

## **Table of Contents**

<b>Welcome</b>	<b>1</b>
<b>Community MusicWorks values</b>	<b>2</b>
<b>Description of programs:</b>	<b>3-5</b>
<b>Supplemental activities</b>	<b>6</b>
<b>Teacher and staff profiles</b>	<b>7-10</b>
<b>Student expectations and rules</b>	<b>11-14</b>
<b>Practice tips</b>	<b>15</b>
<b>Instrument care</b>	<b>16-17</b>
<b>Parent involvement at CMW</b>	<b>18-19</b>
<b>Parent tips</b>	<b>20-22</b>
<b>Reading music: some helpful hints</b>	<b>23-25</b>

# Welcome to Community MusicWorks!

You're joining (or are already a part of) a community of musicians and families that's about learning, fun, and social responsibility. The program started in 1997 with 15 students and 2 teachers, and has grown over the years to now have over 100 students and 13 teachers.

Community MusicWorks has become famous around the country for being the only program that employs professional musicians to live and perform and teach in an urban community full-time. We're about introducing young people and their families to the joys of making music while also making the community and the city a better place to live.

Our MISSION has three parts, just like our name:

COMMUNITY: *To create cohesive urban community*

MUSIC: *through music education and performance*

WORKS: *that transforms the lives of children, families, and musicians*

What does this mean? You'll be learning to play an instrument at CMW, but you'll also be meeting new people, learning lots of new skills, and maybe even imagining new possibilities in your life and your neighborhood. You'll also be part of a great community of people, and you'll bring what you can to make the community even better. As teachers and musicians, Community MusicWorks has changed our life... and we hope it will change your life, too.



## CMW Values

CMW has three core values that we ask all of our community members to observe at all times.

### ***Mutual respect***

We believe everyone deserves respect, and we believe it's important to demonstrate that respect in all of our interactions. Even when people have different viewpoints or ideas, it's important to show our respect and courtesy.

### ***Non-violence***

Everyone should feel comfortable and safe at CMW. In our community we don't allow physical or verbal intimidation or violence. Conflicts can be resolved by discussion, and when needed, with the help of teachers and parents.

### ***Tolerance and anti-discrimination***

We show respect for everyone, regardless of gender, race, ethnicity, sexual orientation, or religion. This means that we don't tolerate discriminatory behavior or language. When you encounter people who have different beliefs from you, curiosity is natural, but we try to refrain from casting judgment.

# Description of Programs

## ***What happens at CMW?***

From week to week, you'll be learning to play your instrument, but you'll be doing lots more too! We think that you can learn more and get inspired if you meet other musicians, see music in action, hear your teachers practice and perform, and have fun with your peers.

When you join CMW, you're automatically part of Phase I. Phase I is made up of core activities - lessons, studio class, workshops, community performances, and Performance Parties. There are also supplemental activities, which you can sign up for if you're interested. These include Phase I+, Phase II, and Phase III, labs (or classes), summer camp, and the mentor program.

## Phase I Core Activities:

### ***Lessons***

Every week you'll have a lesson on your instrument, either by yourself or in a group with a few other students. You'll learn skills and pieces, and learn how to practice well at home (your fun homework). Your teacher is your primary contact at CMW, and you will belong to his or her studio.

### ***Tuesday program***

This year, we will have beginner classes on Tuesdays for our first year students. There will also be additional classes during the week, including improvisation, orchestra, podcasting, and instrument repair. We require students to sign up for at least one class in addition to their individual lesson - we know from years of experience that students learn faster and better if they have two separate playing experiences per week.

### ***Daily Orchestra Program***

The Daily Orchestra Program (DOP) is an orchestra of elementary-school-age children who meet after school every day (Monday - Friday) for rehearsal. DOP students also have one lesson each week with a teacher and sometimes an extra practice session with a mentor buddy. In the orchestra we focus on learning together as a team, developing skills to play our instruments better every year, working together on a special social engagement project, and of course having lots of fun.

### ***Youth Alliance***

The CMW Youth Alliance is an ensemble made up of middle school and high school students and CMW alumni who are committed to acting as musical ambassadors for themselves, their community and CMW. Students in the Youth Alliance rehearse several times a week and give frequent performances in both traditional and alternative venues throughout Providence. During the pandemic, the Youth Alliance has been meeting virtually over Zoom and has been making music videos in lieu of giving public performances. This season the Alliance will be looking for new ways to safely share their music-making with the community.

