

## **WELCOME!!**

“We teach music not so that children (or anyone else) can make beautiful music,  
But because music makes beautiful people”.

– *Anonymous & my favorite quote*

## **WHAT DO WE DO HERE?**

I try hard to present students with a solid, broad based approach with an emphasis on understanding the fundamentals of musical comprehension, music reading, musical memory, and ear development. These are essential to playing and enjoyment of any instrument! To this end we cover theory, music history, performance, technique and practical application. These basics are supplemented and reinforced by the monthly group sessions, several annual field trips, access to regional, state and national music competitions and performances, as well as the formal Student Evaluations each Spring. I have a full music lab, an extensive library of music and music reference materials and up to date postings on local free or low cost musical events. While I tend to emphasize classical music and technique, we will also cover a wide range of music in various meters and modalities: classical, popular and world music in solos and duets. Supplementary books are available: holiday, religious, popular, classical, music from specific times, places, composers, movies... or whatever the student wishes, when they are ready. My personal goal is not to have a studio full of competition performers. A few are always nice of course, but the average student just wants to be able to make music - to make it sing. I DO want them to understand, appreciate, and be able to pick up something and figure it out - or apply what they know to another instrument. Once music is part of a life, it never leaves; it is the one universal language.

## **WHO AM I?**

I am Karen Magruder. I love Music! My family has always incorporated music into our lives. Some of my earliest memories are being danced around in my Mom's arms and listening to her sing. I began formal lessons on the Piano when I was 7 years old. Growing up also I sang in the Church Choirs, played on Hand Bells, and explored the Flute. I spent a formal year each on Trumpet, Drums and Harpsichord and am currently working on learning Zither, Dulcimer, and Soprano & Alto Recorders, and sometimes the guitar (when I have a chance). Of course, I also regularly read and attend lectures, conferences, seminars and master classes to always improve my teaching skills. I have been teaching piano and music theory since 1983 in this area and have played professionally. I am a member in good standing with the Music Teachers National Association (MTNA), the California Association of Music Teachers (CAPMT), Empire Music Teachers Association (EMTA), the Music Educators National Conference (MENC), the Suzuki Association of North America, the National & the Inland Empire Kodaly-Orff Association, and the National Conference on Keyboard Pedagogy. I am a fully certified and licensed teacher of Kindermusik and Musikgarten and have achieved National Certification through the MTNA and will be taking Level III Orff in summer 2009. Currently, I am also District IV Coordinator for CAPMT, and Vice President of the EMTA. I keep busy and love teaching!

## STUDIO POLICIES

### **Pick up and Drop Off:**

- ♪ Please keep your car in the street at all times, as the students need to walk safely on the driveway.
- ♪ Please keep your speed down to 25 mph while on Whirlaway. There are many small children on this street.
- ♪ Please do NOT HONK. This is a residential area; we work very hard not to disturb our neighbors. In any case you would not like horns sounding off every hour either!
- ♪ Please see that students (especially young ones) have gone to the bathroom and have washed their hands before lesson time.
- ♪ Each student is expected to appear for each lesson on time. Late arrival does not mean extra time!
- ♪ Arrange for the student to spend the extra 10 – 20 minutes in Music Lab before or after the Lesson.
- ♪ Parents are welcome to stay if you like. This is especially encouraged with younger students so that you can help them better at home.

### **Hours to call, Attendance, Makeup & Termination Policies:**

- ♪ The monthly fee is a flat fee, attended or not.
- ♪ Lessons can be made up IF we can find a time in the same month. You are responsible for scheduling the make up lesson.
- ♪ Termination requires a full 2 week notice. Over this period the student's account will be reviewed and any outstanding balances paid or credits made.
- ♪ If you need to discuss something with me that will take more than a minute or two, I am always happy to speak with you. However, please do not call between 3:00 PM and 8 PM as these are my busiest hours and it is not fair to the student who is here.

