Violin

`Pre-Twinkle

Steps`

Pre Twinkle Steps

* **Feet Positions**

Items needed: Square piece of thick cardboard, thick marker pen.

1. Get the child to stand on the cardboard in the centre towards with feet together. This is resting feet position. Draw around the child’s feet and use a pattern or colour to indicate that they are resting feet.

Resting feet

Put child’s name on mat facing teacher (helps at workshops)

1. Next step is to demonstrate to the child what penguin feet are. It is important to get them to stand in resting feet first, then move feet outwards to make penguin feet. Again, draw around the child’s penguin feet and use a pattern or colour to indicate them.

Penguin feet

1. Next step is to demonstrate to the child what playing feet are. Move from penguin feet into playing feet. Right foot stays the same and left foot steps forward slightly. Draw around the child’s playing feet and use a pattern or colour to indicate them.

Playing feet (right foot stays in penguin position)

Listening Game to play on mats: The mat is an island and floor area is the sea. Explain to the children that if they hear the twinkle pattern Down Rabbit Up Rabbit then the sea is safe to swim in but if they hear the twinkle pattern Everybody Down Up – Then it means that the sharks are coming and they need to get on their island as quick as they can.

(As children get better at this, add in other patterns for the sea to be safe to develop listening skills further)

* The bow

Use the bow to start and end the lesson - Stand on foot mat, Feet together, bend at waist, look at toes and come back up.

* + - 1. Feet together
      2. Bow
      3. Up again - smile
* Violin on floor – to rest position

Get children to put violin on floor in front of them with scroll end to left and then instruct them to stand with playing feet ready. Demonstrate activity going from violin on floor, picking it up and putting it in rest position step by step.

The right hand needs to grab the bottom of the belly firmly with the thumb on top followed by the left hand grasping the neck underneath near the body of the violin (see picture). Then lift up the violin and put it under the right arm.

Left

Position of thumbs

Right

Listening and rest position game: Have violin and children set up as above. When they hear Everybody Down Up, they have to pick up the violin and put it into rest position as they have been shown. If they hear any other twinkle patterns, the violin stays on the floor or is put back down. Do this with Everybody Down Up and Down Rabbit Up Rabbit first as they are 2 very different patterns and easier for the children to identify.

* Violin in rest position

With violin in rest position – Wave with left hand to children and get them to wave back. Ask them if their crocodile is with them today – tell them that he is a hungry crocodile. Take the children through different stages of the violin to eat.

1. Eating their nose 2. Eating their scroll 3. Eating their knee

4. Eating their violin body underneath the neck

It is important to do the actions in order – especially the knee last as they need to make sure they put their hand underneath the neck and not on top.

Placing of the left hand on the violin body: Crocodile sandwiches –

* hold violin body with left hand
* thumb behind
* fingers parallel to fingerboard.
* Rest to play position

Teacher to make sure they are standing on the child’s left hand side so that their posture remains correct and does not twist when looking at the teacher.

There are 5 steps to follow to get from rest to play position.

Action 1 = rest position.

Action 2 = violin in front over left leg.

Action 3 = turn violin upside down

Action 4 = violin on head

Action 5 = turn head to left and lower violin onto left shoulder

Do each action in stages and then link 2 actions together:

1 and 2 repeat then 2 to 3 repeat then 3 to 4 repeat then 4 to 5 repeat

Option to sing “stop the traffic song” following. Sung to the tune of “Frères Jacques”

Action 1: check crocodile is eating the violin and sing 1 2 ready sing...

Action 2: stop the traffic, stop the traffic

Action 3: turn it round, turn it round

Action 4: put it on your head now, put it on your head now

Action 5: slide it down, slide it down

* Violin hold

(Have rests in between these exercises!)

Prepare child for each activity by getting them to put their violin in play position, check crocodile is in place and teacher is to help support the neck of the violin.

* Get the child to take their ‘crocodile off’ and hold up violin with chin and shoulder.
* Take crocodile off and put left hand on their right shoulder like a roman soldier.
* Shake hands with the teacher/ parents and any other children in the room
* Wave at parent, teacher and everyone in the room
* Teacher balances a sweet on the strings of the violin and counts up to 5 or 10 to see if the violin can be held up without it falling off.
* Have a conversation with the child while they are holding up their violin; get them to also chat with their parent too.

Listening game: with action 2, play a listening game – whenever a chosen twinkle pattern is played, the child has to put their hand on their right shoulder. When any other pattern is heard, they put their crocodile back in place again.

**Bow hold**C:\Users\Felicity Warren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Low\Content.IE5\3DESUCY3\MC900142115[1].WMF

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* Bow hold
* Right hand: make rabbit ears – 1st and 4th fingers up and curly
* Explain that rabbits have soft curly ears (check for a curly thumb too).
* Wiggle ears and keep them curly (1st and 4th fingers)
* Explain and demonstrate that fox ears and noses are pointy.

