

# SEMSA News

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## Young Fiddlers Association of MN Events

1) Sunday, March 19 Annual jam/performance at Dulono's Pizza, Garfield and Lake St, Mpls

<http://www.dulonospizza.com/>

1:30-3:30 Grab some lunch then join the jam on the Dulono's stage. Our performing group, Fiddles on Fire, will perform around 2:30. Feel free to share a solo or duet of your own, too! We'll play Irish tunes, tunes we've learned in recent workshops, as well as core tunes and American Fiddle Method Vol. I pieces.

2) Sunday, April 23, Mary MacGillivray will present a Scottish workshop

3) Our website, <http://yfaminnesota.weebly.com/>, has information about our summer offerings. At one of the above events, please take one brochure for yourself and another to pass on to your teacher or a friend!

4) Here's a fiddle contest opportunity!  
<http://www.terracemill.org/events.html#fiddle>

## SEMSA Calendar

### 2017 dates

- March 17, 4pm-6pm:** group lessons at RCC
- March 17:** Young Musicians Recital at UCC
- March 18:** SAM String graduation at Bethel College
- March 25-26:** Rochester Music Guild Competition
- April 21, 4pm-6pm:** group lessons at RCC
- May 5:** Rochester Music Guild Winners' Recital
- May 6 4pm & 6pm:** Ensemble Recital at UCC
- May 19, 4pm-6pm:** group lessons at RCC

RCC is: Rochester Covenant Church  
4950 31<sup>st</sup> Ave NW in Rochester

UCC is: Unitarian Universalist Church  
1727 Walden Lane SW in Rochester

CC is: Congregational Church  
974 Skyline Drive in Rochester

SAM is: Suzuki Association of Minnesota

## Words from the SEMSA Board President

As we approach spring I thought it would be nice to consider why we have group lessons. I find music education, including group lessons, is a great vehicle for teaching my children important lessons that are not confined to music. I believe group lessons to be an important and valued part of music education for my children. I'm going to let Judy Hickey's article from February 2004 explain.

Sherry Jester, SEMSA President 2016-2017

### **What Are Suzuki Group Lessons For?**

Prepared by Judy Hickey  
for the SEMSA Newsletter February 2004

Do you have group lessons marked on your calendar?

Group lessons can be held at the studio level, organization level, such as SEMSA, a Gasshuku workshop or at a Suzuki summer institute. Here are eight great reasons you want to be sure to attend your group lessons!

- Playing music is truly a shared experience. Even at the youngest ages, music is intended to be played for and enjoyed by others. What better way for our young musician to be introduced to this experience than through group lessons? Suzuki group lessons are an important part of the Suzuki music experience. Along with individual lessons and home practice, group lessons are a key component of learning within the Suzuki experience.
- Through group lessons, the children become part of a music community. The children make friendships with other young musicians. These friendships continue through recital, ensemble and orchestra experiences as they continue playing. The children are able to work with other teachers, who may emphasize musical points with a fresh idea. Other parents have the opportunity to watch your child play and offer encouragement and compliment progress.
- Group lessons provide an efficient use of teaching time. The group teacher selects from a variety of activities when planning the group lessons; creative review of Suzuki repertoire, listening activities, position pointers, introduction of musical dynamics and terms, introduction of new skills, music reading experiences, performance readiness, expanded repertoire, ensemble opportunities, and orchestra experiences. Many of these skills are more efficiently taught in the group experience, rather than the limited time of the weekly lesson.
- In the group lesson when the class plays the Suzuki repertoire, some children will be reviewing material, while other will be previewing material. Both review and preview are valuable experiences. The review process encourages polishing of pieces, adding dynamics, and perfecting difficult special sections. The preview process allows a child the opportunity to watch and learn from students more advanced. They are introduced to new music pieces and techniques. The balance of preview and review in the group lesson changes with attendance.
- Group lessons allow children the opportunity to learn to lead as well as follow while playing. Learning to stop and start playing as a group requires practice. Group lessons may provide the student the opportunity to play a solo or learn audience skills by observing another student play.
- Group lessons can provide motivation for the daily practice session. The child practicing at home understands that his music friends from group lesson are also at home completing their daily practice. The child begins to understand that practicing at home prepares him to play in the group.
- Practicing in a group is fun. Practicing certain skills as a group makes the experience more enjoyable. Skill development at group lessons is often presented as a game and takes on a sense of play.
- Besides, you are paying for them!