### **FEE SCHEDULE (As of July 2004)**

- ♪ Flat Monthly Fees of: 45 minute lessons = \$100.00 or 1 hour lessons = \$120.00
- ♪ A 60 minute lesson may include the Recorder after moving into the JTM II book, if desired.
- ♪ Termination Deposit is ½ months Tuition.
- ♪ Payment is expected on or by the final lesson of each month.
- ♪ Music Supplies are provided at cost
- ♪ Piano Explorer subscription is \$4.00 annually (optional & for grades 4 & up)
- ♪ Late payment fee is \$10.00 applied after the 7<sup>th</sup> of the following month.
- ♪ Bounced check fee is \$25.00 for banks bounce (or what the bank charges me).
- ♪ Students who are listed in a Recital Program who fail to show will be charged \$20.00.
- ♪ Other outside Recitals, Competitions & CAPMT Student Evaluations are at cost, usually \$5 to \$20.
- ♪ \$30.00 discount on Kindermusik or Musikgarten tuition if concurrently enrolled in Piano or Tutoring

### **Included with lessons at No Charge:**

- ♪ 15 to 25 minute Weekly Music Lab
- ♪ Monthly 2 Hour Group Sessions
- ♪ Studio Recitals are bi-annual,
- ♪ Various Mini-Recitals
- ♪ Regular Field Trips are included

*For more resources, visit my web site under Links.*

*I keep an updated list of useful music sites for all my students on it:*

*Recorded music, history, dictionaries, games, etc [www.citivu.com/rc/kindermusik](http://www.citivu.com/rc/kindermusik)*

**Parents & Students are asked to provide the following for best results;  
If you do, you will have more success, more fun and be far less likely to give up.**

**FOR PARENTS & FAMILIES**

- ♪ Parents and family need to BE the Fan Club: be enthusiastic and supportive of the student's efforts! Provide time opportunities to show off. Small rewards never hurt either (stickers, trip to ice cream parlor, etc.)
- ♪ Parents need to provide *age appropriate supervision* of practice sessions and establish good study habits. This is why supervised practice is very important for children. If you need more suggestions, feel free to talk to me. Help your student with the discipline of sitting down and concentrating. In a few months you will discover their ability to do this will greatly improve, as will their homework from school!
- ♪ Understand that a very young student may not have the attention span yet. Hold on, the attention span should increase dramatically over the next few months. In the meantime, you may wish to do the practice in two or three separate times.
- ♪ Always keep a good instrument in good repair. Plan on having your piano tuned twice a year. Any instrument must be minimum standards. A poor instrument that sounds bad is a frequent cause for drop outs. Would you want to ride a bicycle with twisted wheels and a chain that keeps jumping off? An advanced student may need to upgrade to a better instrument.
- ♪ Be Aware that taking the summer off, means 2 or 3 months to get up to speed again and the end result in only about 7 months progress per year.
- ♪ Be prepared to stick it out until Musical Fluency is reached. (Both parents & students) Count on this taking several years. Until this point, a student really has no way to know if this is what he/she wants. Be aware that plateaus will be reached at times, where it may feel like no progress is made