### ***Workshops***

We'll be offering periodic workshops, inviting fabulous musicians and artists from Providence and elsewhere to come in and share their work with us. Some of these will be for the entire community (plus families!), while some will be smaller and focused more on the different groups within CMW. This lets us get a balance of big group inspiration and fun, and more hands on work on our instruments in small groups.

### ***Concert trips***

As part of CMW, you'll have the opportunity to attend concerts with your family around New England. These are a chance to get inspired by music, by seeing professionals play in orchestras, chamber music (small groups of 3-10 people), and solo recitals.

Your teachers also play concerts as part of the **MusicWorks Collective**, and many of these concerts are especially for you, your friends, and family. You should come to these and cheer us on!!!

How do you sign up for concert trips? We can provide your family with free tickets, but we do need reservations so we know how many will be coming. You'll need to sign up with your teacher to reserve tickets. The earlier you reserve, the better the chance you'll get to go. Again, **ONCE YOU SIGN UP, YOU NEED TO GO TO THE CONCERT.** That way we maintain good relationships with the concert providers, and they keep inviting us back!

### ***Performance Parties / Youth Salon / Studio Recitals***

Over the course of the year, you will have several chances to perform pieces that you're working on. In November and February we have Performance Parties, in May we have the annual Gala, Phase II presents a Youth Salon in March, and there will also be several other recitals during the year.

### ***Community Performance***

Because *community* is such an important part of our mission, all Community MusicWorks students perform in a community performance each year, outside the regular CMW performance events. You can organize it with your parents or other students and it can be anywhere: a bakery, corner store, senior home, community center, school or your own home. Plan to play something you're comfortable with, then document the performance! Take a picture, write down who played what and where, and share it with your teacher.



## **Supplemental activities:**

### **Phase II/Youth Alliance**

When you join CMW, you're either in Phase I or the Daily Orchestra Program at Federal Hill House. You get to participate in Lessons, Workshops, Concert Trips, Performance Parties, and Youth Salons. After you've played for a while, you may be interested in doing more.

Youth Alliance is an opportunity for students to play chamber music together Monday through Thursday afternoons, to choose the music the ensemble plays, and to perform throughout the neighborhood.

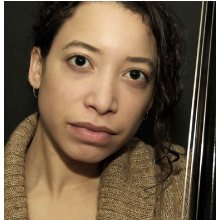
Phase II is a program for teenagers who can read music and are mature enough to work well with peers in a group setting. In Phase II you get together for discussions, hikes, extra community service concerts, and good food and fun. Keep in mind that it's an extra commitment, and that you have to be in CMW for 2 years before you're eligible.

### ***Mentor Program***

In addition to your teachers, there are several musicians in our community who can help you with your music learning. They are called Music Mentors, and they are available to help out during ensemble rehearsals and individual practice sessions as determined by each student's teacher.. You may find that knowing what to practice and when is difficult, and having a practice helper not only makes it easier, but makes it fun! Sometimes a teacher will recommend you for a mentor.

# Teacher and Staff Profiles

These are the people in CMW who you will see week to week...



## **Adrienne Taylor, cello**

Adrienne used to be a Fellow at CMW, and now runs the Youth Alliance at CMW. Adrienne claims that she knows how to swallow swords, but nobody has yet seen her back this up.



## **AlexisMarie Nelson, viola**

Alexis teaches viola and violin, and graduated from CMW in 2012. Alexis loves the color green, thunderstorms, and heist shows/movies.



## **Becca Kasdan, violin**

Meet our new Resident Musician Becca Kasdan! Becca is the recipient of the Johns Hopkins President's Commendation for Achievement in the Arts and currently serves on the Board for the Volunteer Musicians for the Arts. Becca is skilled in weaving pillow cases out of paperclips (!) and loves shopping at flea markets.



## **Chloë Kline, viola and violin**

Chloë is the Education Director at CMW, and has taught at CMW since 2005. She teaches viola and violin. Chloë has two kids, and has learned firsthand how hard it can be to find practice time before or after school!



**Jesse Holstein, violin**

Jesse teaches violin and viola, and has been teaching and performing at CMW since 2001. Jesse has a cat, named Lord Nelson who is an ordained online minister.

