

Pre-Twinkle Steps
Adapted from Tanya Carey's Steps to Twinkle
Andrea Yun

~~Strikethrough~~ means that this is a good idea, but I generally don't do it.

Cello and Bow Care

1. How to pack and unpack instrument and bow.
 - a. Child always packs and unpacks. Creates more ownership and empowerment with the instrument.
 - b. Never leave bow in case alone.
 - c. Always put endpin back in.
 - d. Bridge is fragile.
 - e. Place cello on back or side while in case.
2. Always treat cello like a baby.
3. How to carry cello
 - a. Cover strings
 - b. Hold the side
4. Setting down cello
 - a. Always on side. Never on back or bridge.
 - b. Endpin touches floor first.
 - c. Slowly set down cello.
 - d. No sound!
5. Setting cello down while seated
 - a. Cello goes to the left of chair, with endpin facing forward.
 - b. Move endpin from strap to a spot left of the endpin.
 - c. It's ok to move feet.
 - d. Set cello down slowly.
 - e. No sound!
6. Bow care
 - a. Don't touch the hair
 - b. Tighten and loosen the bow
 - c. Rosin the bow
 - d. Clean rosin off of strings and body of cello
7. Setting bow down while seated
 - a. It's ok to move feet.
 - b. Touch tip silently first.
 - c. Silently touch frog.

Focus/Body

8. Listening
 - a. Models beautiful tone and style.
 - b. Music enters subconscious for ease of learning.
 - c. Motivational
 - d. Can be part of special listening time, or in the background (meals, bedtime).
9. Bow at beginning and end of practice

- a. "I'm ready for my lesson."
 - b. "Thank you for the lesson."
 - c. Gives a definite beginning and end to practice.
 - d. Feet together, on bow-side of strap
 - e. Maintain balance.
10. Focus eyes to 10 or 20
- a. Quiet eyes, quiet mind.
11. Sing with everything! Nursery tunes, Book 1 recording, etc.
- a. You should have Book 1 lyrics in this packet
12. Cello fitness exercises
- a. Do while seated with Book 1 recordings
 - b. Improves balance, strength, coordination, pulse
 - c. Change physical action in the B sections of pieces
13. Finger exercises
- a. Finger touches thumb in various combinations
 - b. ~~Mystery bag~~: Pick out mystery objects with thumb and 1 (or 2, 3, 4)
 - c. Hands behind back: Match parent's hand shape without looking
 - d. Finger flicks: Against thumb, or with a ball
 - e. Thumb flicks: Against fingers, or with a ball
 - f. Use round shapes
 - g. ** Pull on hanger **
14. Cello handshake
- a. Before you touch your child, take care of yourself and what kind of feelings you are communicating through your touch.
 - b. Arm relaxed, heavy, hanging
 - c. Twinkle rhythms
15. Focus eyes for an entire Twinkle
- a. Cello in position
 - b. Body seated forward in chair
 - c. Feet flat on floor, beneath knees
 - d. Back tall, leaning slightly forward
 - e. Long neck
 - f. Arms hanging from shoulders, which are down
 - g. Hands relaxed on knees
- ~~16. Bow vs. Cello hand~~
- a. Swedish Cello Song
 - b. Draw pictures on hands
17. Pulse
- a. Tennis ball games – Pass the ball to a beat.
 - b. Patting
 - i. Sit in circle. Both hands up. Right hand overlaps over left hand of next person.
 - ii. Slap right hand into left hand (which has the right hand of the person next to you).
 - iii. The next person slaps right hand into left hand.
 - iv. Keep beat