**WHAT TO EXPECT AND WHAT IS EXPECTED:  
STUDENTS WHO DO WILL DO BETTER**

- ♪ At Lessons, we: Warm-up first, review and update music in progress, check theory, ear training or flashcards(sometimes), go over new things, and do the music lab (an extra 10 – 20 minutes before or after the lesson)!
- ♪ At home you should always: Warm-up (all scales, trills, exercises, technical things, Hanon, chords, etc.), Read through any new music looking for patterns and instructions, Practice each piece as needed, Complete Theory, or work on Ear training, Flashcards &/or Memorization and Review old music.
- ♪ Use the Assignment Books. They list all things to be done. Please read it each week. Complete and sign off the practice record each week. A Practice Calendar page is available for more detailed practice. Copy as needed. I will mark items in the Assignment book with a star for "making expected progress", a triangle for "well sort of", and a check for "not on track or missing".
- ♪ Why Theory & Flashcards? While is not the music itself, this is what a student needs to read and understand music fluently. It is a key to musical success. Students will have it every week. The Flash Cards are to support the student's theory learning and should be studied at least twice a week until a given card has 3 stars. Understand that the theory or reading is meant to prepare for the music you want to play. If you do not do your theory - YOU WILL NOT DO AS WELL OR GET THERE AS FAST AS YOU COULD.
- ♪ Why Memorize? Memorization is an important part of musicianship, which adds considerably to self-confidence. The discipline & experience of memorizing is valuable not only in music, but is essential for public speaking, academics, poetry reading, drama or vocal music. This ability is an aptitude. It comes very easily to some & is a struggle for others. An important benefit of memorizing is to be able to play more fluently & musically, without concern for reading the notes. Ideally, *memorizing should be part of review work* that is done all the time.
- ♪ Plan to attend Group Sessions, staying for Music Lab, Field Trips and other activities. Students who do will do better!
- ♪ Bring ALL Music, Flash Cards and Completed Theory to class each and every week.

## GENERAL PRACTICE ADVICE FOR STUDENTS

### SET UP:

- ♪ **Successful and rewarding music study depends on consistent daily practice.** So, SCHEDULE a Regular Practice Time. Before school, before bed, at 4:00 or whatever works. Remember that unscheduled practice rarely happens and you will not get very far! 30 minutes is only a minimum and is necessary if you expect to progress at a normal rate. Increase this time by 5 to 10 minutes per year. More practice will mean you will advance faster. *How fast do you want to go?*
- ♪ **NO INTERRUPTIONS** - like phone calls, friends or chores in the middle of practice time. And, turn off distracting noise makers like TV's, radios and games.

### PRACTICE

- ♪ **WARMUPS First, Every Day!**
- ♪ **Good Posture:** If you look like a pretzel, you will probably play like one too. Sit up tall, facing the piano, legs in front. Keep fingers curved (nail tips on the keys), (girls need short nails) wrists should be flat (no keyboard wraparounds or tents). Not using good posture can create anything from discomfort to permanent damage. If needed use books, stools or boosters to be comfortable.
- ♪ **Practice of a new, specific piece should include:**  
Study your music looking for all the details and patterns.  
Clap or tap all parts of the piece first, as needed to help yourself.  
GO SLOWLY & COUNT EVENLY! Using a Metronome can be very helpful.  
At the beginning of every song, speed does Not help. The right speed is the one that you can play correctly at.  
Play the melody until you know it!  
Play everything Hands Alone.  
Play the hard bits first 3 times each Hands Together, correctly in a row  
Then play the whole piece slowly the 1<sup>st</sup> time each day.  
As time allows you might do the whole piece 3 to 5 times.  
The final time, be sure to play straight through, without stopping for mistakes.  
Afterwards, go back and work them out.
- ♪ Large pieces: break it up into smaller pieces: If the piece is hard or complicated, play it hands alone, count out loud. Do it measure by measure, phrase by phrase, and section by section.
- ♪ Find what works for you. You may do better to play each piece 5 times a day. Or, you may need to do each piece or a part of each piece 3 times, correctly, in a row. You may practice more effectively in 2 twenty minute practices...Each and every student is different.
- ♪ If you have a CD of the music you should listen to it a lot.

### REALIZE & REMEMBER

- ♪ There will be plateaus where it may feel like no progress is being made. This is always true for any developing skill.
- ♪ *You have a choice: play something the wrong way fast, spend lots of time unlearning, and relearn it the right way, knowing all the time that under stress, like a recital, mistakes come back to get you, OR do it right slowly & carefully and build to the speed you want. 4 times as much work or not?*  
*Hmmmm....*
- ♪ You Will Make Mistakes.
- ♪ The general rule of thumb for any instrument is 7 years to mastery.
- ♪ The more advanced you get, the longer it will take to work up music. After all we are doing much more!