**Kamyron Williams, cello**

Originally from the sunshine state of Florida, Kamyron is now a resident musician at CMW. Kamyron enjoys keeping up with sports, and exploring New England!

**Kelly Reed, piano**

Kelly helps run CMW and is in charge of finances and other organizational matters. You'll probably see her at events running around, making sure things are going smoothly. Kelly plays the piano and pipe organ.

**Kimberly Fang, violin**

Kimberly is a violinist who is a Teaching Artist working with the Daily Orchestra Program. She was born with a missing tooth (the top second to the left), while her dad has an extra tooth (also the top second to the left). You decide what happened there.



**Lisa Barksdale, violin**

Lisa is the coordinator for the Daily Orchestra Program and teaches violin and viola. Lisa knows how to ride horses but not bikes, and she loves to eat bacon. Lisa also organizes and supports all the mentors for the DOP, so if you want to be a mentor let her know!



**Lisa Sailer, viola**

Lisa Sailer, viola, directs the Daily Orchestra Program's newest and youngest string ensemble. She is also a certified Alexander Technique teacher who specializes in helping musicians navigate the world of playing their instruments with less tension and more freedom. She has two cats who have gone to meet Santa Claus 6 times!



**Liz Cox, drums and (computer) keyboard**

Liz manages the office, helps organize events, and keeps everyone at CMW sane. Liz used to play drums and sing in a (completely amazing!) band called Combustible Edison.



**Miguel Vasquez, cello**

Miguel is a Panamanian cellist who enjoys cooking, playing video games and collecting all sorts of plants, as well as wearing pretty cool socks.



**Minna Choi, violin**

Minna is a resident musician and the director of the Fellowship Program, and has been working at CMW since 1997. She is married to Sebastian and lives in Providence with her two girls, Juna and Elia and cat Jhumpa.



**Sebastian Ruth, violin and viola**

Sebastian is the Artistic Director of CMW. He started this program in 1997. He teaches viola and violin, and often rides his bike around town.



**Walter Muelling, viola and violin**

Walter is in his third year teaching and performing at CMW. Be warned, he is very passionate about vegetables and will not stop talking about them if you bring it up.



**Willy Kubas, voice**

Willy is the Family Engagement Coordinator at CMW, working to support families in the community. Outside of CMW, Willy is probably trying to find a new book to dig into.

# Student expectations and rules

## Attendance

Attendance at your lessons, classes, and program events is mandatory. Community MusicWorks is a great program that can help you build skills on your instrument and in life, but only if you make the commitment to attend regularly. Also, classes and activities depend on all enrolled students being present. If one student in a chamber group isn't there, it affects the experience for all the other students in the group.

If you do need to miss a lesson or class or other program event, you must notify your teacher at least 24 hours in advance. (In case of sudden illness, please let us know as soon as possible.) Otherwise your absence will be considered unexcused. Because there is a lot of interest in our programs, and you can only benefit from the program by attending regularly, **we will treat more than 3 unexcused absences per semester as a reason for being suspended** from CMW.

If you have 4 unexcused lessons, class, or performance absences in one semester, we may place you on probation and work with you to re-evaluate your position in the program. In some cases we will reconsider you for a position in the program the following year.

Please keep in mind that other after-school activities such as sports, school plays, and homework tutoring should be scheduled *around* your commitment to CMW. Many times a coach or teacher will be able to work around your schedule if you explain that you already have a commitment to your music lessons. When possible, please also make an effort to not schedule doctor and dentist appointments on lesson days.

Attendance is also a prerequisite to participation in concerts and other special events. If you have struggled with attendance, it may not be possible for you to play in events, because you may have missed some important rehearsals. (This is especially important for the Gala; if you've missed 3 rehearsals in the second semester, or more than one of the all group rehearsals in May, you will not be able to play in the Gala.)

***Wait, what's the difference between an excused and unexcused absence?*** Good question. Here are some examples:

*I have a school conference night, and I let my teacher know the week before.*

Congrats, this absence is excused!

*My child came home sick from school, and I texted their teacher right away to let them know we would not be at lessons.*

Congrats, this absence is excused!

*My child came home sick from school. We didn't show up for the lesson, and I forgot to call.*

Sorry, this is an unexcused absence, but we hope you feel better!

