

Lesson Notes – Notes for [REDACTED]

8/1/13

Material:

ICRM pg. 32 # 1,2,3

Suzuki French Folk Song

Focuses: bow staying in contact with strings.

Cello position – staying close enough to neck

Left arm up

Bow hand has been hurting, check bow holding position

Next time: ICRM pg. 32 # 4,5

ICRM pg 34 (A string)

French Folk Song

8/6/13

Material: ICRM pg 32 #4,5

ICRM pg 34 #1-5

French Folk Song

Focuses: Keeping fingers down on D string when going up to A string

Next Time: ICRM pg 34 #1-5

French Folk Song

ICRM pg 7 & 9 (Rhythm – half notes)

EE pg 18-19 #54-65

Long Bow Slurs

8/13/13

Material: ICRM pg 34 #1-4

ICRM pg 7 & 9 #1-5

Focuses: Left elbow up to reach for notes

Bring Thumb more to the side of cello neck to reach better

Make sure cello is facing outward so that the left hand can reach notes okay

Next Time: ICRM pg 7 & 9

ICRM pg 34 # 5

ICRM pg 36 #1-5

French Folk Song

EE pg 18-19 #54-65

Long Bow Slurs

8/20/13

Material: ICRM pg 34 # 5

ICRM pg 36 #1-5
I ICRM pg 38 # 1-5
R ICRM pg 7 & 9
I ICRM pg 11 & 13

Focuses: Bow placement and direction
Memorizing music in order to watch bow, what bow is doing

Next time: Open String Warm ups (watching the bow)
R ICRM pg 38 # 1-5 (only playing #1 and #5 for time's sake, more time for other songs)
I ICRM pg 11 & 13 # 1-5 (Only a couple for review)
French Folk Song
I've been working on the railroad
Long Bow Slurs
Au Claire de la Lune

8/29/13

Material: Warm ups (tuning and bow direction)
R ICRM pg 38
I ICRM pg 40 #1-5
I Open String Slurs

Focuses: left arm up
Bow hand leaning into index finger
Open string slurs – stretching metaphor – arm straight out and right wrist bent to allow bow to point behind us while on the A string.
Good practicing, paying off

Next time: Warm ups (open string slurs)
R ICRM pg 40 (# 2 & #5)
I ICRM pg 42 & 44
R ICRM pg 11 & 13
I ICRM pg 15 & 17
I Au Clair De La Lune
I Old MacDonald
Ready and needing more songs to play

9/5/13

Material: Warm ups (open string slurs)
R ICRM pg 40 (#2 & 5)
I ICRM 42 & 44
R Au clair de la lune
R old macdonald

Focuses: bow placement and direction

Straight arm with bow

Next time: Warm ups (open string slurs)

- R ICRM pg 42 & 44
- I ICRM pages
- R Au clair de la lune
- R old macdonald
- I Suzuki new song
- I hug the cello
- R ICRM pg 11 & 13
- I ICRM pg 15 & 17

9/12/13

Material: warm ups – tuning watching bow placement and direction

- R Old Macdonald
- R Au clair
- I suzuki lightly row
- I (did not play) ICRM pg 42

Focuses: bow direction really made a difference on the sound grant was getting

Next time: warm ups – open string slurs, bow taps, hug the cello

- R ICRM pg 42
- R ICRM pg 11 & 13
- I ICRM pg 15 & 17
- R old macdonald
- R au clair
- I Au clair with teacher part
- R Suzuki lightly row
- I Ode to joy

9/19/13

Material: Warm ups – open string slurs (morning stretch as example of straight arm on A string)

- R Old Macdonald
- R Au Claire de la lune
- I Au Claire de la lune duet
- I Ode to Joy

Focuses: bow direction

- Bow pressure – made a difference when getting enough pressure
- Rosin on bow – could use less pressure when well rosined

Next time: warm ups – open string slurs

- I bow taps
- I hug the cello
- I D major scale

R ICRM pg 42
R ICRM pg 11 & 13
I ICRM pg 15 & 17
R old macdonald
R au Claire with duet
R ode to joy
R Suzuki lightly row

9/26/13

Material: warm ups – open string slurs – stretching out arm

I Bow taps
I Hug the cello
R ICRM pg 42
I ICRM pg 44
R old mac
R au Claire duet
I ode to joy extended

Focuses: using tricks to keep fingers down on strings when able to.

Next time: warm ups – hug the cello, bow taps, open string slurs,

Scales
R ICRM pg 44
I ICRM pg 46 & 48
R ICRM pg 11 & 13
I ICRM pg 15 & 17
R ode to joy extended
R Suzuki French folk song

Cello 1a: ages 6-9 Lesson Plans

Week 1

3. Introduce Getting the Instrument out of the Case

1. Get the bow out of the case first. It's very fragile and it will help keep it safe. Put it on the stand. (we'll learn how to rosin in following lessons)
2. Get the cello out next.
3. Keep cello on it's side when not in use. OK to put cello on it's back to remove it from case.

4. Place Tapes on the Cello

If you can multi-task, feel free to continue engaging in conversation with the student and parent. If you cannot,

(***NEED A GAME LIKE A WORD SEARCH HERE***)

1. Place a dot on side of fingerboard, 2 inches up from bottom of fingerboard. This will be for placing the right hand thumb for pizzicato.
2. Place tapes for 1st, 3rd, and 4th finger in the 1st position.
3. Place a corn cushion on the back of the neck where the left hand thumb will go.

5. Explain the purpose of each of the books they are getting

1. Practice Planner: this is for me to write down your weekly practice plan and for you to write down what you practiced. Explain that if they meet their practice goal of 5 minutes every day, they get a sticker when they come back to lessons the next week!
2. Suzuki Book and CD: we won't be using this one right away, but it's good to start listening to the CD. We'll be learning lots of songs from this book eventually. If our ears know the song, it's easier for our fingers to learn later.
3. Essential Elements Book, DVD, & CD: we'll start using this book a little bit today. This book will have many more pictures that will be helpful to look at. It comes with a DVD and CD. It would be good to watch the DVD this week.
4. I Can Read Music: we'll start to use this book when we get to page 7 in Essential Elements. This will help reinforce our note reading and rhythm.

6. Ready to Get Started?! Introduce Cello Hold (see picture on page 3 in Essential Elements)

1. Pull the end pin out enough so that the scroll is at your nose when you are standing. Be sure it's tightened so the end pin won't fall down when you play.
2. Sit on the front half of the chair with your feet flat on the floor. Adjust your cello bench if needed to make sure your feet are on the floor.
3. Place the cello directly in front of you with the end pin on the floor an arms length away.
4. Lean into the cello slightly and place the cello on your chest.
5. Check that the C peg is at or behind your ear & your knees are just below the C bout.
6. You may need to readjust your end pin a bit.
7. Point out the picture on page 3 for them to see the steps for practice at home.

7. Introduce Pizzicato Position

1. Make a backwards "C" shape with thumb and 1st finger of right hand.
2. Place thumb on the dot

3. Pluck with 1st finger. Turn hand on it's side and use the side of finger on the fleshy pad (not the nail or tip).

8. Introduce Open Strings in Pizzicato Position

1. Ask the student to think of animals that start with C, G, D, and A.
2. Show student where the C string is & ask them to pluck it and name the animal. Now the G. Now the D. Now the A.
3. Play a game: mix them up to see if they remember where they were.
4. Show the picture on page 3 of the open strings.

9. Introduce Open Strings in Pizzicato Position with Echoes

See if they can keep the beat steady without pausing between you and them.

1. OK, I'm going to play 4 C's. 1,2,3, Now your turn. (They repeat) Do this again.
2. OK, I'm going to play 4 G's. 1,2,3, Now your turn. (They repeat) Do this again.
3. OK, I'm going to play 4 D's. 1,2,3, Now your turn. (They repeat) Do this again.
4. OK, I'm going to play 4 A's. 1,2,3, Now your turn. (They repeat) Do this again.

Week 2

2. Watch/help student get instrument out of case

Encourage them when they get it out correctly. Correct/remind them on any steps if needed.

3. Review Cello Hold

Use SIFI, encouraging phrases, and specific feedback

4. Review Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

5. Review Open Strings in Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

6. Review Open Strings in Pizzicato Position with Echoes

Use SIFI, encouraging phrases, and specific feedback

See if they can keep the beat steady without pausing between you and them. Are they keeping a steady beat? This skill is VERY important right off the bat. If they are having trouble, let your manager know so we can add some other activities before starting page 4 in Essential Elements.

