

## **EVERY CHILD CAN LEARN!**

The basic tenets of the Suzuki philosophy include:

### **Parent Involvement**

As when a child learns to talk, parents are involved in the musical learning of their child. They attend lessons with their child and serve as “home teachers” during the week. One parent often learns to play before the child, so that they understands what the child is expected to do. Parents work with the teacher to create an enjoyable learning environment.

### **Early Beginning**

The early years are crucial for developing mental processes and muscle coordination. Listening to music should begin at birth; formal training may begin at age three or four, but it is never too late to begin.

### **Listening**

Children learn words after hearing them spoken hundreds of times by others. Listening to music every day is important, especially listening to the pieces in the Suzuki repertoire so the child knows them intimately.

### **Repetition**

Constant repetition is essential in learning to play an instrument. Children do not learn a word or a piece of music and then discard it. they add it to their vocabulary or repertoire, gradually using it in new and more sophisticated ways.

### **Encouragement**

As with language, the child’s efforts to learn an instrument should be met with sincere praise and encouragement. Each child learns at hi/her own rate, building on small steps so that each one can be mastered. Children are also encouraged to support each other’s efforts, fostering an attitude of generosity and cooperation.

### **Learning with Other Children**

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

### **Graded Repertoire**

Children don not practice exercises to learn to talk, but use language for its natural purpose of communication and self-expression. Pieces in the Suzuki repertoire are designed to present technical problems to be learned in the context of the music rather than through dry technical exercises.

### **Delayed Reading**

Children learn to read after their ability to talk has been well established. In the same way, children should develop basic technical competence on their instrument before being taught to read music.