- c. Find pulse in Twinkles, or any other music that your family enjoys.
 - d. Read Pig Duck page with metronome
18. Twinkle rhythms
- a. Knocking, tapping, saying, sliding hand on table, swing 'n' slide, shake hands
 - b. Words I use: Var. A: Mississippi Stop Stop; Var. B: Ti Ti rest Ti; Var. C: Grasshopper Grasshopper; Var. D: Peanut Butter Peanut Butter;
~~Triplets: Pineapple Pineapple~~
 - c. You and your child may find other words!
 - d. Dirty Doggy Scrub Scrub – for Mississippi Stop Stop rhythm
 - i. Dirty doggie scrub, scrub. Put him in the tub, tub. Rubba dubba dub, dub. Dirty doggie scrub, scrub.
 - ii. Use a car/hand/paper and move in rhythm.
 - e. Clap rhythms horizontally between parent hands
 - i. Parent holds hands out, palms facing each other.
 - ii. Child starts with bow hand palm touching parent's right palm.
 - iii. Clap rhythms with child's palm and back of hand slapping against parent hands.
 - iv. Always start with motion initially going right. This is a "down" bow.
 - f. Rhythms with fist horizontally between parent hands.
 - i. Child uses a relaxed fist
 - ii. Start with child's thumb touching parent's left hand
 - g. Bow rhythms with hand on arm
 - h. Bow rhythms with bow on pencil
 - i. Insert pencil between hair and stick
 - i. Swing-n-Slide
 - i. PVC is the bow.
 - ii. Dowel is the bow track.
 - iii. Place something hard on the ends of the dowel to create a noise while the "bow" hits it.

Bow Preparation

19. Bow hold
- a. Bunny. Floppy ears. Turn bunny sideways. Open mouth. Place 2 and 3, then thumb. Count to 10. Then place 1 and 4.
 - b. <OR> Lay hand palm-side up. Relax hand. Fit bow to relaxed hand. Add thumb. Hold bow vertically.
 - c. Thumb should be bent and on the SIDE of the bow (not in the mouth of the bow or on the hair-side of the stick).
20. Mouse House
- a. Elements of a good bow hold should make a great Mouse House.
 - b. Ring the doorbell – soft, flexible thumb
 - c. Room for a mouse? – adult pinkie should fit inside house
 - d. 3 windows? – small spaces between fingers
 - e. Tall house – space inside hand should be roomy, not cramped
21. Magic Wand bow holds

- a. Do bow hold on magic wand and watch glitter fall down
- 22. Perfect bow hold 500 times before playing on cello.
- 23. Setting bow down while seated
 - a. It's ok to move feet.
 - b. Set bow to right of chair, with tip facing forward.
 - c. No sound!
- 24. Up Like a Rocket
 - a. Sung to Twinkle melody: "Up like a rocket; down like the rain; Back and forth like a choo choo train; Round and round like a great big sun; Round and round like a kettle drum; Up like a Rocket, down like the rain; Check that it's soft, bring it back again."
 - b. Parent uses soft hands to feel child's soft hands and bent thumb.
- 25. Wheels on the Bus
 - a. The wheels on the bus go round and round; round and round; round and round. The wheels on the bus go round and round. All through through the town.
 - b. Horn = Beep. People = Up and down. Driver = Move on back. Babies = waah. Mommies/Daddies = shh or I love you. Lights = blink.
 - c. Move bow to simulate the sounds.
 - d. Check regularly for bent thumb and soft bow hand.
- 26. Rowboats
 - a. Both hands hold bow horizontally.
 - b. Draw circles.
- 27. Lift fingers
 - a. Vertical bow
 - b. Lift fingers in various combinations.
 - c. Thumb bends, fingers lift
- 28. Walk and maintain bow hold
- 29. Fishing line
 - a. Palm up
 - b. Bow tip points slightly to the right
 - c. Wrist on knee
- ~~30. Touch bow at tape~~
 - a. Use pencil, parallel to ground, pointing at child, held where a string would be.
 - b. Child brings bow from knee to pencil.

