



MUSIC MATTERS

A Newsletter for Musical Families

FALL SESSION 2007

"A work of art is the expression of a man's whole personality, sensibility and ability"

DR. SHINICHI SUZUKI

We're 10 Years Old!

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Invite a new family to take a class with you and we'll give you a \$10 gift certificate to use in the classroom or on our new website

www.musicmattersathome.com

A musical catalog filled with gifts, books, games and toys for the musical child.

WHY WE DO WHAT WE DO

A Look At The Music Masters Classroom

Because every moment in class is about the children, (we don't stop the flow of class to explain why we're doing certain things...) We thought we'd use this forum to discuss very briefly the underlying goal of elements in music class.

WHY WE DO WHAT WE DO: Let's start at the beginning. We start each class with the surprise animal song to demonstrate the accessibility of classical music to children. The Carnival of the Animals is the perfect vehicle for imagination, critical thought, pretending and musical elements recognition. We imagine what animal hops or has a big nose or moves slowly...before we get to see it. We ponder—who hops? A frog? A bunny? A kangaroo? Which has a pocket in its tummy?...

We get to pretend we are the animal...time to roar...time to march... We notice elements of music—**PATTERNS:** the four roars of the lion, the three beats in the elephant waltz...**TEMPO:** the turtle is slow...**PITCH:** the elephant is a big, heavy, low sound...**INTERVALS:** the cuckoo bird's song is an easy interval to sing...**DYNAMICS:** the lion is big and loud...the turtle is very quiet...

Next we explore rhythm instruments to gain first-hand understanding of how music is made. We shake hands to learn etiquette. And throughout the rest of the class we develop relationships and feel the enchantment of our time together.



Miss Sara at the Barrington Park District

We move because movement is essential for brain and body development. We grow confidence when we anticipate a freeze or the next sequence in a felt activity. We learn to take turns while waiting for peek-a-boo with teacher. We learn self-control when we sleep like a bunny. We learn to listen and love books. And we are fully engaged emotionally and physically when bubbles fill the room.

And, perhaps most of all, we love to be with our mom or dad, or our other special grown-up and have their full attention!

WHY WE SING WHAT WE SING: Each song is chosen with perfect pitch in mind. We choose classic old favorites that deserved to be passed down as well as new children's artists with beautiful vocals and perfect pitch. You will notice we rarely used children in our recorded music, the main reason – it takes time to develop perfect pitch.

WHY WE READ WHAT WE READ: Our books are chosen for artistic beauty, Americana focus, educational value or rhythmic cadence – as with our poem books. We seek out beautifully illustrated classic songs (like our Over The Rainbow With Joey or My Favorite Things) as well as engaging, rhythmic poetry (like Jamberry or One Duck Stuck.) You won't find mainstream commercialized character books. We seek out or create the best in children's musical literature, to build vocabulary, a love of books and pre-reading skills.

WHY WE TEACH WHERE WE TEACH: We try to teach our classes through the various park districts in the area. The simplistic nature of most park district classrooms allow children to engage fully in music and their experience with you, their favorite grown-up, rather than focus on the merchandise around them. Not all our classrooms are distraction-free, but we do try. And we know the early childhood director at your area park district is committed to families, striving to be safe and providing easy access to parking, lavatories, etc. to increase the pleasure for both parent and child.

We are grateful and humbled by your faith in our program and entrusting us to be a part of what may be your child's first music classroom.

**IN MY OPINION...
THE METHOD BEHIND THE MUSIC**

By Meredith Haynes

Long ago, Plato said, “Music is a more potent instrument than any other for education.” Current research continues to prove the wisdom of these words.

In the book, Good Music Brighter Children, the author discusses neuromusicology, the study of how music affects the brain. She states, “scientists have found that music has the ability to train the brain for higher levels of thinking—the kind of thinking involving problem solving, inference, arriving at conclusions, comparing and contrasting the similarities and differences between two or more objects, analyzing, synthesizing, and evaluating information.” Just think, bringing your child to music class every week is making him smarter and getting him ready for learning!

What do children need for learning? “image, emotion, and spontaneous movement” according to Dr. Hannaford in the book, Smart Moves.

How does Music-in-the-Box help? We offer you a simple and delightful way for your child to experience imagination, emotion and spontaneous movement; engaging the total child – mind, body and senses. Notice how our Brown Bear theme includes these elements—the children *imagine* they are marching bears looking for ants under the carpets! The children are invited to feel the *emotions* of anticipation and joy when it is their turn to bring the Brown Bear felt to the teacher. And we offer many moments for *spontaneous movement* when we play our rhythm instruments, dance and play with bubbles.

Special thanks go out to Jack, at

Carpet Corner
847-566-5990
on Diamond Lake Road
in Mundelein, IL

for providing the carpet squares used in the classroom.

Their generosity has enabled us to provide you with new carpet squares for fall and the future!

Don't let music end with the start of kindergarten. Learning a musical instrument provides further opportunity for developing the imagination, creative thinking, communication, and teamwork skills. Perhaps my favorite reason for private music lessons is to demonstrate the power of learning to work toward a long-range goal. We live in an environment of instant gratification. When things don't come easily or immediately, we give up. Music lessons offer children as young as three-years-old the chance to learn patience and perseverance. And the fact that we utilize the philosophies of Dr. Suzuki ensures your child's experience will be interesting, engaging and fun!