7. Introduce Theory on Essential Elements Page 4

Alright, we are going to learn some new things today! Let's really briefly look at the top of the page at the things in the orange box.

1. It talks about the beat of music. Can you keep a steady beat with me? (steadily pat your legs and have them join you)
2. We'll start seeing see some quarter notes. They look like this (draw on the whiteboard) Can you draw a quarter note too? (have them draw a quarter note on whiteboard)
3. We'll also be seeing some quarter rests in the music. They look like this (on the whiteboard, show them how to draw a "Z" with a "C" hooked on the bottom) Can you draw a quarter rest too? (have them draw a quarter rest on whiteboard)
4. We'll see a music staff. It looks like this (draw on the whiteboard). How many lines do you see? (they should answer 5). Now let's count the white spaces in between the lines (point to the spaces). How many spaces do you see? (they should say 4, but this one is sometimes difficult. If they are struggling, let your manager know so we can add some other activities to reinforce this skill.
5. We'll see some bar lines. Those are the up & down lines (point to a few in the music). Can you point to some other bar lines for me? (have them point to a few bar lines.
6. And lastly, we'll see some measures. These are between one bar line and the next one (point to a measure).

8. Introduce Songs 1-5 on Essential Elements Page 4

OK, are you ready to play?! Let's look at #1.

1. Use the 3D's to Discuss, Demonstrate, and Do each song. Example:
2. DISCUSS: What note does that say? (That's a D) Can you show me where D is? Great! Now I'm going to play number 1 for you. DEMONSTRATE
3. OK are you ready to play with me? OK, let's get our pizzicato position ready... 1,2,ready go! DO

Note: Teach them to count 4 quarter notes as "1,1,1,1" (not 1,2,3,4) A quarter rest is "rest". This is the method that we use for all beginning programs. This focuses on the most important concept of rhythm at this stage - feeling the length of a quarter note or quarter rest.

Week 3

2. Watch/help student get instrument out of case

Encourage them when they get it out correctly. Correct/remind them on any steps if needed.

3. Review Cello Hold

Use SIFI, encouraging phrases, and specific feedback

4. Review Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

5. Review Open Strings in Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

6. Review Open Strings in Pizzicato Position with Echoes

Use SIFI, encouraging phrases, and specific feedback

See if they can keep the beat steady without pausing between you and them. Are they keeping a steady beat? This skill is VERY important right off the bat. If they are having trouble, let your manager know so we can add some other activities.

7. Review Songs 1-5 on Essential Elements Page 4

Use SIFI, encouraging phrases, and specific feedback

Are they playing the correct notes and keeping a steady beat on each? If so, they've "passed" the song. Put a sticker next to each song they pass.

If they aren't, use SIFI to SCAN for and IDENTIFY the spots that are tricky, FOCUS on those spots by repeating them 3-5 times, then INTEGRATING by playing the entire song again.

8. Introduce Theory on Essential Elements Page 5

Alright, we are going to learn some new things today! Let's really briefly look at the top of the page at the things in the orange box.

1. We'll start seeing our bass clef. It looks like this (draw on the whiteboard) Can you draw one too? (have them draw on whiteboard)
2. We'll learn all sorts of new notes in this book. We'll learn more about these later.
3. We'll see a time signature. It looks like this (draw on the whiteboard) Can you draw one too? (have them draw on whiteboard). The top number means 4 beats per measure. (Point to a measure. Count out loud 1,2,3,4 as you point to the beats in the measure) We can only have 4 beats in every measure. It all has to work out that way. We can't have 5 or 3. It just has to be 4. Don't worry too much about the bottom number for now. If you can remember that the bottom number actually stands for "quarter note" you're a super star!
4. We'll see a double bar line in the music. It means stop playing. Can you point to a double bar line?
5. We'll also see some repeat signs. What do you think these mean? (Go back to the beginning and repeat the music again). Can you point to a repeat? How about another?
6. We're not going to use the counting they show here. We're just going to count like this: 1,2,3,4. 1,2,3,4.

9. Introduce Songs 6-9 on Essential Elements Page 5

Use the 3D's to Discuss, Demonstrate, and Do each song.

Week 4

2. Watch/help student get instrument out of case

Encourage them when they get it out correctly. Correct/remind them on any steps if needed.

3. Review Cello Hold

Use SIFI, encouraging phrases, and specific feedback

4. Review Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

5. Review Open Strings in Pizzicato Position with Echoes

Use SIFI, encouraging phrases, and specific feedback

See if they can keep the beat steady without pausing between you and them. Are they keeping a steady beat? This skill is VERY important right off the bat. If they are having trouble, let your manager know so we can add some other activities.

6. Review Songs 6-9 on Essential Elements Page 5

Use SIFI, encouraging phrases, and specific feedback

Are they playing the correct notes and keeping a steady beat on each? If so, they've "passed" the song. Put a sticker next to each song they pass.

If they aren't, use SIFI to IDENTIFY the spots that are tricky, FOCUS on those spots by repeating them 3-5 times, then INTEGRATING by playing the entire song again.

7. Introduce the DAD song

see attached

Use the 3D's to Discuss, Demonstrate, and Do each song.

8. Introduce the D-n-A exercises

see attached

Use the 3D's to Discuss, Demonstrate, and Do each song.

Week 5

2. Watch/help student get instrument out of case

Encourage them when they get it out correctly. Correct/remind them on any steps if needed.

3. Review Cello Hold

Use SIFI, encouraging phrases, and specific feedback

4. Review Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

5. Review Songs DAD song & D-n-A exercises

Use SIFI, encouraging phrases, and specific feedback

Are they playing the correct notes and keeping a steady beat on each? If so, they've "passed" the song. Put a sticker next to each song they pass.

If they aren't, use SIFI to IDENTIFY the spots that are tricky, FOCUS on those spots by repeating them 3-5 times, then INTEGRATING by playing the entire song again.

6. Introduce Shaping the Left Hand

Use the 3D's for each:

1. DISCUSS: Pretend you are holding a pop/soda can. Your fingers should always be really curved. DEMONSTRATE it. Have them show you (DO).
2. (Continue doing the 3D's in this fashion for each of these steps)
3. Keep your pop/soda can shape
4. Place your thumb in the cushion
5. Now, place your first finger down on the first tape
6. 2nd goes in between the 1st and next tape
7. 3rd goes on the next tape
8. Pinky goes on the next tape
9. Fingers on tips, every joint in fingers is bent
10. It's ok for first finger to lay on it's side a bit. We want to align our hand more on the pinky side. (if they are having trouble, try placing pinky first, then all the other fingers in backwards order).

7. Introduce "E" Sound

Use the 3D's: DISCUSS: OK, let's see if we can get a sound out of pressing that 1st finger. This is your new note "E". What you are listening for is a ring on the end of the note like this: DEMONSTRATE. Have them DO it. (lots of encouraging phrases!!)

8. Introduce Songs 1-5 (Pitch) in I Can Read Music page 6 & 8

Use the 3D's to Discuss, Demonstrate, and Do each song.

Week 6

2. Watch/help student get instrument out of case

Encourage them when they get it out correctly. Correct/remind them on any steps if needed.

3. Review Cello Hold

Use SIFI, encouraging phrases, and specific feedback

4. Review Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

5. Review Shaping the Left Hand

Use SIFI, encouraging phrases, and specific feedback

6. Review "E" Sound

Use SIFI, encouraging phrases, and specific feedback
See if they are able to get a ring on the end of each note

7. Review Songs 1-5 (Pitch) in I Can Read Music page 6 & 8

Use SIFI, encouraging phrases, and specific feedback

Were they able to play all correct notes, correct rhythm, and a nice steady beat? If not, reassign the ones they still need to meet standard on.

They get a sticker for each line they complete.

8. Introduce F# Sound

Use the 3D's: DISCUSS: OK, let's see if we can get a sound out of pressing 3 fingers down. This is your new note "F#". The other fingers help, but pressing down the 3rd finger is really where the note "F#" comes from. What you are listening for is a ring on the end of each note like this: DEMONSTRATE. Have them DO it. (lots of encouraging phrases!!)

9. Introduce Songs 1-5 (Pitch) in I Can Read Music page 10 & 12

Use the 3D's to Discuss, Demonstrate, and Do each song.