Bow Games: Ideas for repetition of bow hold

- 31. Balloon tip toss
 - a. Keep balloon in the air using tips of bows
 - b. Parent can use a pencil eraser if no 2nd bow is available
- 32. Pass the paper cup
 - a. Pass paper cup using tip of bow.
 - b. Again, parent can use pencil eraser if no 2nd bow available.
- 33. Life Savers
 - a. Balance Life Saver candy on the tip of the bow
- 34. Step games

- a. Child does bow hold, go up a step. Mom does bow hold, go up a step.
- 35. Penny games
 - a. Penny toss
 - i. Child does one bow hold to earn a penny.
 - ii. Pennies go into a pile.
 - iii. At the end of one set, child gets to try to toss pennies into a cup.
 - b. Line of pennies
 - i. Line up 5 pennies.
 - ii. When child does one bow hold, he moves a penny towards him. If parent does one bow hold, move penny towards parent.
 - iii. Count pennies at the end.
 - iv. No one wins. It's just information
 - c. Penny stack
 - i. Keep stacking pennies with each new bow hold.
 - ii. Continue the next day if child loses concentration for that particular stack.
- 36. Picture game
 - a. For each repetition, child earns a line.
 - b. After parent draws one line, child gets one guess as to what the picture is.
 - c. After guessing the picture, repetitions are over.

The Cello

- 37. Rest position, no bow
 - a. Wrists crossed so that hands hang on either side of fingerboard. Tall back, relaxed shoulders and arms. Feet on floor below knees.
 - b. Hands relaxed on knees. Tall back. Relaxed shoulders and arms. Feet on floor below knees.
- 38. "Parts Song"
 - a. Go up and down a D Major scale.
 - b. "What is this?" Child answers, "This is the ____."
 - c. It is best if child can sing alone, but parent can help child match pitch.
- 39. "I Love My Cello" song
 - a. Eye focus, cello and body position relaxed.
 - b. Cello does not move while arms fly away.
- 40. "Where is Thumbkin?" song
 - a. Where is Thumbkin? Where is Thumbkin? Here I am. Here I am. How are you today, Sir? Very well, I thank you. Run away. Run away.
 - i. Thumbkin
 - ii. Finger 1
 - iii. Finger 2
 - iv. Finger 3
 - v. Finger 4
 - b. Cello and posture secure
- 41. Flyaway arms
 - a. Arms out like an airplane

- b. Strum strings with alternating left and right fingertips while singing Twinkle.
 - c. Cello and posture secure
42. Four Little Monkeys
- a. Four little monkeys, jumping on the bed. One fell off and bumped his/her head. Mama called the doctor, and the doctor said, "No more monkeys jumping on the bed!" (Then three, then two, then after 1 monkey falls off, doctor says, "All you monkeys go to bed!")
 - b. Right hand doesn't secure instrument
 - c. Left hand finger jumps

The Left Hand

43. "Pop Goes the Weasel" song
- a. All around the mulberry bush, the monkey chased the weasel. The weasel thought it all in fun. Pop! Goes the weasel.
 - b. On Pop, pluck A, then D, then G, then C.
44. "Ants" song
- a. Pizzicato with 4th finger
 - b. Left arm should naturally come around the cello to the C string.
45. "CGC" song
- a. Pizzicato with 4th finger
 - b. Left arm should naturally come around the cello to the C string.
46. Knuckle knocks
- a. Loose fist
 - b. Knock up to the scroll and down to the bridge.
47. Ski jumps
- a. Ringing tone
 - b. Be able to see watch (or sticker where watch would be) the entire time.
 - c. Hand ends up extended in front of body, not to side.
48. Magic School Bus
- a. Use a yellow pencil, the "Magic School Bus"
 - b. Place fingers on pencil with round fingers on fingertips
 - c. Lift 4
 - d. Lift 2&3 together
 - e. Lift 1
 - f. See if bus makes it to school or crashes
49. Tunnels
- a. Place 4 fingers on C, G, or D string, and pizzicato strings underneath it.
50. Jumping Jacks
- a. Like knuckle knocks, but with curved fingers on fingertips
51. Spiders
- a. Crawl fingers from one string to another, like a spider.
52. LHP Acrobatics
- a. First pizzicato "low" with 4th finger (near face), clap, right hand slaps low (head)

