

Our Suzuki Heritage & Beliefs

“When love is deep, much can be accomplished.” –*Shinichi Suzuki*



About the Suzuki Method

After witnessing the destruction of his native Japan during World War II, Dr. Suzuki resolved to use music to help bring back joy into the lives of children. A classical violinist who believed in the remarkable abilities of young children, Dr. Suzuki developed a visionary method of teaching music.

Dr. Suzuki’s method took form as he observed how easily children learn to talk, noting that they speak their native language or “mother tongue” fluently at a very young age. He noted the following important factors:

1. Instruction begins at birth with daily exposure.
2. Children hear parents’ voices frequently and more often than other voices.
3. Parents reward the child’s speech efforts with smiles, hugs, and praise.
4. “Practice” takes place many times throughout the day, through hearing and repeating words thousands of times.
5. Children study reading only after they establish fluency of the spoken word.

Dr. Suzuki believed these principles could be used to teach music. Given a proper home environment, learning to play music could be as natural as learning to speak. He rejected the idea that children must inherit talent to play music, believing instead that every child has the potential to develop musical abilities.

About Dr. Suzuki

Shinichi Suzuki was a violinist, educator, philosopher and humanitarian. Born in 1898, he studied violin in Japan for some years before going to Germany in the 1920s for further study. After the end of World War II, Dr. Suzuki devoted his life to the development of the method he calls Talent Education.

Suzuki based his approach on the belief that “Musical ability is not an inborn talent but an ability which can be developed. Any child who is properly trained can develop musical ability, just as all children develop the ability to speak their mother tongue. The potential of every child is unlimited.”

Dr. Suzuki’s goal was not simply to develop professional musicians, but to nurture loving human beings and help develop each child’s character through the study of music. ~Adapted from Levine School of Music Information Packet

About Longmont Suzuki Strings

Who We Are

Longmont Suzuki Strings is dedicated to bringing music into every child's life with love, humor and commitment through the Suzuki approach to music education. We offer private and group lessons for cellists, violists and violinists, ages 2.5 and up. We serve the communities on the Front Range of Colorado including Longmont, Loveland, Berthoud, Erie, Greeley, Fort Collins, and Estes Park.



Barbara Barber, violin & viola



Megan Titensor, cello



Karla Smart-Hickman, violin



Erron Lacy, violin

What We Are

We are independent contractors offering teaching services to the Longmont Suzuki Strings Parent Association. The LSSPA is a nonprofit organization formed in September 2009. The board is comprised of teachers and parents in the Longmont Suzuki community. Together we make decisions for the best interest of the students involved with Longmont Suzuki Strings. Please contact our secretary if you would like more information about becoming involved with the board.

LSSPA Board Members:

Chair	Vice Chair	Treasurer	Secretary	Advisors
Megan Titensor	Erron Lacy	Mark Maeda	Katie Lehr	Barbara Barber, Karla Smart-Hickman

We are one piece of a puzzle. Longmont Suzuki Strings fits into a larger picture of music education throughout the world. On a global scale, we are a part of a large group of people who teach music to children using Suzuki's principles. We also belong to the Suzuki Association of the Americas (headquartered in Boulder, Colorado), an organization focused on the Suzuki philosophy in the Western Hemisphere. And finally, on a local scale, we also fit into the Suzuki Association of Colorado, an organization of Colorado's Suzuki educators.

Why We Do What We Do

We come together as like-minded teachers and parents to offer a peer sharing environment for our students. Our program offers a variety of group and solo performances throughout the year, as well as workshops for students and parents. We have a strong belief in creating a musical community of peer interaction and building bonds through musical creativity.

The ABC's of Group Experience

By Jacqueline Maurer

Jacqueline Maurer maintains a private studio in Denver and teaches for the Denver Talent Education program. Jacqueline is a registered SAA Teacher Trainer.

Arrival

Arrive early with time for unpacking and tuning and time to catch your breath! Help the class to start on time!

Behaviors

Loving, courteous and respectful behaviors are cultivated. We try to respect each other and others' feelings.