Week 7

2. Watch/help student get instrument out of case

Encourage them when they get it out correctly. Correct/remind them on any steps if needed.

3. Review Cello Hold

Use SIFI, encouraging phrases, and specific feedback

4. Review Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

5. Review Shaping the Left Hand

Use SIFI, encouraging phrases, and specific feedback

6. Review "E" Sound

Use SIFI, encouraging phrases, and specific feedback

See if they are able to get a ring on the end of each note

7. Review "F#" Sound

Use SIFI, encouraging phrases, and specific feedback

See if they are able to get a ring on the end of each note

8. Review Songs 1-5 (Pitch) in I Can Read Music page 10 & 12

Use SIFI, encouraging phrases, and specific feedback

Were they able to play all correct notes, correct rhythm, and a nice steady beat? If not, reassign the ones they still need to meet standard on.

They get a sticker for each line they complete.

9. Introduce Hot Cross Buns

Use the 3D's to Discuss, Demonstrate, and Do.

10. Introduce Mary Had a Little Lamb

Use the 3D's to Discuss, Demonstrate, and Do.

11. Introduce Songs 1-5 (Pitch) in I Can Read Music page 14

Use the 3D's to Discuss, Demonstrate, and Do.

Week 8

2. Watch/help student get instrument out of case

Encourage them when they get it out correctly. Correct/remind them on any steps if needed.

3. Review Cello Hold

Use SIFI, encouraging phrases, and specific feedback

4. Review Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

5. Review Shaping the Left Hand

Use SIFI, encouraging phrases, and specific feedback

6. Review Hot Cross Buns

Use SIFI, encouraging phrases, and specific feedback

7. Review Mary Had a Little Lamb

Use SIFI, encouraging phrases, and specific feedback

8. Review Songs 1-5 (Pitch) in I Can Read Music page 14

Use SIFI, encouraging phrases, and specific feedback

Were they able to play all correct notes, correct rhythm, and a nice steady beat? If not, reassign the ones they still need to meet standard on.

They get a sticker for each line they complete.

9. Introduce G Sound

Use the 3D's: DISCUSS: OK, let's see if we can get a sound out of pressing all 4 fingers down. This is your new note "G". The other fingers help, but pressing down the pinky is really where the note "G" comes from. What you are listening for is a ring on the end of each note like this: DEMONSTRATE. Have them DO it. (lots of encouraging phrases!!)

10. Introduce Songs 1-5 (Pitch) in I Can Read Music page 16

Use the 3D's to Discuss, Demonstrate, and Do.

Week 9

2. Watch/help student get instrument out of case

Encourage them when they get it out correctly. Correct/remind them on any steps if needed.

3. Review Cello Hold

Use SIFI, encouraging phrases, and specific feedback

4. Review Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

5. Review Shaping the Left Hand

Use SIFI, encouraging phrases, and specific feedback

6. Review Hot Cross Buns

Use SIFI, encouraging phrases, and specific feedback

7. Review Mary Had a Little Lamb

Use SIFI, encouraging phrases, and specific feedback

8. Review Songs 1-5 (Pitch) in I Can Read Music page 16

Use SIFI, encouraging phrases, and specific feedback

9. Introduce Bile Em Cabbage Down Part A & Part B

see attached.

Use the 3D's to Discuss, Demonstrate, and Do.

Explain that we'll learn both parts and have fun playing it as a duet and switching parts!

10. Introduce Songs 1-5 (Pitch) in I Can Read Music page 18 & 20

Use the 3D's to Discuss, Demonstrate, and Do.

11. Introduce Shaping the Right Hand (on a Pencil)

The third picture down on page 7 in Essential Elements has a good picture of the bow hand. The top two show the thumb resting in between the first and second joint (we'll place it on the first joint instead).

Alright! Today is a special day! We're going to start learning how to make your bow hand!

1. Get a pencil and put it in your left hand for now.
2. With your right hand, make a circle by placing the tip of your thumb behind the FIRST joint of your second finger (see picture on page 7)
3. Place the pencil between your thumb and that second finger. Keep your thumb bent. ("thumb bump" is another fun, kid friendly phrase for keeping the thumb bent)

4. Place your fingers over the pencil. The first three fingers should be touching at the first joint. Pinky lays over, but probably not quite to the first joint.
5. Keep the thumb bent!
6. Keep your elbow up. This will help keep your fingers leaning in toward the first finger (and not collapsing toward the pinky).
7. Practice this 10 times a day: Make your bow hand, shake it off (this is 1). Make your bow hand, shake it off (this is 2), etc etc. Just like you would train a puppy to do tricks, your fingers and hand can be trained to how the bow too!

Week 10

2. Watch/help student get instrument out of case

Encourage them when they get it out correctly. Correct/remind them on any steps if needed.

3. Review Cello Hold

Use SIFI, encouraging phrases, and specific feedback

4. Review Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

5. Review Shaping the Left Hand

Use SIFI, encouraging phrases, and specific feedback

6. Review Hot Cross Buns

Use SIFI, encouraging phrases, and specific feedback

7. Review Mary Had a Little Lamb

Use SIFI, encouraging phrases, and specific feedback

8. Review Songs 1-5 (Pitch) in I Can Read Music page 18 & 20

Use SIFI, encouraging phrases, and specific feedback

9. Review Bile Em Cabbage Down Part A & Part B

Use SIFI, encouraging phrases, and specific feedback

have fun playing it as a duet and switching parts!

10. Review Shaping the Right Hand (on a Pencil)

Use SIFI, encouraging phrases, and specific feedback

11. Introduce Pencil Hold Games

With a good pencil bow hold, do these:

- "Wave Goodbye": Wave goodbye while keeping your wrist flexible and relaxed.
- "Finger Tap Dancing": Tap your first finger. Tap your pinky. Try the ring and middle fingers too.
- "Windshield Wipers": Turn your hand over so you can see your thumb. Now turn it so you can see your knuckles. Go back and forth like so.

12. Introduce Good King Wenceslas (page 9 in Essential Elements)

Use the 3D's to Discuss, Demonstrate, and Do.

13. Introduce Lightly Row (page 9 in Essential Elements)

Use the 3D's to Discuss, Demonstrate, and Do.

14. Introduce Songs 1-5 (Pitch) in I Can Read Music page 22 & 24

Use the 3D's to Discuss, Demonstrate, and Do.

Week 11

2. Watch/help student get instrument out of case

Encourage them when they get it out correctly. Correct/remind them on any steps if needed.

3. Review Cello Hold

Use SIFI, encouraging phrases, and specific feedback

4. Review Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

5. Review Shaping the Left Hand

Use SIFI, encouraging phrases, and specific feedback

6. Review Bile Em Cabbage Down Part A & Part B

Use SIFI, encouraging phrases, and specific feedback

have fun playing it as a duet and switching parts!

7. Review Shaping the Right Hand (on a Pencil)

Use SIFI, encouraging phrases, and specific feedback

8. Review Pencil Hold Games

Use SIFI, encouraging phrases, and specific feedback

9. Review Good King Wenceslas (page 9 in Essential Elements)

Use SIFI, encouraging phrases, and specific feedback

10. Review Lightly Row (page 9 in Essential Elements)

Use SIFI, encouraging phrases, and specific feedback

11. Review Songs 1-5 (Pitch) in I Can Read Music page 22 & 24

Use SIFI, encouraging phrases, and specific feedback

12. Introduce Songs 1-5 (Pitch) in I Can Read Music page 26 & 28

Use the 3D's to Discuss, Demonstrate, and Do.

13. Introduce Shaping the Right Hand (on the Bow)

The picture on page 12 in Essential Elements has a good picture of the bow hand.

Alright! Today is an extra special day! We're going to start learning how to hold the bow!

1. Get the bow and put it in your left hand for now. Hold it at the balance point (and avoid touching the bow hairs)
2. With your right hand, make your circle by placing the tip of your thumb behind the FIRST joint of your second finger
3. While continuing to hold the bow with your left hand, place the bow between your right hand thumb and that first joint of the second finger.
4. Place the thumb at "the top of the U shape - half on the black part and half on the brown part". The U shape looks like a perfect place for the thumb, but that's not it.
5. Place your fingers over the bow. The first three fingers should be touching at the first joint. Pinky lays over, but probably not quite to the first joint.
6. Take away your left hand. See if you can hold it without your left hand helping.
7. Keep the thumb bent! ("thumb bump" is another fun, kid friendly phrase for keeping the thumb bent)
8. Keep your elbow up. This will help keep your fingers leaning in toward the first finger (and not collapsing toward the pinky).
9. Practice this 10 times a day: Make your bow hand, shake it off (this is 1). Make your bow hand, shake it off (this is 2), etc etc. Just like you would train a puppy to do tricks, your fingers and hand can be trained to how the bow too!