- b. Then pizzicato “high” with 4th finger (at end of fingerboard), clap, right hand slaps high (head)
 - c. Pizz/slap on A with 4
 - d. Pizz/slap D with 3
 - e. Pizz/slap G with 2
 - f. Pizz/slap C with 1
53. LHP Race
- a. Pizzicato 4 times with 4th, then 3rd, then 2nd, then 1st finger on A.
 - b. Then do the same on D, G, and C strings.
54. Pull back 1st finger if fingers are small or weak
55. Railroad Tracks
- a. Put all four fingers on the string with curved fingers.
 - b. Pull with the arm/back.
 - c. See railroad tracks left on the fingertips.
56. Flower Song
- a. See the pretty flowers; Blooming in the garden; See the pretty flowers; Red and green and yellow.
 - b. A0 A1 A0 D0
57. Monkey Song
- a. I’m a little monkey; Climbing down the ladder; Climbing down so low to; Get my pink banana. I’m a little monkey; Climbing up the ladder; Climbing up so high to; Eat my pink banana.
 - b. G F# E D D E F# G
 - c. D4 D3 D1 D0 D0 D1 D3 D4

The Bow

58. Helicopters
- a. Bow lifts and touches string at tape
 - b. Check for soft hand and thumb, no clutching.
59. Grasshoppers
- a. Place bow on string at frog.
 - b. Lift bow and place at middle.
 - c. Lift bow and place at tip.
 - d. Check for shoulders down, soft hand and thumb, heavy elbow.
 - e. T bows (bow perpendicular to string)
60. Strong tip of bow
- a. Vertical and horizontal
61. Plop – Plot right hand onto can of pennies. Make a strong sound. Shoulder and arm should be low. This is the plop motion.
62. Stop, Drop, and Roll – Touch bow to strings and simultaneously drop arm. Then play.
63. Rock and Roll – Bow hair on top of bridge.
64. Bicycle handlebars – bow angle changes depending on string.
65. Open string rhythms. One string at first. Then add new strings.
- a. “Wait, Wait, Ready, Go!”
 - b. Bow rolls (not jumps!) to new string.
 - c. Clear, articulate sounds.

- d. Heavy, balanced bow arm.
- e. Soft bow hold.

66. D String Concerto

All Together!

67. Harmonic Song – 3rd finger

- a. Thumb at base of neck
- b. 3rd finger is curved and on fingertip at halfway point on string.
- c. Place finger lightly. No need to depress the string.
- d. Don't squish the ants!

68. Ringing 4th finger on D string

- a. Parent or child's right hand depresses the string, just below 4th finger tape.
- b. Child places 4 curved fingers on fingertips on string. Pull arm out to cling to string and fingerboard. No thumb.
- c. Release the string to allow the string rise into the fingers.
- d. Pizzicato the string. Listen for a ringing tone. Bow will probably make a more ringing tone than pizzicato.
- e. Posture elements to watch:
 - i. Secure feet
 - ii. Tall back
 - iii. Bicycle body
 - iv. Bird wing out
 - v. EWP line straight – Elbow, Wrist, base of Pinkie
 - vi. Drive the car into the garage – pencil parks in between finger joints. No clinging fingers.

69. Lift 4

- a. Play 3rd finger by lifting 4

70. Pull back for 1, then lift 2 & 3

- a. Play 1st finger

71. Lift 1

- a. Open D string

Hints:

- 72. "Wait, Wait, Ready, Go!"
- 73. Stop, Prepare, Play, Stop
- 74. Keep bow on string after stopping
- 75. Practice partners – one bows, one fingers
- 76. Look at bow, not left hand
- 77. Beautiful sound, beautiful heart
- 78. How does your child learn?
 - a. Aurally? Visually? Kinesthetically?
 - b. Whole to parts? Parts to whole?
 - c. Alone? With a few? With a group?
 - d. Through explanations? Through game-playing? Through creation?
 - e. As a student? As a teacher?