### PRACTICE IS WORKING ON WHAT YOU CANNOT DO!

**Above all - PRACTICE!!! All Atalent@ is 99% sweat.**

Allife is like a piano - what you put into it is what you will get out of it.@"

# MUSIC STUDENT ACTIVITIES

## STUDENTS WHO PARTICIPATE WILL DO BETTER THAN THOSE WHO DO NOT.

**GROUP SESSIONS:** \_ These are mostly held the 1<sup>st</sup> or 3<sup>rd</sup> Saturdays. Student comes once a month. We cover many topics and exercises not possible in the standard lessons. Musical games, ensemble, performance, basic concepts, review, composition analysis, ear training, introduction to other instruments and their families (including demonstrations and hands on!), musical creativity ... Plan on having lots of musical fun AND learning.

**MUSIC LAB:** These are primarily self explanatory and usually do not interfere with another student's time. Music Lab includes reinforcements of basic & advanced concepts of: history, composers, theory and harmony, music writing, composition and creativity, music of other cultures, instruments, ear training, rhythm training, scoring and notation and composition analysis. I continue to add new things yearly. Students should average 10 to 20 minutes EVERY week either before or after the lessons, as arranged.

**STUDENT EVALUATIONS:** Full, Non-Competitive, Benchmark Exams of the National Standards designed and presented by CAPMT/MTNA and hosted by EMTA each Spring. Levels 1 to 10. The student prepares 3 pieces, from 3 different periods of music. Memorization is recommended for all 3, but required for only 1. The student performs for an evaluator who will also question the student about symbols & notation in the repertoire to ascertain understanding of style, historical period, tonality, form rhythm & terms and about knowledge of his/her instrument. Sight-play materials at 2 levels lower than repertoire performed. Music Literacy Written Evaluation & Aural Perception Evaluation each year at the level of the performance repertoire. Students with over 1 year of lessons participate.

**KINDERMUSIK:** For students 7+ and under. Classes are once weekly, 15 week semester class in a small group. Develop the musical understanding and background needed for musical success. *Kindermusik* is very effective for the younger piano students, those who want an understanding and appreciation of music and those who may want to play an instrument when they are older. Students will develop a wide range of musical skills and have fun with music!

**KEYBOARD EXPLORERS:** A group class for students 8 to 11 years. Classes are once weekly, 15 week semester class in a small group. Develop basic musicianship with an understanding and background needed for success with a focus on keyboard creativity. Have fun with your music!

**MUSICAL SUMMER CAMPS:** Varying subjects and levels for all students - Recommended.

### **ALSO AVAILABLE:**

♪ **Competitions** through CAPMT/MTNA each Fall. Bartok, Honors, Sonata, Concerto & Composition. Serious!

♪ Chapter, District and State Level **Recitals** open on approval to students who wish to participate.

♪ Two to four **Mini-Recitals** are held each year at the local retirement and nursing homes. It brings a lot of happiness to many people who may not get any visitors for months at a time and gives the student a valuable performance opportunity. Please plan to participate whatever your level.

♪ Rancho Cucamonga Library **Telethon** open on approval to students in late winter. Fun!

**POSTED EVENTS:** Regularly, check the **bulletin board** outside for many local free or low cost, musical events. TRY THEM!! Again, there is no substitute for live and hands on experiences. Seeing & hearing music in various formats and styles and being enjoyed by many people will advance & encourage students of all ages!

**FIELD TRIPS:** All strongly recommended. There is no substitute for live music and hands on experiences.

All the ones listed below are free. All friends & family interested in music are welcome to join us.

♪ **Claremont Young Musicians Orchestra:** The Season Opening Concert, Season Finale Concert, and the annual Spring Children's Concert, plus other performances.

♪ **The University of Redlands, School of Music with the Redlands Symphony Orchestra presents their annual Spring Instrument Petting Zoo and Family Concert.** It allows student and family to view, hear and try out just about any instrument type they might want to under the supervision of someone who knows what they are doing. The concert held afterwards pulls together and presents in ensemble format all of the instruments previously viewed. It is short but complete.