Emphasize that the goal for this week is to have the thumb and fingers in the right place. If they can remember to keep their thumb bent and hold it without the help of their left hand that's a bonus.

14. Introduce Bow Hold Games

With a good bow hold, do these:

- "Elevator Up and Down": With your bow horizontal out in front of you, move your bow up and down.
- "Skating Side to Side": With your bow horizontal out in front of you, move your bow side to side.

- "Windshield Wipers": (Carefully :) With your bow horizontal out in front of you, Turn your hand over so you can see your thumb. Now turn it so you can see your knuckles. Go back and forth like so.

Let them know that next week, if they do a really great job with their bow hand and bow hand games, then they'll get to start learning how to play the bow on the strings!

Week 12

2. Watch/help student get instrument out of case

Encourage them when they get it out correctly. Correct/remind them on any steps if needed.

3. Review Cello Hold

Use SIFI, encouraging phrases, and specific feedback

4. Review Pizzicato Position

Use SIFI, encouraging phrases, and specific feedback

5. Review Shaping the Left Hand

Use SIFI, encouraging phrases, and specific feedback

6. Review Songs 1-5 (Pitch) in I Can Read Music page 26 & 28

Use SIFI, encouraging phrases, and specific feedback

7. Introduce Songs 1-5 (Pitch) in I Can Read Music page 30 & 32

Use the 3D's to Discuss, Demonstrate, and Do.

8. Review Shaping the Right Hand (on the Bow)

Use SIFI, encouraging phrases, and specific feedback

9. Review Bow Hold Games

Use SIFI, encouraging phrases, and specific feedback

10. Place a Tape in the Middle of the Bow

Cut a 1/2 inch piece of white tape and wrap it around the middle of their bow.

11. Introduce Putting the Bow on the String

1. DISCUSS: Alright! we're going to start learning how to put the bow on the strings to play! Let's make your nice bow hand like this (DEMO & DO Together)
2. DISCUSS: Great, now let's place the bow on the string. The "Sweet Spot" is right in the middle of the string between the bridge and the end of the black fingerboard. DEMO Can you place yours there?

3. DISUCSS: Awesome! Now we're going to place your left hand on the upper left bout of the cello like this DEMO & DO (this gives their left hand a specific place to be while working on bowing).
4. DISCUSS: Way to go! Now we're going to start at the silver part of the bow on the frog and go to your white tape. Like this DEMO. Can you try that? DO
5. DISCUSS: Nice! Now, can you go back to the silver part like this? DEMO and they DO.
6. LOTS of encouraging phrases here. Repeat this one more time.

12. Introduce More Bow Hold Games

With a good bow hold, do these:

- "Leap Frog": With your bow horizontal out in front of you, place the bow on the D string at the frog and lift to the tip. Back to the frog. Go back and forth like so. Try it on the A, G, and C string too.
- "Bow Taps": With your bow horizontal out in front of you, place the bow on the A string at the tip. Tap the bow on the A string. Then the D. Then the G. Then the C.
- "Stop Sign": With your bow horizontal out in front of you, place the bow on the D string at the frog. Go to the middle and stop. Go from the middle to tip and stop. Go back to the middle and stop. Go back to the frog and stop. At each stop, check for good bow hand and fix if needed.

13. Introduce Open Strings with Short Bow Echoes

Slow pace, less than quarter note = 40...don't go too fast so they can be successful at this on the first try.

The goal is going from the silver part of the frog to the white tape with their bow hand on the bow. That's it. We're not going for a great sound this week. If their bow hand slips, give them lots of encouragement and say "that's ok - when that happens, we just adjust it and keep going". Relate it to when you're walking and your shoe falls off. We just put it back on and keep going.

1. OK, I'm going to play 4 A's back & forth from the silver to the white tape. 1,2,3, Now your turn. (They repeat) Do this again.
2. OK, I'm going to play 4 D's back & forth from the silver to the white tape. 1,2,3, Now your turn. (They repeat) Do this again.
3. OK, I'm going to play 4 G's back & forth from the silver to the white tape. 1,2,3, Now your turn. (They repeat) Do this again.
4. OK, I'm going to play 4 C's back & forth from the silver to the white tape. 1,2,3, Now your turn. (They repeat) Do this again.
5. LOTS of encouraging phrases here. Repeat this one more time.

14. Introduce Open Strings with Long Bow Echoes

Same thing as above, only this time direct them to go back & forth from the silver to the tip. (Place a tape a couple inches away from the tip if they need a visual target.)

Cello 1b: ages 6-9 Lesson Plans

Week 1

2. Double Check Cello Hold, Pizzicato Position, Left Hand Position

Use SIFI, encouraging phrases, and specific feedback

3. Review Songs 1-5 (Pitch) in I Can Read Music page 30 & 32

Use SIFI, encouraging phrases, and specific feedback

Pizzicato only

4. Introduce Songs 1-5 (Pitch) in I Can Read Music page 34 & 36

Use the 3D's to Discuss, Demonstrate, and Do.

Pizzicato only

5. Introduce Twinkle, Twinkle Little Star with Pizzicato (Suzuki Book 1)

Use the 3D's to Discuss, Demonstrate, and Do.

Echo every measure to introduce this song.

6. Review Shaping the Right Hand (on the Bow)

Use SIFI, encouraging phrases, and specific feedback

7. Review Bow Hold Games

Use SIFI, encouraging phrases, and specific feedback

8. Review Putting the Bow on the String

Use SIFI, encouraging phrases, and specific feedback

9. Review Open Strings with Short Bow Echoes

Use SIFI, encouraging phrases, and specific feedback

10. Review Open Strings with Long Bow Echoes

Use SIFI, encouraging phrases, and specific feedback

- Next week, we'll start doing these without echoes. We'll just play C, G, D, and A together with a long down bow and up bow.

11. Introduce Songs 1-9 on Essential Elements Page 4 & 5 with Bow

This week, we're going to play our songs on page 4 & 5 with the bow!

Use the 3D's to Discuss, Demonstrate, and Do.

Do not re-take/lift the bow on the rests. Just have the student stop the bow on the rests and continue with whatever the next bow would be.

Week 2

2. Double Check Cello Hold, Pizzicato Position, Left Hand Position

Use SIFI, encouraging phrases, and specific feedback

3. Review Songs 1-5 (Pitch) in I Can Read Music page 34 & 36

Use SIFI, encouraging phrases, and specific feedback

Pizzicato only

4. Introduce Songs 1-5 (Pitch) in I Can Read Music page 38 & 40

Use the 3D's to Discuss, Demonstrate, and Do.

Pizzicato only

5. Review Twinkle, Twinkle Little Star with Pizzicato (Suzuki Book 1)

Use SIFI, encouraging phrases, and specific feedback

6. Review Shaping the Right Hand (on the Bow)

Use SIFI, encouraging phrases, and specific feedback

7. Review Bow Hold Games

Use SIFI, encouraging phrases, and specific feedback

8. Review Open Strings with Long Bows

Use SIFI, encouraging phrases, and specific feedback

- Play C, G, D, and A together with a long down bow and up bow.
- Goal is a nice, steady tone

9. Review Songs 1-9 on Essential Elements Page 4 & 5 with Bow

This week, we're going to play our songs on page 4 & 5 with the bow!

Use the 3D's to Discuss, Demonstrate, and Do.

10. Introduce G, F#, and E with the Bow

Use the 3D's:

- DISCUSS: OK, let's see if we can get a sound out of pressing G down and bowing it. What you are listening for is a sound like this: DEMONSTRATE. Have them DO it. (lots of encouraging phrases!! Remind them the other fingers help, but pressing down the pinky is really where the note "G" comes from)
- DISCUSS: OK, let's see if we can get a sound out of pressing F# down and bowing it. What you are listening for is a sound like this: DEMONSTRATE. Have them DO it. (lots of encouraging phrases!! Remind them the other fingers help, but pressing down the third finger is really where the note "F#" comes from)
- DISCUSS: OK, let's see if we can get a sound out of pressing E down and bowing it. What you are listening for is a sound like this: DEMONSTRATE. Have them DO it. (lots of encouraging phrases!!)