*It's our neighbor's dog's birthday party the same day as the Performance Party, and I really want to go, but I'm supposed to perform.*

Sorry, this is an unexcused absence. Performances are a critical piece of CMW programming, and your fellow performers are counting on you!

*We were on our way to lessons, and our car broke down.*

This is excused, but please text as soon as it is safe to do so!

*We were on our way to lessons, and there was bad traffic.*

So sorry, we've been there, but this is unexcused. Please plan time for traffic jams!

*We made it to the lesson, but we were 20 minutes late due to traffic.*

Sorry, more than 10 minutes late, and we have to mark you tardy!

Any questions? Give your teacher or Willy a call.

As with all aspects of Community MusicWorks, we are available to help. If you encounter a problem with transportation or a difficulty with family life that will cause disruption in your attendance, please contact us. We will make every attempt to help find a solution or help you find a resource.

## **Timeliness**

Please come on time and get picked up on time. If you are late for a lesson, you will miss important information and disrupt the lesson. If you are more than 10 minutes late for three lessons or orchestra rehearsals, this will be considered an absence.

## **Readiness for lessons**

On your lesson day, you will always need your instrument and music, and you will need to have short nails in order to play your instrument properly.

## **Behavior**

As you know, Community MusicWorks values respect for teachers and fellow students, non-violence, and tolerance of everyone in our community. We will not accept violence between students, *even if they are siblings*. Violating this rule will result in probation or suspension.

## **Concert Etiquette**

Performance parties, youth salons and workshops are a time for sharing music and celebrating all your hard work! It is important that we show our respect to all the performers by following these guidelines of behavior:

## **Performance Parties**

Be respectful of your fellow students- listen quietly while they are performing- you would want them to do the same for you. Remain in your seat during performances. Quiet activities like knitting and reading are acceptable during performance parties but **No Video Games or Hand-held Electronics Are Allowed**. If you have to use the bathroom, please do so in between performances NOT during a performance.

## **Workshops**

Workshop snacks happen before the workshop. Once the workshop begins, we don't want to have any more eating, so that you can put your full attention on our special guests. Listen with respect to our guest presenters who have come a long way to play for us. (No reading, chatting or games etc.). During workshops, be careful with your instruments- Violins and violas should be held in your lap, cellos can rest on the floor beside your chair. If you have to get up for any reason, be sure to put your instrument in its case. (i.e. do not leave your violin or viola on your chair or on the floor.)

### **Concert trips**

When you are on a concert trip, you are representing CMW. Please remember to listen respectfully to the music, to turn off all cell phones or other devices, and not to talk with your friends. CMW students may attend unchaperoned, but if other family members or friends under 16 attend, they must do so with an adult chaperone.

### **Respectful language**

You will be expected to show your respect for teachers, fellow students, and guests by using respectful language.





## Student practice tips

Practicing is an important part of learning how to play your instrument. If you are given an instrument to practice at home, your teacher will give you exercises and pieces to work on in between your lessons. Here are some tips that can help make your practice more fun and successful:

1. *Practice time*: The goal is to practice 5 times a week! It may be helpful to designate a specific practice time every day. For example, your practice time could be before breakfast, after school, after dinner, etc.
2. *Practice den*: Find a practice area where you can concentrate. Have your music, music stand, metronome/tuner, pencils, and anything else you might need in your den.
3. *Post your assignment sheet* on the wall in your practice den, on the fridge, or anywhere you can see it. This can help you focus and know what to practice.
4. *How is your posture?* Check from your head to your toes.
5. *Open up those ears*. Listen to the sounds you are making.
6. *Questions*: While practicing, if you come up with any questions, write them down and show them to your teacher at the next lesson.
7. *Don't let your instrument get too lonely*- even if you only have a few extra minutes, take your friend out for a spin!
8. *Don't be the mad crammer!* Just a little practice each day is better than a whole bunch at the last minute.
9. *Rock out!* Don't be afraid to play more than your assignment. Make up your own songs, explore, improvise, and invent new sounds. Have fun!
10. *"That sounded great! Can you do it again?"* If you just tried something that sounded really great, try to remember how you did it, and how it felt. Then try it again!



# Instrument care

Your instrument is very valuable and fragile. To keep it from getting damaged, follow these guidelines on how to take care of your instrument.