## Tips & Notes from Gasshuku

### **Parent session on Practice with Linda Galindo at Gasshuku 2016** (notes taken by Sherry Jester)

Ms. Galindo began with the phrase “The Heroic Practice Parent”. Since that’s all I wrote, I can’t recall now what she was referring to! I think she meant that sometimes we take ourselves a bit too seriously. (I know I do!)

She recommended we use the “neurological musical age” to determine how to manage a practice session. She worked backward from adult(ish) to preschool. She referenced Ed(mund) Springer, a Suzuki expert, his book was recommended by Ms. Lee (Helping Parents Practice, Edmund Sprunger, <http://www.sharmusic.com/Accessories/Books-DVDs/Helping-Parents-Practice-by-Edmund-Sprunger.axd#sthash.VP64Q1iC.dpbs>).

#### 17 years and up:

Taking lesson on own, responsible for own practice

#### 15 - 16 years old:

Need parental management, oversee it to make sure it is all getting done, help plan

Role of parent = Agent/Manager, on top of things, book appointment, make arrangements, see that the instrument is in working order, write the checks/ send them, buy the music, fill in entry forms.

#### 13 - 14 years old:

Training ground

Parental presence at lessons 2 times per month (every other week), teacher taking notes

Progress to every 3 weeks, then only for the last 10 minutes of the lesson (except if the child is on the competitive track, then 20 minutes per lesson)

Be the teacher worshiper, always support the teacher, set the example of respect for the teacher, correct behavior that is disrespectful

Give practice suggestions to help organize practice and then check on it

#### 10 - 12 years old (Grades 4-6):

Critical years, can accomplish a lot

Home bound and family driven

Both parents on board and supporting the practice, good cop/bad cop

Parent involvement 100%, if musical age is more advanced turn over parts of the practice to them

Lots of oversight, moving from 1 assignment to the next, timers/clocks may be helpful

Celebrate if it’s a good practice but appreciate any practice

set example of character

#### 5 - 10 years old:

Set-up believing child will succeed and love it

Charts, schedules, motivating, cheering

Group lessons, don’t miss recitals or group lessons

Stick to doing what teacher asks for

Do not over schedule

Won’t quit in Middle School if already have identity as musician (book 5 by 7th grade at least)

Teach doing something well and exceptionally is goal

Learn to manage frustration is best outcome

#### 2 - 4 years old:

Completely dependent on you

Developing relationship

Loving, joyful, lift spirit up

## Tips & Notes from Gasshuku (continued)

**Nuggets from past Gasshuku parent sessions (these were prior to 2016)** (from notes taken by Sherry Jester)

### Practice pointers:

Tell yourself the reason you are practicing.

Ask the child what she/he needs from you today.

Let kids find creative ways to practice

Have a "practice" drawer with fun and useful tools

- Use colors to describe the "color of the music" using paint strips
- Use textures to describe music using fabric swatches
- Use adjectives to describe the mood of music using adjective cards from the game Apples to Apples, "The Way I Feel" book
- Use dice to determine the number of repetitions

For Middle Schoolers, the book "The Talent Code" or You Tube videos

Use 3 jars:

1. Review pieces,
2. Ways to play them (too fast, slow, beautiful, ice cream flavors, closed eyes)
3. Discard jar

### 7 Habits of Highly Effective Suzuki Families

1. Listening: Daily, routine
  - a. Suzuki CD
  - b. Makes it easier and faster to learn
  - c. Self-correct
  - d. Has a model in head, reference, model of excellence
  - e. Sense of sensitivity of tone, dynamics, phrasing
  - f. Put current piece on non-stop loop 10 x in a row
  - g. Listen 30 min, practice 1 hour or practice 3 hours!
  - h. Passive listening, active listening (walk the beat)
2. Concert Attendance
  - a. Different types of music
  - b. Different instruments
3. Regular Review Routine
  - a. Building on skills, early pieces prepare for later pieces
  - b. Expression, dynamics (work on with old pieces)
  - c. Build self-confidence, always have a piece ready to play
4. Practice Consistency
  - a. A little practice is better than no practice
  - b. "100 days of practice"
  - c. celebration at the end
  - d. child notices the difference
5. Group Class
  - a. Repetition
  - b. Networking with parents/resources
  - c. Children's peers
  - d. Inspired by others
  - e. Gives confidence
6. Parent Involvement
  - a. Intentionally present
  - b. Engages parent and child in collaborative process
  - c. Child's best cheerleader
  - d. Believe in the child, then she/he'll believe in her/himself
  - e. Acknowledge frustration, 3 T's "Things Take Time"
  - f. Achievement is product of practice and patience
7. Trust your Teacher
  - a. Has best interest of child at heart