♪ **Fiske Music Museum in Claremont:** Usually held during Summer Vacation. It is THE largest collection of musical instruments in the Western United States. It is Private. The tours are given by the museum curator, Dr. Albert Rice and last about an hour. All persons interested in music are welcome to join us, except for fully mobile children under 5 years of age. The reason is that a great deal of this valuable collection is directly available with no protection.

♪ **Claremont Folk Music Center:** Usually held during Summer Vacation. This is an accredited historical and educational site that is also a fully operational music store. You will be able to tell that they have been developing it for the last 5 decades or so and is run by the 4 generations of the same family. I can almost guarantee that you will never visit another place quite like it!

## RECITALS

Formal Studio Recitals are currently held twice a year: Spring and late Fall. All students should participate if they have been a student for more than 4 months. Please come and observe in any case. These are complete with programs, participation certificates and Potluck/refreshments afterwards.

### **SUCCESSFUL RECITALS GUIDELINES - PREPARING: OR KEYS FOR SUCCESS:**

- ♪ **Lots of Advance Preparation.**
- ♪ Pieces **SHOULD** be memorized, but a successful, expressive performance is most important.
- ♪ Practice playing with the metronome a few times to feel the correct speed & to learn how to keep a steady beat. It is very easy to speed up when you are excited or nervous
- ♪ Practice starting your piece from various places. If you know how the beginning of each section sounds, the piece will be easier to memorize. If you get stuck or lost during a recital jump back into the piece at the beginning of the next section.
- ♪ **Practice approaching the piano - smile - bow/curtsy** (try counting to 4 or say a phrase like “I like pizza” so it does not look like a silly bob) – play your music - smile - bow/curtsy - WALK back to seat. Under pressure, these are **NOT** always intuitive!
- ♪ Once you know your music, practice **performing** at home for friends, relatives and so on, lots and lots! At these practice performances do not stop & try to correct mistakes. Fix any trouble spots later.
- ♪ Record yourself playing your piece(s) and analyze to hear how the music would sound if you were in the audience. It is much easier to hear places that are not smooth or should have more expression!
- ♪ **Formal wear is required** – No mini skirts, jeans, or tennis shoes. But - Choose comfortable clothes & shoes for recitals. Be able to move & stretch and press the pedal comfortably. High-heel shoes & tight clothes are not a good choice. Practice in your concert clothes before the performance.

### **STUDENTS AT THE RECITAL:**

- ♪ **Be Polite:** Be a good listener and do not talk or make noises when other people are performing. Stay for the whole Concert. Compliment others after the recital.
- ♪ Approach the piano - smile - bow/curtsy - adjust the bench to fit you, so that you will be at your most comfortable - play - bow/curtsy - WALK back to seat
- ♪ Try to look happy even if you make a mistake & **KEEP ON GOING!!** (Remember, even the best make mistakes.) Don't get upset on stage - your audience may not even notice unless you show them! Even if the audience does know - they will respect your determination to complete your program. Also, don't forget the family & friends that are there to support you!
- ♪ Don't forget to breathe; it will not only make you feel relaxed, but will help you play expressively and shape phrases nicely.

### **IF YOU ARE NERVOUS (TRY THESE AHEAD):**

- ♪ Breathe slowly with your hand on your stomach, in, hold, out, hold, in hold, out, hold, etc. to a count of 4 for each part. Feel your breathing. It should feel like your stomach and lungs are filling up with air like a balloon.
- ♪ Your mind is what makes you feel afraid before a recital so it is very important to calm it down. Before a Recital try to find a quiet place where you can relax. Close your eyes and picture yourself in a beautiful, peaceful place. This could be a beach, mountaintop or meadow. Clear your mind of all other thoughts. Or, count slowly from 10 backwards with your eyes shut. Or, while you wait your turn, visualize yourself going through your entire performance, from entering stage to final bow, perfectly.
- ♪ Playing piano is a physical activity, so relaxed muscles are very important for a good performance. Your back, arms, hands, and even legs should all work together like a well-coordinated machine. Try relaxing your body muscle by muscle: first tense for a few seconds and then release so they feel floppy. Focus on the difference between feelings of tension and release. Start at your toes and work up to the top of your head, tightening and relaxing each muscle. Then do every muscle at once.