## **In General:**

1. Heat and dry air are bad for instruments because they cause cracks. If you don't humidify your home in winter, use a Dampit and store your instrument (in its case) in a cool closet or away from radiators or hot air vents. **Never leave your instrument in a car.** In any season the trunk or rear window can get hot enough to melt the varnish.
2. Always loosen the bow after playing. For the best tone, use as little rosin as possible and try never to touch the hair. The oils in your hands cause the bow hair to become slippery and lose friction. The bow tip breaks easily, so take care not to hit anything. Keep the tip pointed straight up when you are not playing.

## **Whenever you finish playing:**

1. Wipe the instrument clean with a soft dry cloth.
2. Look over your instrument to see if anything looks different. If the bridge or body of the instrument looks different to you, be sure to call your teacher. If you notice that a string is fraying, tell your teacher at your next lesson.
3. If you use a shoulder rest, make sure it is not scratching your instrument.
4. Loosen the hair before putting the bow away. Be sure it is held firmly and will not come loose after the case is shut.
5. Put the instrument in its case, close it carefully, and put the case in a safe, cool place. Never stand a case on end unless it has some extra support to keep it from falling over.

**Each time you play in a group or orchestra, you should:**

1. Put your case in a safe place where nobody will trip over it or kick it.
2. Remember that most accidents occur in an orchestral setting and that you must take extra precautions to protect your instrument. Never leave a bow or instrument on a chair, music stand, or on the floor. Cellos should be placed carefully on their sides, never dragging them across the floor.
3. Never rush and never let anybody (even a grown-up or your teacher) rush you when you are putting your instrument away. Never shut the lid of your case without double-checking that it is fastened. If you are interrupted, it is very easy to forget that the case is unfastened, pick it up by the handle, and have the instrument spill onto the floor.
4. In case of an accident, retrieve any broken pieces -- no matter how small -- save them in an envelope, and get the instrument to Jesse Holstein at once. If the neck or fingerboard become loose or your bridge breaks, loosen the strings completely and pad the instrument so the tailpiece or fingerboard cannot scratch the top.

## Parent Involvement at CMW

We think of CMW as a program for the whole family. Your child is learning to play an instrument, but we hope that being part of the community will be important to you, as well.

We don't charge for lessons at CMW, because we want to make music lessons available to any students who are interested. However, we hope you will keep in mind that the lessons aren't free – we spend a lot of time raising money to be able to offer this service to our community! With that in mind, please show your commitment to this program by being as involved in the program as you are able, and making sure your children are at every lesson and All Play Day.

There are many ways to be involved at CMW. The first and most important thing you can do is to **be involved with your child's learning**. Sit in on some lessons, cheer at the performances, and support your child's practice at home.

We also need help to make our events run smoothly. We ask each family to sign up for **volunteering** each year: this could be "door duty" (ensuring that a parent signs out each student after lessons), serving food at a potluck, or chaperoning a concert trip.

After their children have been at CMW for several years, some parents are also interested in serving on the **CMW Board of Directors**, overseeing the leadership and direction of Community MusicWorks. This year's Parent members of the Board are: Siobhan Cute and Candelaria Danicher. If you're interested in getting more involved in CMW, talk to one of these parents, or to your child's teacher. And thank you for the many ways that you support your children, and this program!

## Parents: expectations

The primary expectation we have for parents at CMW is **communication**. If your child has to miss a lesson or other event due to sickness or any other reason, please CALL YOUR CHILD'S TEACHER. Your child's teacher is your primary contact at CMW; they will give you their cell phone number, and please feel free to call them.

### **Attendance: Please visit page 14**

**Sign-in and sign-out:** Your child's safety when coming and going from lessons is our primary concern. Therefore, we ask you to come into the building with them to sign them in and out of lessons. (If you'd like to stay for the lesson, even better!) If your child is older and comes alone to lessons, please remember to sign the waiver so that the parent on sign-in duty knows that your child may come and go without a parent.

*Also, please keep in mind that teachers have busy schedules, and cannot baby-sit children who are waiting for rides after their lessons.*

**Concert trips:** We love having entire families come on our concert trips. However, because it can be very hard for young children to sit quietly, we ask parents not to bring children under the age of five.