Transfer rabbit ears on to a carrot vertically to create a bow hold. Place the child’s fingers on the bow – open rabbit’s mouth and eat carrot. – Tell child that the rabbit will nibble the carrot. Hold the carrot vertically as it is easier to hold.

Or use a smartie tube with corn plasters stuck on for little finger and thumb positions.

Prepare the child’s bow: put pads or Velcro to indicate thumb and little finger places.

Put stickers on the bow – approx. balance point and approx. middle of bow (depends on size of bow)

Bow hold finger positions: Passengers on a train – hold bow vertically and place fingers on bow. Tell story of the train:

* + Driver = thumb, sitting up to drive i.e. curly thumb.
  + Mum + Dad = Middle fingers – sitting opposite thumb.
  + 1st finger = brother or sister or friend
  + Guard = Little finger sits up on top. **This is very important!**

Listening game with the child and parent: when Everybody Down Up is played, the child holds the bow with a “best bow hold” and when another pattern is played, it is the parents turn – the child has to check their parents bow hold.

Fun activities for the bow hold

* Walk round holding bow vertically
* Stir the pudding bowl – favourite foods go in to pudding. This can then develop into a Memory game – Everyone has to remember all the foods that go into pudding. Then they have to take them out one by one – use different children to `take out` items
* Train through the tunnel – form a tunnel with hands and get child to bow through the tunnel without touching the ‘walls’. Get parents to do this too – being the tunnel and also get the child to be the tunnel (harder for parents as they will have smaller tunnels to go through! Also can use a toilet roll and decorate it at home too!
* Actions to do: Top Hat, Parrot on shoulder, moustache, sunglasses, letterbox.
* Pass the cup – plastic cup on end of bow – pass round in a circle.

**Bow flick test:** Test if they have a strong thumb – hold bow vertically with a “brilliant

bow hold” and then say if they have a strong thumb the bow will bounce back when

it is flicked.

Song for the bow hold: (Circle bow round and round like the pudding pot)

“Around, around, around we go, up and down, up and down

Around, around, around we go, up and down and out and in.”

(You can also sing wheels on the bus for more circular actions)

The fingers on the bow go round the stick round the stick round the stick

The fingers on the bow go round the stick all day long

The thumb on the bow curls round and round round and round, round and round

The thumb on the bow goes round and round all day long

The pinky on the bow sits on the top, on the top, on the top

The pinky on the bow sits on the top all day long.

* **Beginning variation A - Violin and Bow: Rhythms on E**

Teach rhythms using clapping, copying, air bowing, soaping, listening to CD, listening to teacher, using games.

1. Put violin and bow in front of child.
2. Tell child to pick up their bow first (gives them chance to use 2 hands to get the bow ready) and is better for good, secure posture
3. Then pick up the violin with the left hand (positioned around the neck as shown in stage 2 – rest to play position) and put into rest position and then play position.
4. Teacher places bow on E string and plays Everybody Down Up a few times (helps child to hear good sound straight away). Initiate stroke from the arm and teach short bow and correct distribution (between first and second sticker)
5. Help child to be successful by moving/propelling the bow with them.
6. Then let the child have a go! – help them to play twinkle rhythms (start with Everybody Down Up)
7. Play, copy the teacher (mirrors) with the different rhythms.

* **Introduction of fingers:**

Owl eyes

Place each different finger with the thumb making a circle hand shape one by one showing child and parent. Get child and parent to copy each one. Look through the circles to make Owl eyes.

Make it into a game:

Put hands behind backs – Ask them to find Mr 1, Mr 2, Mr 3 or Mr 4 then countdown - bring out hands and copy circle hand shape and make owl eyes to each other.

Song to sing for finger numbers:

(sung to tune of allegro)

Fingers, fingers, very sleepy fingers

Fingers, fingers, wake up Mr 1

Then change the last line each time to wake up 1 and 2 or 1,2, 3 and 4

Song of the Wind – Crocodile Song

Once there was a crocodile who snapped at all he saw

Snapped at all he saw

Then one day he bit a rock and really hurt his jaw aw aw

Then one day he bit a rock and really hurt his jaw.

* Place left hand fingers.

Put stripes on neck for playing shape and do not use the bow yet.

* + Go back to crocodile hand position on body of violin – put down 1 finger, 2 fingers, 3 fingers. Thumb is at back of violin body.
  + Make a Bridge shape with fingers – tap different fingers on the violin – 1 then 1 and 2 and then 1, 2 and 3, then 1, 2, 3 and 4.
  + Balance a sweet on the finger bridge to check for upright fingers.
  + Moving the fingers up the finger board – thumb goes opposite the 1st finger.