Other Notes:

- The biggest obstacle in this is getting the fingers pressed down enough. If they aren't pressing hard enough, try having them do a "hammer on" to feel how hard to press the string. A hammer on is when you hammer the finger down on the string to produce a tone without plucking or bowing.
- Their finger(s) will vibrate under the string when they bow if they are not pressing down hard enough. This is something they should try to eliminate when practicing this week.
- Lots of encouragement. This should get better and easier if they practice it this week at home a little bit every day.

11. Introduce Songs 10-16 on Essential Elements Page 6 & 7 with Bow

This week, we're going to play our songs on page 4 & 5 with the bow!

Use the 3D's to Discuss, Demonstrate, and Do.

Do not re-take/lift the bow on the rests. Just have the student stop the bow on the rests and continue with whatever the next bow would be.

Week 3

2. Double Check Cello Hold, Pizzicato Position, Left Hand Position

Use SIFI, encouraging phrases, and specific feedback

3. Review Songs 1-5 (Pitch) in I Can Read Music page 38 & 40

Use SIFI, encouraging phrases, and specific feedback

Pizzicato only

4. Introduce Songs 1-5 (Pitch) in I Can Read Music page 42 & 44

Use the 3D's to Discuss, Demonstrate, and Do.

Pizzicato only

5. Review Twinkle, Twinkle Little Star with Pizzicato (Suzuki Book 1)

Use SIFI, encouraging phrases, and specific feedback

6. Review Shaping the Right Hand (on the Bow)

Use SIFI, encouraging phrases, and specific feedback

7. Review Bow Hold Games

Use SIFI, encouraging phrases, and specific feedback

8. Review Open Strings with Long Bows

Use SIFI, encouraging phrases, and specific feedback

- Play C, G, D, and A with a long down bow and up bow.
- Goal is a nice, steady tone

9. Introduce Long Bow Slurs

- DISCUSS: OK, now we're going to learn something REALLY fun today. Long bow slurs! We're going to place the bow at the silver on the C string. Then we're going to go across all the strings like this (DEMO a slur from C to A using the entire bow on a down bow). Can you try that? DO Repeat 5 times
- DISCUSS: Great! Now, I'm going to place my bow on the A string at the tip and go the opposite direction like this (DEMO a slur from A to C using the entire bow on an up bow). Can you try that? DO Repeat 5 times
- DISCUSS: Way to go! Now, I'm going to place my bow back on the C string at the silver and do both like this (DEMO a slur from C to A using the entire bow on a down bow, then immediately back from A to C using the entire bow on an up bow). Can you try that? DO Repeat 5 times

10. Review G, F#, and E with the Bow

Use SIFI, encouraging phrases, and specific feedback

11. Review Songs 10-16 on Essential Elements Page 6 & 7 with Bow

Use SIFI, encouraging phrases, and specific feedback

12. Introduce Twinkle, Twinkle Little Star with Bow (Suzuki Book 1)

Use the 3D's to Discuss, Demonstrate, and Do.

Echo every measure to introduce this song with the bow

13. Introduce 54-65 on Essential Elements Page 18 & 19 with Bow

Use the 3D's to Discuss, Demonstrate, and Do.

Week 4

2. Double Check Cello Hold, Pizzicato Position, Left Hand Position

Use SIFI, encouraging phrases, and specific feedback

3. Review Songs 1-5 (Pitch) in I Can Read Music page 42 & 44

Use SIFI, encouraging phrases, and specific feedback

Pizzicato only

4. Introduce Songs 1-5 (Pitch) in I Can Read Music page 46

Use the 3D's to Discuss, Demonstrate, and Do.

Pizzicato only

5. Review Shaping the Right Hand (on the Bow)

Use SIFI, encouraging phrases, and specific feedback

6. Review Bow Hold Games

Use SIFI, encouraging phrases, and specific feedback

7. Review Long Bow Slurs

Use SIFI, encouraging phrases, and specific feedback

8. Review Open Strings with Long Bows

Use SIFI, encouraging phrases, and specific feedback

- Play C, G, D, and A with a long down bow and up bow.
- Goal is a nice, steady tone

9. Review Twinkle, Twinkle Little Star with Bow (Suzuki Book 1)

Use SIFI, encouraging phrases, and specific feedback

Use pizzicato when needed

10. Review 54-65 on Essential Elements Page 18 & 19 with Bow

Use SIFI, encouraging phrases, and specific feedback

11. Introduce The Half Note & 1-5 (Rhythm) in I Can Read Music page 7 & 9

Use the 3D's to Discuss, Demonstrate, and Do.

- Teach them to count a half note EXACTLY like these directions: 2 half notes are 1-2,1-2" (not 1-2, 3-4). 2 quarter notes and 1 half note are 1, 1, 1-2. This is the method that we use for all beginning programs. This focuses on the most important concept of rhythm at this stage - feeling the length of a quarter note and a half note.

- With bow primarily, using pizzicato when needed

Week 5

2. Double Check Cello Hold, Pizzicato Position, Left Hand Position

Use SIFI, encouraging phrases, and specific feedback

3. Review Songs Songs 1-5 (Pitch) in I Can Read Music page 46

Use SIFI, encouraging phrases, and specific feedback

Pizzicato only

4. Review Shaping the Right Hand (on the Bow)

Use SIFI, encouraging phrases, and specific feedback

5. Review Long Bow Slurs

Use SIFI, encouraging phrases, and specific feedback

6. Review Open Strings with Long Bows

Use SIFI, encouraging phrases, and specific feedback

- Play C, G, D, and A with a long down bow and up bow.
- Goal is a nice, steady tone

7. Introduce Hug the Cello

Use the 3D's to Discuss, Demonstrate, and Do.

- With good cello position, extend your arms all the way out to your sides. With your arms extended, reach your hand around the cello and touch the bridge (giving your cello a big ol' hug :)

8. Review Twinkle, Twinkle Little Star with Bow (Suzuki Book 1)

Use SIFI, encouraging phrases, and specific feedback

Use pizzicato when needed

9. Review The Half Note & 1-5 (Rhythm) in I Can Read Music page 7 & 9

Use SIFI, encouraging phrases, and specific feedback

With bow, use pizzicato when needed

10. Introduce 1-5 (Rhythm) in I Can Read Music page 11 & 13

Use the 3D's to Discuss, Demonstrate, and Do.

11. Introduce Au Claire de la Lune

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

Week 6

2. Double Check Cello Hold, Pizzicato Position, Left Hand Position

Use SIFI, encouraging phrases, and specific feedback

3. Review Shaping the Right Hand (on the Bow)

Use SIFI, encouraging phrases, and specific feedback

4. Review Hug the Cello

Use SIFI, encouraging phrases, and specific feedback

5. Review Long Bow Slurs

Use SIFI, encouraging phrases, and specific feedback

6. Review Open Strings with Long Bows

Use SIFI, encouraging phrases, and specific feedback

7. Review Twinkle, Twinkle Little Star with Bow (Suzuki Book 1)

Use SIFI, encouraging phrases, and specific feedback

Use pizzicato when needed

9. Review 1-5 (Rhythm) in I Can Read Music page 11 & 13

Use SIFI, encouraging phrases, and specific feedback

With bow, use pizzicato when needed

10. Review Au Claire de la Lune

Use SIFI, encouraging phrases, and specific feedback

11. Introduce Au Claire de la Lune with Teacher Duet Part B

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

12. Introduce Old MacDonald

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

Week 7

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows

3. Review Twinkle, Twinkle Little Star with Bow (Suzuki Book 1)

Use SIFI, encouraging phrases, and specific feedback

Use pizzicato when needed

4. Review Au Claire de la Lune with Teacher Duet Part B

Use SIFI, encouraging phrases, and specific feedback

5. Review Old MacDonald

Use SIFI, encouraging phrases, and specific feedback

6. Introduce 1-5 (Rhythm) in I Can Read Music page 15 & 17

Use the 3D's to Discuss, Demonstrate, and Do.

