open 1 and 2 on D A or E. In the Peacock, listen for rhythms that sound like “all my pretty feathers” and “I am open.”

Swan on the Lake: The swan uses open 1 and 2 on the lowest two strings G and D. The rhythm for the swan sounds like, “I am floating away” and “fishes swimming.”

The Dragonfly Sees his Reflection: the dragonfly introduces the third finger. In this piece you can use open and 3 on all four strings. Rhythms for the dragonfly include: ‘dragonfly just zooms,’ ‘Floating floating,’ and “dragonfly.” It’s almost as if he is saying his name.

The Frog: the frog uses 1 and 3 on D and A and can also use open E and G strings. Rhythmic ideas for the frog include “jumping,” “I like to tango,” and “strawberry raspberry”. The frog is actually in the key of E minor blues. You can create an interesting effect by sliding your first finger below the tape towards the nut and back up again.

Have lots of fun!