Show children where the treasure is kept on the violin

* Teach finger spacing: 2 is very close to 3
* **I’m a little monkey**

I’m a little monkey (open string)

Climbing up a ladder, (1st finger)

Climbing to the top to, (2nd finger)

Eat a pink banana. (3rd finger)

* + Sing and do **silent** bow actions for the words above
  + Sing and do left fingers and air bow actions.
  + This rhyme fits with 4 semiquavers and 2 quavers (EDU).
* Stop, Rock.
* Play Everybody Down Up on E - Then say “Stop Rock” – rock bow on to A and play rhythm again, “stop rock” back onto E.
* Play E and A and gradually reduce the gap between each note.
* Do with eyes closed.
* When you change string, hand and elbow move together.
* Bowing arm should be relaxed, not tense.
* Seesaw Margery Daw (linked to stop, rock)
* Johnny shall have a new master, he shall earn but a penny a day because he can`t work any faster.
* Rock in time from E to A
  + When you say faster – you waggle bow as fast as you can from E to A string!

Listening game

* 1. Play E or A – pupil tries to play same note back to you.
  2. Try doing different rhythms too.
  3. Play back with your eyes closed.
* **I’m a Little Monkey on A string.**

Do ascending – A, B, C#, D.

Then descending (see words below) – D, C#, B, A.

* **I`m a Little Monkey - descending**

I`m a little monkey, (a3)

Climbing down a ladder (a2)

Eaten my banana, (a1)

Going to have a nap now! (A)

* **Rhythms and bow management**

Sing, clap, move to theme etc to make aware of long notes, eg, walk around room and hover on one leg when a long note is heard.

**All notes with same bow length** - ie, long notes have a slower bow.

(Don’t lengthen bow until ready.)

* Try Twinkle using E string and check long notes use slow bow.

* **Twinkle Bread**

**First bit of the bread – learn exercises/preparation**

***Preparatory ex -*** *EDU on E // Place down 1 // Play // Lift off 1 // Play*

Encourage quick “off”, always set fingers before playing.

*EDU on A // Stop// Rock // E // Stop // Place 1 // Play E1 // Stop // Lift finger // E*

***A E E1 E***

**Second bit of Bread – learn exercises/preparation**

***Preparatory ex*** *- A String - 1 2 3 on silently, play EDU on 3 2 1 A*

Put Bread together with gaps between each note – learn exercises/preparation

*A rock E, E1, E STOP prepare (1 2 3 down) then go on*

***A3 A2 A1 A***

Gradually you will put it all together and speed up time for preparing.

Staccato bowing allows a little time for preparing.

* **Twinkle Jam**

Teach the Jam next **E** ***A3, A2, A1 - 2 blobs of jam***

**Put Jam together with gaps between each note.**

**E** ***A3, A2, A1***

**E** ***A3, A2, A1***

Eventually put it all together.

**Twinkle Variations**

**Bread**

*A E E1 E A3 A2 A1 A*

**Jam**

E *A3 A2 A1* E *A3 A2 A1*

**Bread**

*A E E1 E A3 A2 A1 A*

* **Twinkle Posture Song**

Feet together take a bow,

Penguin toes and left foot out,

Pick your bow up off the floor,

Curly fingers curly thumb,

Give the crocodile his lunch,

1,2,3,4,5, we`re done!

* **Twinkle Variations**

**A - Everybody Down Up: EDU**

Detached quavers, stopped bow. Listening to sound from very beginning.

Practice lots on A and E. Stickers on bow to gauge how much the child should use - not very much at this stage. (Sticker 1 is at B Pt – Sticker 2 is in middle of bow approx. – depends on bow size)

**D - Fatter than a Caterpillar:**

Faster bow speed now, lots of pulling down with elbow - ‘rabbit rabbit’ rhythm to start with perhaps. Equal bows on all semi’s.

Even bows starting at the balance point - approx. half way between stickers

**C - Down Rabbit, Up Rabbit:**

‘Long Little’ bowing - not too long at this stage but it is the start of bow management and is in preparation for Go Tell Aunt Rhody.

Bow distribution - long short short, long short short - the long is between balance point and middle, short is half way approx.

**E - Marmalade Marmalade**:

Equal bows and equal sound on up bows and down bows.

**B - I Stop and you Stop:**

Short bows, definite stop in the rest.

Bow distribution - between first and second sticker. Parents can clap in gap or say “shhhh”. I stop shh and you stop shh etc. (Start of squeezy bows, in preparation for Song of the Wind)

**Twinkle Theme**

Measured bows – from sticker 1 – to sticker 2 (for crotchets)

Use same amount of bow for minim ie move bow half speed from sticker 1 – to sticker 2

**A A E E E1 E1 E slow bow A3 A3 A2 A2 A1 A1 A slow bow**

**E E A3 A3 A2 A2 A1 slow bow E E A3 A3 A2 A2 A1 slow bow**

**A A E E E1 E1 E slow bow A3 A3 A2 A2 A1 A1 A slow bow**