Community

People working on common goals have a sense of belonging, and bonds are strengthened between them.

Discipline

Classes are enjoyable within a disciplined framework. Students learn to follow a leader and develop many cooperative skills.

Exhilaration

Contributing to a large group sound and accomplishing shared group goals are exhilarating activities. Group experience provides a showcase for skills!

Frequent performances

Frequent ensemble and solo performance opportunities build confidence and ease of playing.

Games

Games have a purpose! They teach techniques in fun ways and give students a chance to take a break.

Head to Heels

Group time is a chance for teachers to gently remind students to play with their best postures.

Interest in the child

If you spend a large block of time with your child, he/she can sense the importance you attach to these activities.

Joy

Work is joy. Participation gives a sense of accomplishment which is an important part of the happiness journey. Happiness is a journey, not a destination.

Keeping skills sharpened

Students should be well-reviewed before group classes. Then pieces can be worked on in a confident and challenging way.

Listening

Listening skills improve by listening to directions in class, learning audience listening manners and developing a heightened awareness of tone and musicality.

Motivation

A direct by-product of all of these points will be increased enthusiasm for playing the instrument.

New ideas

Teachers have new and different ideas which can be shared in a group setting and among themselves.

Observation

Observe each other's postures and techniques, poise of recital soloists, more advanced players and the many interactions of parents, children and teachers.

Peer interaction

A group class spurs growth in a way that teachers and parents can't.

Quick reflexes

Quick reaction to instructions. Mental agility. Quick reflex games.

Reinforcement

Reinforce, review and revise techniques and musical concepts learned in private lessons.

Socializing

Friendships are made between students and parents and teachers. Problems and successes can be shared in a relaxed and informal way.

Team work

Team competition instead of individual competition is recommended for group classes. The results of team efforts can be very rewarding.

Unison playing

Ensemble and unison playing offer various challenges and bring awareness of different combinations of sound.

Variety

Some teachers are high energy, some have a more relaxed style. Some are right brained, some left. Some sequential, some holistic. Children learn to adapt to their group teachers' different styles.

Working on polishing pieces

After notes and bowings are learned, details of phrasing, intonation and musical ideas can be refined in a fun and challenging way.

eXpectations...

Vary from parent to parent and child to child. With a variety of faculty and classes, these can be met at different times and in different ways.

