INTRODUCTION

FOR THE STUDENT: This material is part of the worldwide Suzuki Method of teaching. Companion recordings should be used with these publications. In addition, there are piano accompaniment books that go along with this material.

FOR THE TEACHER: In order to be an effective Suzuki teacher, a great deal of ongoing education is required. Your national Suzuki association provides this for its membership. Teachers are encouraged to become members of their national Suzuki associations and maintain a teacher training schedule, in order to remain current, via institutes, short and long term programs. You are also encouraged to join the International Suzuki Association.

FOR THE PARENT: Credentials are essential for any teacher that you choose. We recommend you ask your teacher for his or her credentials, especially listing those relating to training in the Suzuki Method. The Suzuki Method experience should be a positive one, where there exists a wonderful, fostering relationship between child, parent and teacher. So choosing the right teacher is of the utmost importance.

In order to obtain more information about the Suzuki Method, please contact your country’s Suzuki Association, the International Suzuki Association at 3-10-15 Fukashi, Matsumoto City 390, Japan, The Suzuki Association of the Americas, 1900 Folsom, #101, Boulder, Colorado 80302, or Summy-Birchard Inc., c/o Warner Bros. Publications, 15800 N.W. 48th Avenue, Miami, FL 33014, for current Associations’ addresses.

Under the guidance of Dr. Suzuki since 1978, the editing of the Suzuki Cello School is a continuing cooperative effort of the Cello Committees from Talent Education Japan, the European Suzuki Association and the Suzuki Association of the Americas.
# CONTENTS

1. Twinkle, Twinkle, Little Star Variations, *Shinichi Suzuki* ............... 8
2. French Folk Song, *Folk Song* ........................................... 10
3. Lightly Row, *Folk Song* .................................................. 10
4. Song of the Wind, *Folk Song* ........................................... 11
5. Go Tell Aunt Rhody, *Folk Song* ....................................... 11
6. O Come, Little Children, *Folk Song* .................................. 12
7. May Song, *Folk Song* ..................................................... 13
9. Perpetual Motion in D Major, *Shinichi Suzuki* ....................... 14

10. Perpetual Motion in G Major, *Shinichi Suzuki* ....................... 15
12. Allegretto, *Shinichi Suzuki* .......................................... 16
13. Andantino, *Shinichi Suzuki* ........................................... 17
14. Rigadoon, *H. Purcell* .................................................. 18
15. Etude, *Shinichi Suzuki* ................................................ 19
17. Minuet in C, *J.S. Bach* ................................................ 20
18. Minuet No. 2, *J.S. Bach* .............................................. 21

© 1979 Fritz Heile

Maestro Pablo Casals
Maestro Pablo Casals
学習と指導の目標

指導上の4つの要点

1. 子どもに、できるだけ毎日レコードを開かせることによって音楽的感覚を向上させる。それは同時によりはやい進歩をうながす。

2. トナリゼイション、つまり美しい音の指導を、教室や家庭においてかならず行なわれなければならない。

3. 不断の注意によって、正しい音程、正しい姿勢、正しいコードの持ち方ができるように。

4. 親も先生も、子どもが家庭でたのしくしっかり練習するように努力する。

以上の4つのポイントを徹底して行なうことによっ
て、どの子どもも音楽的才能がよく育つことを、私は30年にわたる教育の経験からはっきりと確信するよう
なりました。

音楽の才能は生まれつきのものではなく、育てられ
るものなのです。それはちょうど、日本の子どもがだ
れでも日本語を話し、世界中の子どもが、みなそ
れの母国語をじょうずに話しているのと同じように、
音楽もその育て方にしたがって、どの子どもにも育て
られる能力であり、聞けばよく育ちます。

どうぞ子どものしあわせのために、この4つのポイ
ントが、家庭や教室において十分成功するように指導
を行なってください。

Four Essential Points for Teachers and Parents

1. Children should listen to the reference recordings every day at home to develop musical sensitivity. Rapid progress depends on this listening.