With bow, use pizzicato when needed

7. Introduce Ode to Joy

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

8. Introduce Lightly Row

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

Week 8

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog

- Long Bow Slurs
- Open Strings with Long Bows

3. Review Twinkle, Twinkle Little Star with Bow (Suzuki Book 1)

Use SIFI, encouraging phrases, and specific feedback

Use pizzicato when needed

4. Review Au Claire de la Lune with Teacher Duet Part B

Use SIFI, encouraging phrases, and specific feedback

5. Review Old MacDonald

Use SIFI, encouraging phrases, and specific feedback

6. Review 1-5 (Rhythm) in I Can Read Music page 15 & 17

Use SIFI, encouraging phrases, and specific feedback

With bow, use pizzicato when needed

7. Review Ode to Joy

Use SIFI, encouraging phrases, and specific feedback

8. Review Lightly Row

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

9. Introduce 1-5 (Rhythm) in I Can Read Music page 19 & 21

Use the 3D's to Discuss, Demonstrate, and Do.

10. Introduce French Folk Song

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

Week 9

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs

- Open Strings with Long Bows

3. Review Ode to Joy

Use SIFI, encouraging phrases, and specific feedback

4. Review Lightly Row

Use SIFI, encouraging phrases, and specific feedback

5. Review 1-5 (Rhythm) in I Can Read Music page 19 & 21

Use SIFI, encouraging phrases, and specific feedback

6. Review French Folk Song

Use SIFI, encouraging phrases, and specific feedback

7. Introduce Eighth Notes 1-5 (Rhythm) in I Can Read Music page 23 & 25

Use the 3D's to Discuss, Demonstrate, and Do.

- Draw 2 eighth notes on the white board
- We count eighth notes like this "1&,2&"
- Do some clapping (or drumming) of steady quarter notes "1,2" then eighth notes "1&2&" at the same speed so they can get a chance to feel how they are twice as fast as a quarter note.
- We are fitting TWO notes into one beat now.

8. Introduce Eighth Notes in D Major

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

- Be sure to explain that 4 eighth notes can look like ICRM page 23 & 25 or, they can be all barred together like these. They are played the exact same way, there is no difference.

Week 10

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs

- Open Strings with Long Bows

3. Introduce New Warmup: Water Slide Jumps

Use the 3D's to Discuss, Demonstrate, and Do.

1. Place a fist on the cello (touching the fingers to the strings between the first and second joint) at the very top of the fingerboard.
2. Keeping your arm and hand perpendicular to the strings and your hand in a fist, glide your fist down to the very end of the fingerboard and "jump" the fist off the fingerboard. Make a graceful circle shape back to the top of the finger board.
3. Do 5 times.

4. Review French Folk Song

Use SIFI, encouraging phrases, and specific feedback

5. Review Eighth Notes 1-5 (Rhythm) in I Can Read Music page 23 & 25

Use SIFI, encouraging phrases, and specific feedback

6. Review Eighth Notes in D Major

Use SIFI, encouraging phrases, and specific feedback

7. Introduce 1-5 (Rhythm) in I Can Read Music page 27 & 29

Use the 3D's to Discuss, Demonstrate, and Do.

8. Introduce Ode to Joy (extended version)

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

9. Introduce Grandparent's Day

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

Week 11

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps

- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps

3. Introduce New Warmup: Door Knocks

Use the 3D's to Discuss, Demonstrate, and Do.

1. Like Ski Jumps, place a fist on the cello (touching the fingers to the strings between the first and second joint) at the very top of the fingerboard.
2. Keeping your arm and hand perpendicular to the strings and your hand in a fist, gently knock the fingerboard down to the very end and back up to the top again.
3. Do 1 time when doing the warm-up routine. Repeat a couple times now so the student has a good change to Do it in the lesson.

4. Review French Folk Song

Use SIFI, encouraging phrases, and specific feedback

5. Review 1-5 (Rhythm) in I Can Read Music page 27 & 29

Use SIFI, encouraging phrases, and specific feedback

6. Review Ode to Joy (extended version)

Use SIFI, encouraging phrases, and specific feedback

7. Review Grandparent's Day

Use SIFI, encouraging phrases, and specific feedback

8. Introduce Frere Jacques

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

- do not do the round this week, that is for next week.

Week 12

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello

- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks

3. Introduce New Warmup: Police Sirens

Use the 3D's to Discuss, Demonstrate, and Do.

1. Like Ski Jumps & Door Knocks, place a fist on the cello (touching the fingers to the strings between the first and second joint) at the very top of the fingerboard.
2. Keeping your arm and hand perpendicular to the strings and your hand in a fist, gently press & glide the fist down the fingerboard and back up to the top again while playing with the bow. Play one string at a time starting on A. Then do a siren on D, then G, then C.
3. Do 1 time on each string when doing the warm-up routine. Repeat a couple times now on each string so the student has a good change to Do it in the lesson.

4. Review Ode to Joy (extended version)

Use SIFI, encouraging phrases, and specific feedback

5. Review Grandparent's Day

Use SIFI, encouraging phrases, and specific feedback

6. Review Frere Jacques

Use SIFI, encouraging phrases, and specific feedback

7. Introduce Frere Jacques in a round

Use the 3D's to Discuss, Demonstrate, and Do.

8. Introduce Cripple Creek

see attached

Use the 3D's to Discuss, Demonstrate, and Do.

Cello 1c: ages 6-9 Lesson Plans

Week 1

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens

3. Review Frere Jacques & Frere Jacques in a round

Use SIFI, encouraging phrases, and specific feedback

4. Review Cripple Creek

Use SIFI, encouraging phrases, and specific feedback

5. Introduce 1-5 (Rhythm) in I Can Read Music page 31 & 33

Use the 3D's to Discuss, Demonstrate, and Do.

Count the whole note "Hold that whole note"

6. Introduce Essential Elements page 26

Use the 3D's to Discuss, Demonstrate, and Do.

New notes on the G string!

7. Introduce 1-5 (Pitch) in I Can Read Music page 48 & 50

Use the 3D's to Discuss, Demonstrate, and Do.

More practice with new notes on the G string

8. Introduce G major scale (Essential Elements page 27 #98)

Use the 3D's to Discuss, Demonstrate, and Do.

What other scale do you know? (D major)

Goal is to play this scale from memory next week

Week 2

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens

3. Review Cripple Creek

Use SIFI, encouraging phrases, and specific feedback

4. Review 1-5 (Rhythm) in I Can Read Music page 31 & 33

Use SIFI, encouraging phrases, and specific feedback

5. Review Essential Elements page 26

Use SIFI, encouraging phrases, and specific feedback

6. Review 1-5 (Pitch) in I Can Read Music page 48 & 50

Use SIFI, encouraging phrases, and specific feedback

7. Review G major scale (Essential Elements page 27 #98)

Use SIFI, encouraging phrases, and specific feedback

Goal is to play this scale from memory today

8. Introduce Essential Elements page 27 #100, 101, and 102

Use the 3D's to Discuss, Demonstrate, and Do.

9. Introduce 1-5 (Pitch) in I Can Read Music page 52 & 54

Use the 3D's to Discuss, Demonstrate, and Do.

Week 3

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs

- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens

3. Review Cripple Creek

Use SIFI, encouraging phrases, and specific feedback

4. Review G major scale (Essential Elements page 27 #98)

Use SIFI, encouraging phrases, and specific feedback

Continue to play this scale from memory

5. Review Essential Elements page 27 #100, 101, and 102

Use SIFI, encouraging phrases, and specific feedback

6. Review 1-5 (Pitch) in I Can Read Music page 52 & 54

Use SIFI, encouraging phrases, and specific feedback

7. Introduce 1-5 (Pitch) in I Can Read Music page 56 & 58

Use the 3D's to Discuss, Demonstrate, and Do.

8. Introduce Essential Elements page 28 #103, 104, 105, and 106

Use the 3D's to Discuss, Demonstrate, and Do.

Spend a lot of time with 3/4. This is a crucial skill to be able to do at this stage.

Week 4

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens

3. Review G major scale (Essential Elements page 27 #98)

Use SIFI, encouraging phrases, and specific feedback

Continue to play this scale from memory

4. Review 1-5 (Pitch) in I Can Read Music page 56 & 58

Use SIFI, encouraging phrases, and specific feedback

5. Review Essential Elements page 28 #103, 104, 105, and 106

Use SIFI, encouraging phrases, and specific feedback

6. Introduce 1-5 (Pitch) in I Can Read Music page 60 & 62

Use the 3D's to Discuss, Demonstrate, and Do.

7. Introduce Long Long Ago (Suzuki page 16)

Use the 3D's to Discuss, Demonstrate, and Do.

