



5 WAYS TO GET THE MOST OUT OF MUSIC LESSONS

These guidelines will help you have a successful, rewarding experience learning an instrument. These are practical tips that we have discovered from years of teaching and our experiences with teaching many students each year.

1. HOW YOUNG IS TOO YOUNG – STARTING AT THE RIGHT AGE

Adults can start any instrument at any time. Their success is based on how willing an adult is to commit to practicing. We teach many beginners in the 60s, 70s and 80s.

For children, starting at the right age is a key element to the success of their lessons. Some people will tell you “the sooner the better” but this attitude can actually backfire and be a negative influence. If a child is put into lessons too soon they may feel overwhelmed and frustrated and want to stop lessons. The last thing you want to do is turn a child off music just because they had one unpleasant experience which could have been prevented. Sometimes if the child waits a year to start lessons their progress can be much faster. Children who are older than the suggested earliest starting age usually do very well. We have found the following guidelines useful in determining how young a child can start taking individual lessons and be successful.

3 – 4 Years Old

If a pre-schooler has a keen desire and wants to start music, a group preschool music, a group preschool music class will give them a good foundation in music basics which will be helpful in later private lessons. At this age, private lessons generally do not work as the child has not yet experienced the formal learning environment of kindergarten or school and learns more effectively through the game oriented preschool environment. Also, motor skills may not be developed sufficiently and the child’s progress may be impeded. Short attention span may also be a factor against private lessons at this age.

Piano/Keyboard

At our school 5 years old is the youngest age that we start children in private piano lessons. At this age they have begun to develop longer attention spans and can retain material with ease.

Guitar

7 years old is the earliest we recommend for guitar lessons. Guitar playing requires a fair amount of pressure on the fingertips from pressing the strings. Children under 7 generally have small hands and may find playing uncomfortable. Bass guitar students are generally 10 years old and older.

Voice Lessons

10 years old is recommended as the youngest age for private vocal lessons. Due to the physical nature of voice lessons (proper breathing techniques, development of the vocal chords and lung capacity), the younger body is generally not yet ready for the rigors of vocal technique. For children younger than 10, we have a children’s choir (grades 2-6) and a preschool music programs which include singing (ages 4 – 2nd grade) that teaches children how to use their voices properly, in a fun, relaxed environment.

Percussion

Speak with the instructor. This varies greatly depending on the size of the child and the type of percussion being taught and the student’s physical and motor development.

Flute, Clarinet & Saxophone

Due to lung capacity (and in the case of saxophone the size of the instrument), we recommend that most woodwind beginners are 9 and older. Students as young as 5 may start flute lessons using a curved head flute

Violin

We accept violin students from the age of 5.



Trumpet & Low Brass

The trumpet requires physical exertion and lung power. 10 years and older is a good time to start the trumpet. When beginning lessons on trombone or tuba, the physical size of the child is a factor to consider.

2. CONSIDER PRIVATE LESSONS WHEN LEARNING A SPECIFIC INSTRUMENT

In a private lesson each student can learn at his or her own pace. The teacher tailors the lesson to the individual student's strengths and weaknesses. For that lesson period, the student is the primary focus of the teacher and the teacher can help the student be the best they can be.

3. TAKE LESSON IN A PROFESSIONAL TEACHING ENVIRONMENT

Learning music is not just a matter of having a qualified teacher, but also having an environment that is focused on music education. In a music school environment, a student cannot be distracted by TV, pets, ringing phones, siblings or anything else. With only ½ to one hour of lesson time per week, a professional environment can produce better results since the only focus at that time is learning music. Students are also motivated by hearing peers who are at different levels and by being exposed to a variety of musical instruments. In a music school, the lessons are not just a hobby or sideline for the teacher but a responsibility which is taken very seriously.

4. MAKE PRACTICING EASIER

As with anything, improvement in music take practice. One of the main problems with music lessons is the drudgery of practicing and the fight between parents and students to practice every day. Here are some ways to make practicing easier:

A. Time – Set the same time every day to practice so it becomes part of a routine or habit. This works particularly well for children. Generally the earlier in the day the practicing can occur, the less reminding is required by parents to get the child to practice.

B. Repetition – We use this method quite often when setting practice schedules for beginners. For a young child 20 or 30 minutes seems like an eternity. Instead of setting a time frame, we use repetition. For example, practice this piece 4 times every day, and this scale 5 times a day. The child then does not pay attention to the amount of time they are practicing their instrument, but knows if they are on repetition number 3 they are almost finished.

C. Rewards – These work very well for both children and adult students. Some adults reward themselves with a cappuccino after a successful week of practicing. Parents can encourage children to practice by granting them occasional rewards for successful practicing. Praise tends to be the most coveted award – there just is no substitute for a pat on the back for a job well done. Sometimes we all have a week with little practicing, in that case there is always next week.

As an alternative to candy or treats, try to reward the student's character attributes that contribute to good practice; notice and comment on perseverance, orderliness, attentiveness, determination, diligence, endurance, enthusiasm, flexibility, initiative, patience, responsibility, and self-control.

5. USE RECOGNIZED TEACHING MATERIALS

There are some excellent materials developed by professional music educators that are made for students in a variety of situations. For example in piano, there are books for very young beginners, and books for adult students that have never played before. There are books that can start you at a level you are comfortable with. These materials have been researched and are continually upgraded and improved to make learning easier. These materials ensure that no important part of learning the instrument can inadvertently be left out. If you ever have to move to a different part of the country, qualified teachers and institutions will recognize the materials and be able to smoothly continue from where the previous teacher left off.

Have Fun!

Music should be something that you enjoy for a lifetime. So, try not to put unrealistic expectations on yourself or your children to learn too quickly. Everyone learns at a different pace and the key is to be able to enjoy the journey.