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*More information about the teaching material and the lyrics to the songs on pages 123–131.*





P I M A



1



2



3



4

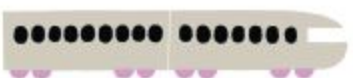
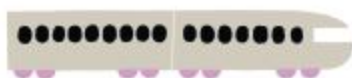
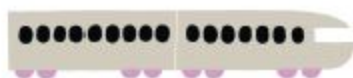


5



6

2



TA

-



A



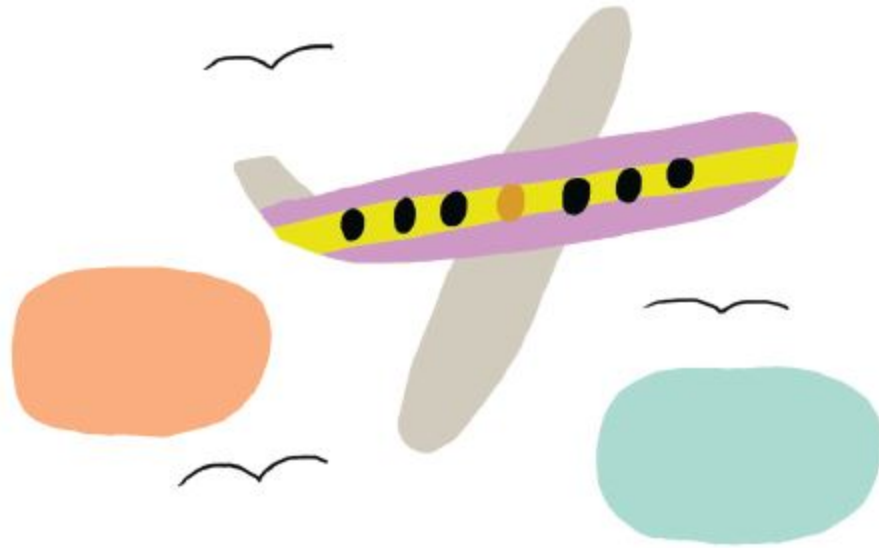
TA

-



A





FLYING ON AN AIRPLANE  
LENTOKONEMATKA



CS



TUU TUU TOBACCO ROLL  
TUU, TUU TUPAKKARULLA

XII XII XII XII XII XII

VII VII VII VII

FINE

FFS

DA CAPO AL FINE

JUSSIPEKKA RANNANMÄKI

## COLOUR STRINGS – GUITAR ABC

More information about the teaching material and the lyrics to the songs

### 10 GUITAR STRINGS AND THEIR SYMBOLS

1	E	BIRDIE STRING	<i>yellow</i>
2	B/H	MOMMY STRING*	<i>red</i>
3	G	DADDY STRING**	<i>green</i>
4	D	TEDDY STRING	<i>orange</i>
5	A	ELEPHANT STRING	<i>blue</i>
6	E	DINO STRING	<i>brown</i>

\* OR AUNT, GRANDMA ETC.

\* OR UNCLE, GRANDPA ETC.

When working with young children it is recommended to use the character names instead of the absolute string names in the beginning. Children can easily remember characters that are familiar from their own environment, nature, and fairy tales. In addition, the specific symbols describe the different ranges of pitch in a natural and concrete way, e.g. the sound of a bird is high and the sound of a bear is low.



### 11 TA-NOTE AND THE FIRST STEPS TO PLUCKING

#### Quarter Note

Introduction to the quarter note that is called TA, It serves as the basic beat in the following exercises. At first, the rhythms are written using so-called pipe writing. It is easy for children to draw rhythms using this method as well. Aim to establish a steady pulse by clapping the hands together and saying TA-TA-TA-TA... With the help of these clapping exercises, the teacher can introduce different tempos, e.g. a bear moves slowly and a little bird flies fast. Students can also walk to the beat of their clapping.

Practice clapping by sight reading the rhythms on the page. Try using word and name associations where each syllable is equivalent to one TA note: Bir-die, Mom-my, Dad-dy, A-lex, Em-ma... The goal is that the students can both feel a clear sense of pulse in their bodies and read and play each rhythm exercise.

Before transitioning to playing the strings of the guitar, students can try out a preparatory exercise using i-m fingers and practicing “walking in place” on a tabletop, for example. The hand and the fingers should remain relaxed while the fingertips touch the surface in turn. After this preparatory exercise and once a proper playing posture has been introduced, it is time to try the first plucking