Week 5

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens

3. Review G major scale (Essential Elements page 27 #98)

Use SIFI, encouraging phrases, and specific feedback

Continue to play this scale from memory

4. Review 1-5 (Pitch) in I Can Read Music page 60 & 62

Use SIFI, encouraging phrases, and specific feedback

5. Review Long Long Ago (Suzuki page 16)

Use SIFI, encouraging phrases, and specific feedback

6. Introduce Essential Elements page 29 #108 - 115

Use the 3D's to Discuss, Demonstrate, and Do.

7. Introduce D Major & G Major Scale with Slurs

Use the 3D's to Discuss, Demonstrate, and Do.

- Practice scales slurring 2 per bow!

Week 6

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens

3. Review G major scale (Essential Elements page 27 #98)

Use SIFI, encouraging phrases, and specific feedback

Continue to play this scale from memory

4. Review Long, Long Ago

Use SIFI, encouraging phrases, and specific feedback

5. Review Essential Elements page 29 #108 - 115

Use SIFI, encouraging phrases, and specific feedback

6. Review D Major & G Major Scale with Slurs

Use SIFI, encouraging phrases, and specific feedback

7. Introduce Essential Elements page 30 #117

Use the 3D's to Discuss, Demonstrate, and Do.

8. Introduce 1-5 (Pitch) in I Can Read Music page 64 & 66

Use the 3D's to Discuss, Demonstrate, and Do.

Week 7

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens

3. Review G major scale (Essential Elements page 27 #98)

Use SIFI, encouraging phrases, and specific feedback

Continue to play this scale from memory

4. Review D Major & G Major Scale with Slurs

Use SIFI, encouraging phrases, and specific feedback.

5. Review Long, Long Ago

Use SIFI, encouraging phrases, and specific feedback.

6. Review 1-5 (Pitch) in I Can Read Music page 64 & 66

Use SIFI, encouraging phrases, and specific feedback.

7. Review Essential Elements page 30 #117

Use SIFI, encouraging phrases, and specific feedback.

8. Introduce Essential Elements page 30 #125

Use the 3D's to Discuss, Demonstrate, and Do.

9. Introduce 1-5 (Rhythm) in I Can Read Music page 35 & 37

Use the 3D's to Discuss, Demonstrate, and Do.

Week 8

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale

3. Review D Major & G Major Scale with Slurs

Use SIFI, encouraging phrases, and specific feedback.

4. Review Essential Elements page 30 #117

Use SIFI, encouraging phrases, and specific feedback.

5. Review Essential Elements page 31 #125

Use SIFI, encouraging phrases, and specific feedback.

Skill Highlight: C2 (4th finger on G string) --> E2 (1st finger on D string) [occurs in measure 9 and 13]

If the student is capable at this point in their proficiency, help the student focus on keeping the 4th finger down as they play their first finger.

6. Review 1-5 (Rhythm) in I Can Read Music page 35 & 37

Use SIFI, encouraging phrases, and specific feedback.

7. Introduce F natural and C natural (Essential Elements page 32 & 33, #126 - #134)

Use the 3D's to Discuss, Demonstrate, and Do.

Week 9

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale

3. Review D Major & G Major Scale with Slurs

Use SIFI, encouraging phrases, and specific feedback.

4. Review Essential Elements page 31 #125

Use SIFI, encouraging phrases, and specific feedback.

Skill Highlight: C2 (4th finger on G string) --> E2 (1st finger on D string) [occurs in measure 9 and 13]

If the student is capable at this point in their proficiency, help the student focus on keeping the 4th finger down as they play their first finger.

5. Review F natural and C natural (Essential Elements page 32 & 33, #126 - #134)

Use SIFI, encouraging phrases, and specific feedback.

6. Introduce 1-5 (Pitch, F natural and C natural) in I Can Read Music page 100 & 102

Use 3D's to Discuss, Demonstrate, and Do.

7. Introduce 1-5 (Rhythm) in I Can Read Music page 39 & 41

Use 3D's to Discuss, Demonstrate, and Do.

Week 10

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps

- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale

3. Review D Major & G Major Scale with Slurs

Use SIFI, encouraging phrases, and specific feedback.

4. Review 1-5 (Pitch, F natural and C natural) in I Can Read Music page 100 & 102

Use SIFI, encouraging phrases, and specific feedback.

5. Introduce 1-5 in I Can Read Music page 104

Use 3D's to Discuss, Demonstrate, and Do.

6. Review 1-5 (Rhythm) in I Can Read Music page 39 & 41

Use SIFI, encouraging phrases, and specific feedback.

7. Introduce 1-5 (Rhythm) in I Can Read Music pages 43 & 45

Use 3D's to Discuss, Demonstrate, and Do.

8. Introduce Song of the Wind (Suzuki) page 11

Use 3D's to Discuss, Demonstrate, and Do.

Week 11

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale

3. Review 1-5 in I Can Read Music page 104

Use SIFI, encouraging phrases, and specific feedback.

4. Review 1-5 (Rhythm) in I Can Read Music pages 43 & 45

Use SIFI, encouraging phrases, and specific feedback.

5. Introduce C Major Scale in Essential Elements page 34, #135 & 136

Use 3D's to Discuss, Demonstrate, and Do.

6. Introduce Oak Hollow (#137) in Essential Elements page 34

Use 3D's to Discuss, Demonstrate, and Do.

7. Review Song of the Wind (Suzuki) page 11

Use SIFI, encouraging phrases, and specific feedback.

8. Introduce Go Tell Aunt Rhody (Suzuki) page 11

Use 3D's to Discuss, Demonstrate, and Do.

Week 12

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale

3. Review C Major Scale in Essential Elements page 34, #135 & 136

Use SIFI, encouraging phrases, and specific feedback.

4. Review Oak Hollow (#137) in Essential Elements page 34

Use SIFI, encouraging phrases, and specific feedback.

5. Review Song of the Wind (Suzuki) page 11

Use SIFI, encouraging phrases, and specific feedback.

6. Review Go Tell Aunt Rhody (Suzuki) page 11

Use SIFI, encouraging phrases, and specific feedback.

7. Introduce 1-5 (Rhythm) in I Can Read Music pages 47, 49 & 51

Dotted half notes

Use 3D's to Discuss, Demonstrate, and Do.

Cello 1d: ages 6-9 Lesson Plans

Week 1

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale
- C Major Scale

3. Review Song of the Wind (Suzuki) page 11

Use SIFI, encouraging phrases, and specific feedback.

4. Review Go Tell Aunt Rhody (Suzuki) page 11

Use SIFI, encouraging phrases, and specific feedback.

5. Review 1-5 (Rhythm) in I Can Read Music pages 47, 49 & 51

Dotted half notes

Use SIFI, encouraging phrases, and specific feedback.

6. Introduce A-Tisket, A-Taskit in Essential Elements page 34, #138

Use 3D's to Discuss, Demonstrate, and Do.

7. Introduce #139 -142 in Essential Elements (page 34 & 35)

Use 3D's to Discuss, Demonstrate, and Do.

Week 2

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale
- C Major Scale

3. Review 1-5 (Rhythm) in I Can Read Music pages 47, 49 & 51

Dotted half notes

Use SIFI, encouraging phrases, and specific feedback.

4. Introduce 1-5 (Rhythm) in I Can Read Music pages 53 & 55

Sixteenth notes

Use 3D's to Discuss, Demonstrate, and Do.

5. Review A-Tisket, A-Taskit in Essential Elements page 34, #138

Use 3D's to Discuss, Demonstrate, and Do.

6. Review #139 -142 in Essential Elements (page 34 & 35)

Use 3D's to Discuss, Demonstrate, and Do.

7. Introduce C string notes, #144 - 149 in Essential Elements (page 36)

Use 3D's to Discuss, Demonstrate, and Do.

8. Introduce 1-5 (Pitch) in I Can Read Music pages 74 & 76

Use 3D's to Discuss, Demonstrate, and Do.

Week 3

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale
- C Major Scale

3. Review 1-5 (Rhythm) in I Can Read Music pages 53 & 55

Sixteenth notes

Use SIFI, encouraging phrases, and specific feedback

4. Introduce 1-5 (Rhythm) in I Can Read Music pages 57 & 59

Use 3D's to Discuss, Demonstrate, and Do.