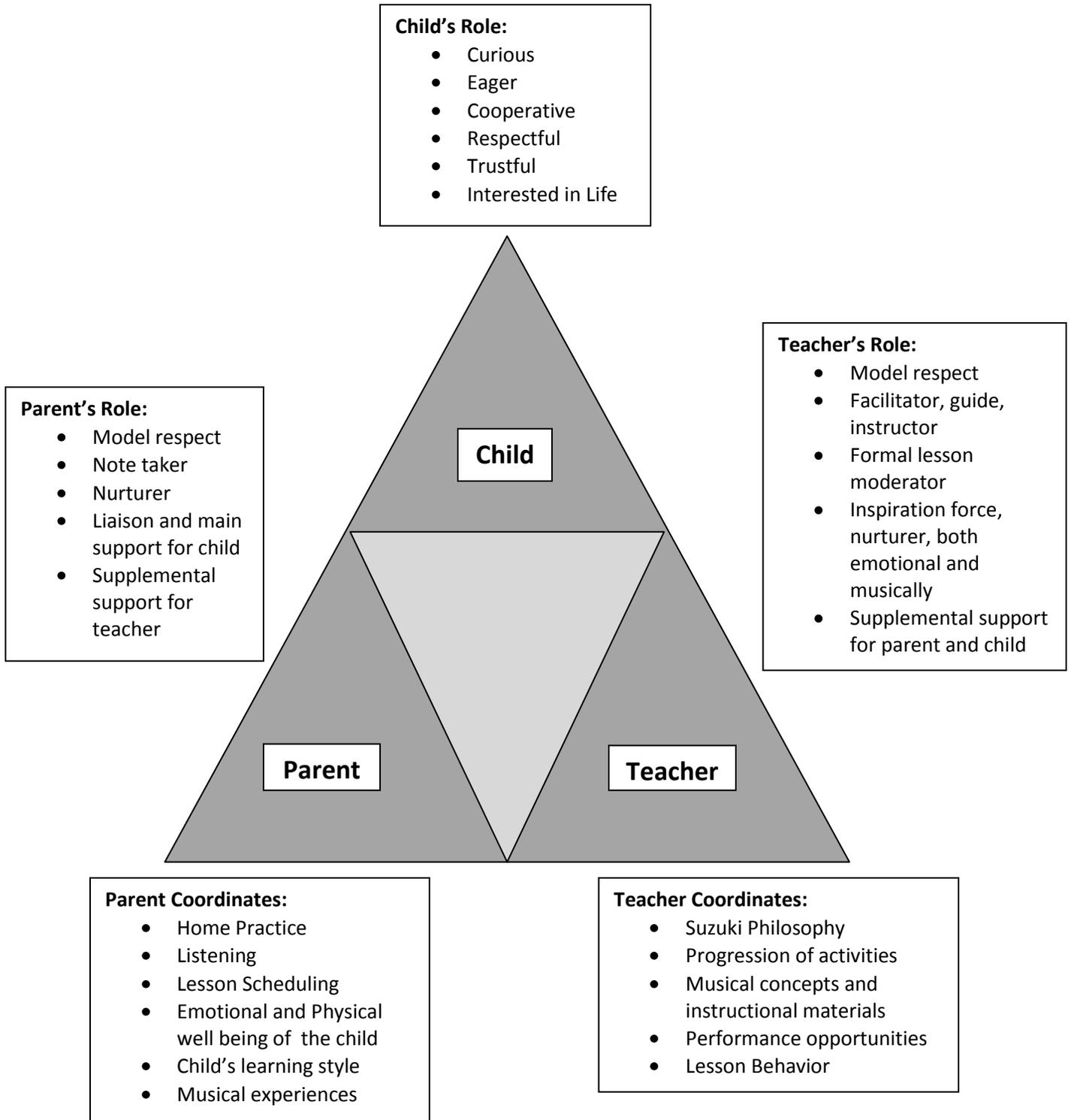
Yielding results

Yields of highest quality and quantity for our youth from group experiences!

Zest

Zest for music!

The Suzuki Triangle



Rules & Expectations

We are fortunate to have a new home at Long's Peak United Methodist Church. We are here on a trial period. That simply means that if we treat the building with respect, we are welcome to stay as long as we want. Please follow these simple rules and gently remind others to follow them too!

Rules of the Building

1. Enter through the East entrance for group class days
2. Be respectful of the building
 - a. FOOD
 - Water is allowed, but only in a closed container
 - Please have snacks only in the fellowship hall. Please avoid sticky, gooey, crumbly, and fizzy foods. Please clean up after yourself.
 - Absolutely no food in the sanctuary
 - b. BEHAVIOR
 - Children should be supervised at all times (This includes picking up students immediately after class is over)
 - Running is not allowed
 - Yelling is not allowed
 - Students are not allowed upstairs at any time
 - Students are not allowed near offices at any time
 - Please be on your best behavior at all times

Well-Child Policy

Please wash your hands frequently! Group class is a mingling opportunity for many kinds of germs. Please do not bring your child to group classes if they have had one or more of the following symptoms in the last 24 hours:

- Green runny nose
- Persistent cough
- Fever
- Unexplained rash
- Diarrhea
- Vomiting
- Any other signs of illness

Expectations of Students

- Best behavior
- Prepared to participate in class
- Respectful to teacher

- Respectful to classmates
- Respectful to building
- Practice every day

Expectations of Parents

- Students are fed, bathroomed, on time (please enter quietly and quickly, if late)
- Help student prepare for class using the repertoire schedule
- Prepared to participate in classes as an assistant or as a note-taker
- Contribute with volunteer hours—see Beth Shields for detailed information
- Stay updated on current LSS events by checking the website frequently or subscribing to the RSS news feed on our news blog

Directory

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