This is my challenge for you. Resolve to make music a priority for your child. Re-enroll your child in our music classes—stay with it throughout the year. Because I think Plato was right—music is a more potent instrument than any other for education.

YOUR DEVELOPING CHILD
A Summary of what the Experts are saying
By Ginger Acopiado

“Why does my 2 year-old jump on her books?” “Why does my child line everything up in a single file line?” Studies in brain development research have been telling us to “listen to our toddlers and they'll tell you when they're ready” for years now when it comes to potty training, sleep training and eating. Today's parents strive to create the “best” for their child and often create a frustrated, unmotivated or fearful child instead.

What can we as parent do to increase our child's potential? How do you know when to stimulate *which* developmental phase? Research shows that the answer is, listen to (or watch) your child. Each child goes through all phases, but in very different orders. And sometimes stages will overlap or intertwine, but they all stages will be reached to varying degrees for every child*.

Toddlers who are physical or aggressive may not be in the development phase for fine motor or organizational learning. Rather, they may be in their gross motor development phase. Requiring long stretches of passive play may not only be frustrating to a child in this stage, but may stilt development as well. Climbing, running and jumping

are all key to developing coordination and balance. Have stimulating materials such as blocks, books, cars and dolls available, but don't get too upset when they throw them around or step and climb on them. Just make sure there are plenty of safe things to experiment with or jump onto when these mobile miniatures erupt.

The same is true of the "smart" or "passive" child. When children speak earlier, do puzzles or build towers rather than knock down yours may simply be in their language development, organizational or fine motor learning phases first. These children may be early talkers or good with small detail manipulation. Requiring ball throwing, climbing and sliding by a child unsteady on their feet can create a fearful child, afraid the world is unsafe. With this child, encourage board books, coloring materials, cars, blocks and other "manipulatives" to stimulate fine motor development, but also provide toys that may appeal to their curiosity for a more interactive and physical play later. Give the passive child a ball, but don't be upset if they carry it around or tell you what color it is instead of throwing it.

Children need stimulation, without expectation, in all areas. Take a front seat in parenting by taking a back seat in *teaching* during the toddler years. Your child learns more when you let them explore their world in their own time by providing multiple sensory experiences, without creating frustration (yours or theirs). Talk to your active child about colors and shapes while you are jumping onto colored shaped felt mats, it won't speed up the development, but it will make sure that stage is being stimulated when the phase turns. Roll the orange ball to your passive child instead of throwing it at them and praise their "catch".

And watch out! Your "quiet one" will turn on his gross motor development, climb your furniture and seem to have "forgotten" those ever impressive ABC's. Research shows that all children go through

all stages just in different orders² and if you stimulate all phases, and resist "taming" or "coaxing" an unwilling toddler, you will see a glorious well-rounded child who is self-motivated, willing and ready to try just about anything that appears interesting. **May not apply to children with special needs.*

WHAT'S NEW FOR MUSIC-IN-THE-BOX

Music-in-the-Box would like to welcome our newest motivators, Carolyn Rundell & Robin Sasman. Carolyn is finishing her master's degree in music education writing her thesis on music and how it relates to brain development. She also teaches Suzuki Cello in St. Charles, Hinsdale and other locations around the Chicagoland area.

Robin is a Suzuki Certified Piano instructor, is married and has two daughters. She will be teaching in Lake County both privately and with Music-in-the-Box.

Please also welcome our three newest park districts outside Lake County - Dundee Township Park District, St. Charles Parks and Rec and Elgin Parks and Rec. We appreciate being in your community and working with the families. Coming soon - Glen Ellyn!

Group Instrument - the final step on the Music-in-the-Box learning ladder. Because we believe every child can make music, we are proud to offer a Pre-Twinklers instrument intro class based on the proven Suzuki Method. Music Masters 4: Group Instrument - teaches violin or piano to children ages 3-7. Last year we began the program with 9 children in two classrooms in Libertyville. This year we have 19 students in three park districts!

Private lessons are much easier and more fun when your child has bought into the idea that they *can* learn to play. Don't have a favorite Suzuki method teacher?--we'll turn you on to one of ours!

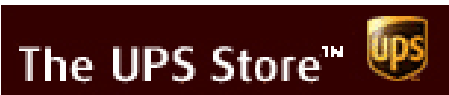
¹ The Endangered Child, *Jane Healy*

²What to Expect the Toddler Years, *Arlene Eisenberg, Sandee E. Hathaway, Heidi E. Murkoff*

BUY IT FROM A MOM

A way to encourage and applaud entrepreneurial moms!

<p>SHARE THE MAGIC! Become a Music Motivator Music-in-the-Box</p> <p>Is now accepting license applications for Cook, McHenry & DuPage County As well as any city in the United States!</p> <p>Visit us online at www.musicinthebox.com Or call 847-573-1901 for information</p>	<p>CAROLYN RUNDELL Certified Suzuki Cello Instructor</p> <p>630-701-5614 Teaching Western Suburbs <i>Private and Group Lessons Available</i> <i>Cello24@gmail.com</i></p>
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