5. Review 1-5 (Pitch) in I Can Read Music pages 74 & 76

Use SIFI, encouraging phrases, and specific feedback

6. Introduce 1-5 (Pitch) in I Can Read Music pages 78 & 80

Use 3D's to Discuss, Demonstrate, and Do.

7. Introduce O Come, Little Children (Suzuki) page 12

Use 3D's to Discuss, Demonstrate, and Do.

8. Introduce Listening Exercises # 156, 157, and 158 in Essential Elements page 38

Use 3D's to Discuss, Demonstrate, and Do.

- "First, just listen to the notes and see if you can tell when the note changes up and when it changes down"
- "Next, try to repeat it after me."

Week 4

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale
- C Major Scale

3. Review 1-5 (Rhythm) in I Can Read Music pages 57 & 59

Use SIFI, encouraging phrases, and specific feedback

4. Introduce 1-5 (Rhythm) in I Can Read Music pages 63 & 65

Use 3D's to Discuss, Demonstrate, and Do.

5. Review 1-5 (Pitch) in I Can Read Music pages 78 & 80

Use SIFI, encouraging phrases, and specific feedback

6. Introduce 1-5 (Pitch) in I Can Read Music pages 82 & 84

Use 3D's to Discuss, Demonstrate, and Do.

7. Review O Come, Little Children (Suzuki) page 12

Use SIFI, encouraging phrases, and specific feedback

8. Introduce May Song (Suzuki) page 13

Use 3D's to Discuss, Demonstrate, and Do.

Week 5

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale
- C Major Scale

3. Review 1-5 (Rhythm) in I Can Read Music pages 63 & 65

Use SIFI, encouraging phrases, and specific feedback.

4. Introduce 1-5 (Rhythm) in I Can Read Music pages 67 & 69

Use 3D's to Discuss, Demonstrate, and Do.

5. Review 1-5 (Pitch) in I Can Read Music pages 82 & 84

Use SIFI, encouraging phrases, and specific feedback.

6. Introduce 1-5 (Pitch) in I Can Read Music pages 86 & 88

Use 3D's to Discuss, Demonstrate, and Do.

7. Review May Song (Suzuki) page 13

Use SIFI, encouraging phrases, and specific feedback.

Week 6

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello

- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale
- C Major Scale

3. Review 1-5 (Rhythm) in I Can Read Music pages 67 & 69

Use SIFI, encouraging phrases, and specific feedback.

4. Introduce 1-5 (Rhythm) in I Can Read Music page 71

Use 3D's to Discuss, Demonstrate, and Do.

5. Review 1-5 (Pitch) in I Can Read Music pages 86 & 88

Use SIFI, encouraging phrases, and specific feedback.

6. Introduce 1-5 (Pitch) in I Can Read Music pages 90 & 92

Use 3D's to Discuss, Demonstrate, and Do.

7. Review May Song (Suzuki) page 13

Use SIFI, encouraging phrases, and specific feedback.

Week 7

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens

- D Major Scale
- G Major Scale
- C Major Scale

3. Review 1-5 (Rhythm) in I Can Read Music page 71

Use SIFI, encouraging phrases, and specific feedback.

4. Introduce 1-5 (Rhythm) in I Can Read Music pages 73 & 75

Use 3D's to Discuss, Demonstrate, and Do.

5. Review 1-5 (Pitch) in I Can Read Music pages 90 & 92

Use SIFI, encouraging phrases, and specific feedback.

6. Introduce 1-5 (Pitch) in I Can Read Music pages 94 & 96

Use 3D's to Discuss, Demonstrate, and Do.

Focus on string crossing with the bow.

pg. 94, line 4 - Multiple string crossing at once.

7. Review May Song (Suzuki) page 13

Use SIFI, encouraging phrases, and specific feedback.

8. Introduce Staccato Bowing

Using the bow on the open D string, first play repeated **legato** quarter notes.

Next, play repeated **staccato** quarter notes on the open D string using the bow for the student to hear staccato

Then play repeated staccato notes on the open D string with the student

Next, play four **legato** quarter notes followed by four **staccato** notes for the student to hear.

Play that same thing with the student

With the student, play this pattern for eight measures (or four cycles of the pattern)

9. Introduce Staccato Scale (#167) in Essential Elements page 40

Use 3D's to Discuss, Demonstrate, and Do.

10. Introduce Arkansas Traveler (#168) in Essential Elements page 40

Use 3D's to Discuss, Demonstrate, and Do.

Week 8

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale
- C Major Scale

3. Review 1-5 (Rhythm) in I Can Read Music pages 73 & 75

Use SIFI, encouraging phrases, and specific feedback.

4. Introduce 1-5 (Rhythm) in I Can Read Music pages 77 & 79

Use 3D's to Discuss, Demonstrate, and Do.

5. Review 1-5 (Pitch) in I Can Read Music pages 94 & 96

Focus on string crossing with the bow.

pg. 94, line 4 - Multiple string crossing at once.

6. Introduce 1-5 (Pitch) in I Can Read Music page 98

Use 3D's to Discuss, Demonstrate, and Do.

7. Review Staccato Scale (#167) in Essential Elements page 40

Use SIFI, encouraging phrases, and specific feedback.

8. Review Arkansas Traveler (#168) in Essential Elements page 40

Use SIFI, encouraging phrases, and specific feedback.

9. Introduce Allegro (Suzuki) page 13

Use 3D's to Discuss, Demonstrate, and Do.

Week 9

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale
- C Major Scale

3. Review 1-5 (Rhythm) in I Can Read Music pages 77 & 79

Use SIFI, encouraging phrases, and specific feedback.

4. Introduce 1-5 (Rhythm) in I Can Read Music pages 81 & 83

Use 3D's to Discuss, Demonstrate, and Do.

5. Review 1-5 (Pitch) in I Can Read Music page 98

Use SIFI, encouraging phrases, and specific feedback.

6. Introduce # 169 & #170 Skill Builders (page 40) in Essential Elements

Use 3D's to Discuss, Demonstrate, and Do.

7. Review Allegro (Suzuki) page 13

Use SIFI, encouraging phrases, and specific feedback.

Week 10

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog

- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale
- C Major Scale

3. Review 1-5 (Rhythm) in I Can Read Music pages 81 & 83

Use SIFI, encouraging phrases, and specific feedback.

4. Introduce 1-5 (Rhythm) in I Can Read Music pages 85 & 87

Use 3D's to Discuss, Demonstrate, and Do.

5. Review # 169 & #170 Skill Builders (page 40) in Essential Elements

Use SIFI, encouraging phrases, and specific feedback.

6. Introduce #171- #173 Skill Builders (page 40) in Essential Elements

Use 3D's to Discuss, Demonstrate, and Do.

7. Review Allegro (Suzuki) page 13

Use SIFI, encouraging phrases, and specific feedback.

Week 11

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks

- Police Sirens
- D Major Scale
- G Major Scale
- C Major Scale

3. Review 1-5 (Rhythm) in I Can Read Music pages 85 & 87

Use SIFI, encouraging phrases, and specific feedback.

4. Introduce 1-5 (Rhythm) in I Can Read Music pages 89 & 91

Use 3D's to Discuss, Demonstrate, and Do.

5. Review #171- #173 Skill Builders (page 40) in Essential Elements

Use SIFI, encouraging phrases, and specific feedback.

6. Review Allegro (Suzuki) page 13

Use SIFI, encouraging phrases, and specific feedback.

7. Introduce Perpetual Motion (Suzuki) page 14

Use 3D's to Discuss, Demonstrate, and Do.

Week 12

2. Warmups

Observe: Good cello hold & bow hold

- Hug the Cello
- Bow Taps
- Leap Frog
- Long Bow Slurs
- Open Strings with Long Bows
- Water Slide Jumps
- Door Knocks
- Police Sirens
- D Major Scale
- G Major Scale
- C Major Scale.

3. Review 1-5 (Rhythm) in I Can Read Music pages 89 & 91

Use SIFI encouraging phrases, and specific feedback.

4. Introduce 1-5 (Rhythm) in I Can Read Music pages 93 & 95

Use 3D's to Discuss, Demonstrate, and Do.

5. Review #171- #173 Skill Builders (page 40) in Essential Elements

Use SIFI, encouraging phrases, and specific feedback.

6. Review Allegro (Suzuki) page 13

Use SIFI, encouraging phrases, and specific feedback.

7. Review Perpetual Motion (Suzuki) page 14

Use SIFI, encouraging phrases, and specific feedback.