### **GOOD MANNERS AT A RECITAL ARE FOR EVERYONE:**

- ♪ Arrive at a quarter of the hour - late arrivals are very distracting.
- ♪ Guests other than immediate family are always welcome, BUT if you will be bringing more than 4 or 5 people, please let me know so that adequate seating can be provided.
- ♪ NO student or member of the audience may bring or use ANY cell phones, beepers, electronic games or CD/tape players (except for recording). These and ANYTHING that blips, bleeps or bleeps will be confiscated.
- ♪ PLEASE attend the ENTIRE concert. The last student is as deserving of an audience as the first.

*Finally, due to a recent, but persistent problem with no show participants, a \$10.00 fee will be assessed to the account of any student on the program that does not arrive.*

*It disrupts the programs and unsettles the participants who are there to have the program constantly switched about  
**IT WILL REQUIRE AT LEAST 4 DAYS NOTICE TO BE REMOVED FROM THE PROGRAM.***

## CAN MUSIC LEARNING REALLY MAKE YOU SMARTER?

### Here are some facts, statistics and thought on the subject.

- ♪ Music is a cross between logic/emotions, math/language. Participation in music is acknowledged by the scientific and educational worlds as being the single best activity to improve success in and out of school, on tests and throughout life.
- ♪ *All studied the lives of great men ...& women: and I found that...  
Those who got to the top were those who did the jobs they had in hand,  
With everything they had of energy, enthusiasm and hard work.@  
Harry S. Truman, 33<sup>rd</sup> U.S. President*
- ♪ “Childhood music lessons actually enlarge portions of the brain. German researchers found that the brain area used to analyze musical pitch is an average of 25% larger in musicians.  
The younger the musical training begins, the larger the area”.  
- *Nature, April 23, 1998*
- ♪ Skills learned through music carries over into study skills, communications skills and cognitive skills useful to all parts of life. For example research supports that music helps prepare the mind for specific disciplines of learning. One such study referenced in a 1997 article in *Neurological Research* indicated that music training is far superior to computer instruction in dramatically enhancing children’s abstract reasoning skills, the skills necessary for learning math and science.
- ♪ “After learning eight, quarter, half and whole notes, second and third graders scored 100% higher than their peers who were taught fractions using traditional methods.”  
*Neurological Research, March 15, 1999*
- ♪ “College-bound seniors with school music experience scored 57 points higher on the verbal portion of the SATs and 41 points higher in math than those without arts instruction.  
Profiles of SAT & Achievement Test Takers.” The College Board
- ♪ “Music...makes a tremendous impact on the developmental growth of every child and has proven to help level the learning field across socio-economic boundaries.”  
*US Department of Justice, National Endowment for the Arts*
- ♪ MUSIC IS inspiration.... It influences the very fiber of our culture.  
It can soothe, enlighten, educate, and of course entertain. It is the soundtrack to our lives.  
*Anonymous*
- ♪ “The life of the arts, far from being an interruption, a distraction, in the life of a nation, is close to the center of a nation’s purpose - and is a test of the quality of a nation’s civilization”...  
- *John F. Kennedy*
- ♪ “There is Geometry in the humming of the strings; there is MUSIC in the spacing of the spheres.”  
- *Pythagoras*
- ♪ “MUSIC... gives a soul to the universe, wings to the mind,  
Flight to the imagination, and life to everything.”  
- *Plato*
- ♪ “It occurred to me by intuition, and MUSIC was the driving force behind that intuition.  
My discovery was the result of musical perception”.  
*In speaking about his renowned Theory of Relativity: - Albert Einstein*
- ♪ MUSIC is a higher revelation than all wisdom and philosophy.  
MUSIC is the electrical soil in which the spirit lives, thinks and invents. –  
- *Ludwig van Beethoven*