## Studio Updates

### *Linda Thompson Violin & Viola Studio*

Talent Education students will present a concert at Madonna Towers on Sunday, March 19, 2:00. While each group will play one piece from the repertoire, all other music has something to do with nature. From winter and snowflakes to comets and stars to bamboo and forests to rivers and on to swans, ponies, monkeys, and even a weasel.

SAM graduates this year are Joe Corrigan, Anna Guenther, Carrie Guenther, Federico Jimenez, Fernando Jimenez, Stephen Lange-Pearson, Aaron Mead, Mika Mead, Annie Wu, Christina Yao and Juliann Yao.

After these activities it is 'back to the books' for Rochester Music Guild, ensembles, and the year-end recital.

### *Barbara Bartleson Piano Studio*

Hello from the world of piano!

We are having a busy winter season. Students are preparing for the Rochester Music Guild piano contest and MMTA piano contest finals, taking theory tests and performing in recitals.

Liam O'Neill and Nick Crockett passed MMTA Theory Level One; Randall Hubka and Kindall Hubka passed MMTA Theory Level Three. All four students received grades marked "High Distinction."

Michael Hickey and Marie Elise Matern are finalists in the MMTA Piano Contest.



*Marie Elise Matern at the Suzuki Association of Minnesota graduation on March 5, 2017*

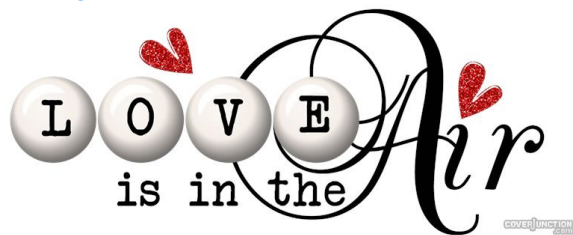
Marie Elise Matern performed the "Gigue" from Bach's *Partita in B-Flat* for her graduation recording from book 4. At the celebration recital, she played the second movement of Mozart Sonata, K. 330.

Truman Dangerfield and Isabel Kramlinger will perform in the Honors Recital presented by the Rochester Area Keyboard Club on March 18.

We are hoping for warm spring weather and more time to practice!



**DeAnn Spencer Violin Studio**



**"Love is in the Air" Violin Recital**

The students of DeAnn Spencer performed for the residents of Charter House on January 28. Our theme was "Love is in the Air". It was a wonderful afternoon of romantic music: *Can You Feel the Love Tonight*, *Can't Help Falling in Love*, *Beauty and the Beast*, *Love Me Tender*, *When I'm 64*, *Canon in D*, *The Lovers' Waltz* and *Con te partiro*. We also had an audience Sing-A-Long joining with the Charter House Chorus on *You Are My Sunshine*, *Edelweiss*, *Bicycle Built for Two*, and *All You Need is Love*.