2. Tonalization, or the production of a beautiful tone, should be stressed in the lesson and at home.

3. Constant attention should be given to accurate intonation, correct posture, and the proper bow hold.

4. Parents and teachers should strive to motivate children so they will enjoy practicing correctly at home.

Through the experience I have gained in teaching young children for over thirty years, I am thoroughly convinced that musical ability can be fully cultivated in all children if the above four points are faithfully observed.

Musical ability is not an inborn talent but an ability that can be developed. All children who are properly trained can develop musical ability just as all children develop the ability to speak their mother tongue. For the happiness of children, I hope these four essential points will be carefully observed and put to continual use in the home and in the studio.

Shinichi Suzuki
The D-string Posture is fundamental and should be completely mastered.

Exercises for Proper D-String Posture

Use a short bow stroke.

Exercises for Changing Strings

Change string quickly here.

Exercises for Quick Placement of Fingers

Place fingers 1, 2, 3, 4 quickly and accurately during the rests.

When playing the 4th finger, keep all four fingers down on the string.
The First Position

The purpose of the following exercises is to play the notes accurately. Press the string with the tip of finger.

D String

A String

a) Play the 4th finger, keeping the 1st, 2nd and 3rd fingers down on the string. While playing the 4th finger, think and prepare for the next position of your finger. Repeat on the A string.
b) For half a year, at least, continue the practice of stopping the bow on the string after each note to get a clear sound.

D Major Scale

While playing the upper half of the scale, the 1st and the 3rd fingers should remain on the string. When you place the 3rd finger, place the 2nd down with it.

Important Instructions for Practice:
The fingering 0-4 requires very careful practice. Stop the bow after you play open A, and be sure to place the first, second, third, and fourth fingers in the proper position on the D string before you continue to play.
Twinkle, Twinkle, Little Star Variations

To play \( \text{\textmiddletie} \) stop the bow without pressure after each note.

Bow \( \text{\textmiddletie\textmiddletie\textmiddletie\textmiddletie} \) smoothly.

S. Suzuki
2  French Folk Song

To develop the practice of tonalization

Moderato

3 Lightly Row

Moderato

Keep the 3rd finger down.
4 Song of the Wind

Moderato

Folk Song

Keep the 1st finger down.

5 Go Tell Aunt Rhody

Moderato

Folk Song
O Come, Little Children

Tonalization

This should be taught at each lesson.
Pluck the open string and listen to the sound of the vibrating string.

Play tones with the same resonance with the bow.

Questions teachers and parents must ask every day:
Are the pupils listening to the reference record at home every day?
Has the tone improved?
Is the intonation correct?
Has the proper playing posture been acquired?
Is the bow being held correctly?
May Song
Allegro moderato

Folk Song

(2nd time) poco rit.

Allegro

S. Suzuki

dolce

rit.

a tempo
9 Perpetual Motion in D Major

Play this piece at the middle of the bow using a very short stroke.
Stop the bow after each note.
Play slowly at first and then gradually speed up the tempo.

Allegro

Variation

After A, play B,

Procedure for practice:

Transpose all previous pieces to the key of G Major in preparation for "Long, Long Ago."
Tonalization

This should be taught at each lesson. Pupils should always strive for a more beautiful and resonant tone.

* Listen for ringing sound.

G Major Scale

Perpetual Motion in G Major

S. Suzuki

Variation
10 Long, Long Ago

Moderato

11 Allegretto

S. Suzuki
Second-Finger Training
(Preparatory Exercise for "Rigadoon")

* Lift third & fourth fingers together
* See P. 17, second finger training, for preparatory exercise using 2nd finger.
Tonalization
This should be taught at each lesson.

C Major Scale
(Two Octaves)

14 Etude
Stop the bow after each note.

S. Suzuki

Variation
15 The Happy Farmer

Allegro giocoso

R. Schumann

16 Minuet in C

Grazioso

J. S. Bach

(2nd time) poco rit.
17 Minuet No. 2

J. S. Bach

Before playing this piece see diagrams and pictures on pages 22 & 23.
G# Exercise

Closed First Position
Shift

Explanation
Move all fingers and thumb one-half step higher. (Keep thumb under 2).

Extension

Explanation
Move 2, 3, 4 and thumb one-half step higher. (Keep thumb under 2). Bring elbow forward for extension.