

# **More about the Suzuki Method**

Suzuki lessons may begin as young as age 3 ½; however, the method is ideal for ALL ages.

The Suzuki Method is interchangeably known as the Mother-Tongue Method and as the Talent Education Method.

## **Parent Involvement**

Just as when a child learns to talk, parents are also involved in the musical education of their child. A parent attends lessons with their child and serves as the “home teacher” during the week. Often the parent learns to play before the child, so that s/he understands what the is expected to do and what the child experiences. Parents come alongside the teacher to create an enjoyable learning environment.

## **Early Beginning**

The early years are ripe for developing mental processes and muscle coordination. Ideally Listening to music from birth is ideal with lessons beginning as young as age three or four. BUT, it is never too late to begin!

*“They’re rarely too young...and never too old to Twinkle!” -K.C.Slone*

## **Listening**

Children learn to speak and use language after hearing language spoken hundreds of times by others on a daily basis. Listening to music every day is crucial, especially listening to pieces in the Suzuki repertoire so that the child internalizes and memorizes them

## **Repetition**

Daily repetition is essential in learning to play any instrument. Children do not learn a word or piece of music and then discard it. It is added to their vocabulary or repertoire, gradually using it in new and more sophisticated, polished ways.

### **Encouragement**

As with language or any skill, the child's efforts to learn to play an instrument should be met with encouragement and sincere praise. A child learns at his/her own rate, building on small steps so that each step may be mastered. In group class children are encouraged to support each other's efforts, promoting an attitude of camaraderie and cooperation.

### **Learning with Other Children**

In addition to private lessons, children may participate in group classes and performances in which they learn from and are motivated by each other.

### **Graded Repertoire**

Children are not given exercises to learn to talk, but use language for its natural purpose of communication and self-expression. Pieces in the Suzuki repertoire are carefully chosen to present technical problems to be learned and mastered in the context of the music rather than through dry technical exercises. In Book 1, for example, the children progress from playing the Twinkles to simple folk songs to simple classical pieces by the end of the book.

### **Delayed Reading**

Children learn to read after their ability to talk has been well established. In the same way and natural progression, children will develop a basic physical/technical competence on their instrument and develop their ear ability before music reading is taught