*Nora Pristash, Eliza Fletcher, Fiona Robertson, Grant Schuman*



*Violin students performing "All You Need is Love"*



*Don Cain & Charter House Chorus singing "Bicycle Built for Two"*



*Phillip Bransford, Thomas Gorman, Ava Robertson, Sofia Chaudrey*

**Spring Recitals**

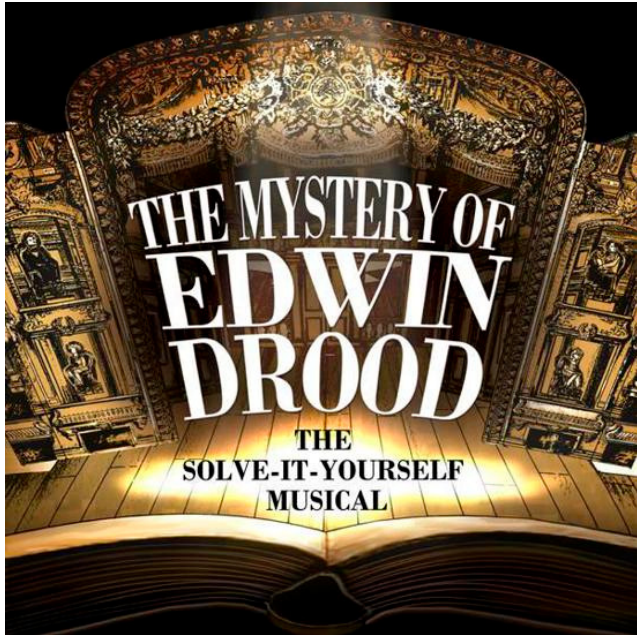
My students will perform in solo recitals on Saturday, April 29 at 5:00 pm & 7:00 pm. Recitals held in Breckenridge Hall at Calvary Episcopal Church. The public is invited to attend.

**Violin Students participating in State Graduation**

This year I have eight students participating in the State Graduation Recital on March 18. These students worked hard to record their videos and to polish their pieces for Graduation. Congratulations to Emma Bransford, Phillip Bransford, Sofia Chaudrey, Thomas Gorman, Suzanne Gorman, Max Kantor-Gerber, Natalie Tricarico and Ethan Warrington.

*DeAnn Spencer Violin Studio (continued)*

**Students in the News**



**Charlie Burket**

**Charlie Burket** played violin in the pit orchestra for the Century High School winter musical, *The Mystery of Edwin Drood*. With Century band director Amanda Kaus conducting, the group began practicing in December and completed the theatrical run during the weekend of February 22-25, 2017. One of two violins in a group of about 20 musicians that included wind instruments and percussion, Charlie notes, "Playing in pit orchestra was an incredible social experience and also taught me to read music better."

**Robertson Family**

**Elaina, Ava, Fiona and Thomas Robertson** all take violin lessons from DeAnn Spencer. The four children, along with their dad, participated in the Civic Theater's production of 'The Christmas Carol'. Thomas was Tiny Tim and he really shone in his part! It was a blast, and the experience gave the Robertson family a close up look at music and teamwork on stage. It gave them all a renewed appreciation for the arts.

**Leah Wieneke**

Many of my students play for their school and church communities. **Leah Wieneke** enjoys performing at the St. Francis of Assisi Christmas concert.



## [Suzuki Summer Camps \(Dave Hubka\)](#)

Various members of our family have gone in different years to Suzuki Summer Camps at Stevens Point, WI, Beaver Creek, CO, and Ann Arbor, MI. They have all been outstanding, and are well recommended. We found the one in Stevens Point, WI, was by far the closest and most convenient to go to from Rochester.

The definitive listing of these camps is at <https://suzukiassociation.org/events/institutes/>

The one in Stevens Point is described at <https://suzukiassociation.org/events/loc/american-suzuki-institute/>

To encourage SEMSA member families to attend a Suzuki Summer Camp, there is a \$100 scholarship available for each member family when they have attended their first camp. Read on ...

[Georgia Daniels' Scholarship Information](#) -- Applications are due each year by June 1st.

Suzuki Institutes are like a week-long Gasshuku! Those who have attended SEMSA's Gasshuku workshop in the past can tell you how much fun they are. The institutes are patterned after Dr. Shinichi Suzuki's summer school in Japan. Teachers, students and parents participate in music instruction, parent talks, motivation and enjoyment. SEMSA offers the Georgia Daniels' scholarship for families who are first time Suzuki Institute attendees. The Georgia Daniels' Suzuki Scholarship is offered by SEMSA to help introduce families to Institute. As such, the scholarship is not tied to financial need, is restricted to a one-time award per family, and is only available the first time any family member attends Institute.

The process is simple and documented here, but feel free to talk to your SEMSA teacher or Jan Glowacki ([woodspirit@charter.net](mailto:woodspirit@charter.net)) about it as well:

Step 1 - Complete the Scholarship application form and submit it to the contact on the form by June 1st.

Step 2 - Register and attend a Suzuki Summer Institute

Step 3 - After attending a Summer Institute, provide the following to SEMSA:

(1) Proof of registration, payment, and attendance

(2) Submit a short article to be published in the SEMSA Newsletter

Step 4 - The SEMSA Treasurer will mail a \$100 check to the scholarship applicants who have met the requirements above