Also, due to limits on the number of tickets available for each concert, we can only give students two extra tickets for friends or extended family members. (Immediate family members are automatically invited). If you would like more than 2 extra tickets, let Liz know, and she will call you if extra tickets become available.

**Community Performances:** As a member of CMW, your child will be expected to participate in one community performance during the year. Depending on your child's age, this may be something that they need your help with. The performance can be in your own home, at a friend's home, at church, at a neighborhood gathering place, or anywhere else you can think of. If you can, take a picture of the concert to help your child document their performance. And enjoy!

## 12 Tips for Parents

Whether your child is a new CMW student or has been here for a few years, we wanted to give you a few tips about how to help them with their musical adventures at home. All of us here know how hard it can be to find the motivation to practice, and also how frustrating it can be to convince someone else to practice. So, here are a few tips:

\* **Come to your child's lesson.** Attending your child's lesson with them, especially in the beginning years, is probably *the most important way* that you can help your child learn to play a musical instrument. First of all, your child will understand that this is important to you. Second, observing what the teacher is working on in the lesson will let you help your child practice effectively.

\* **Tell your child that practicing their instrument at home is important to YOU.** If you don't tell your child that practicing at home is important, they won't value the experience and it will take much longer for them to feel comfortable playing their instrument. As a parent, you are the most influential person in your child's life. If your child sees that it is important to you that they learn music, it will also become important to them. And don't forget to tell them how proud you are of how hard they're working!

\* **Make practicing part of the daily routine.** We know you're busy - we are too! If you encourage your child to pick up their violin, viola or cello at the same time every day, it will become a habit. Find a time in the day that works best for your family--before school, after school, after supper--there are many options. Even 5 or 10 minutes a day makes a difference!

\* **Create a space in your home that is meant for music.** Often, kids tell us that they haven't practiced because there isn't space in their home to play their instrument. Whether or not this is actually true, we've found that having a regular practice space where they won't be bothered by their brothers or sisters, or be distracted by toys or TV, helps a lot. They will be able to focus much better, and it will help them develop a practice routine. Try creating a practice nook in a

corner of their room, with a mirror, music stand, and some practice tips taped to the wall.

\* **Ask your child to perform for you.** From the beginning of their music studies, children are learning things. Even if they haven't started learning songs yet, they can show you something that they have learned in their lessons, and older students can play a song that they're working on. Remember to say "Thank You" when they are finished -- for some children, takes a lot of courage to play in front of people. If this goes over well, ask them to play for your neighbors, at a relative's house, at Church, or any other spot you can think of.

\* **Ask your child to teach you something.** Children find it fascinating when they know something that their parents don't. It will be fun for them and fun for you if you ask them to teach you how to hold a bow or how to use a violin. Ask them if you are holding it properly, if there is anything with the way it looks when you hold the instrument, how they take care of their violin/viola/cello, what the names of the strings are, etc. Be creative!

\* **Be helpful with your words.** If a child is insecure with something new that they are learning, they need encouragement to feel strong and to keep up the good work! Tell them often how proud you are of them for tackling such a difficult skill.

\* **Use Incentives.** As students get older, they can sometimes feel less motivated to learn just for the sake of learning. The time they put in now on their instrument, however, is extremely valuable. Use whatever is important in your child's life at the moment (TV, computer use, with their friends) as an incentive to get practice done, or to reward their hard work. (You can think of this as the vegetable tactic... no dessert until you have one helping of vegetables... no TV until you've done your half hour of practice!)

\* **Listen to string music.** Your child is learning a string instrument, so help them fill their ears with string music. Whether they are listening to the songs that they are learning, or listening to the great masterworks of great composers, make string music available to

them and play it on a regular basis. Feel free to ask your child's teacher for music.

\* **Keep a practice chart in a visible place.** If a child sees their practice chart every day, it will remind them to practice, which may take some pressure off of you to remind them to practice. If you would like a practice chart, ask your child's teacher for one.

\* **Feel free to ask your child's teacher for advice.** We are here to help you! We want to see your child succeed, and as professional musicians and well-weathered teachers, we have lots of good ideas that might help you! And we are also really nice and easy to talk to, so feel free to ask us for more ideas!

\* **Ask another parent for advice.** There are some students who have been part of CMW for many, many years. You could ask their parents what worked for them, or you could ask the student directly. We are all here to support each other and help out when we can.

We hope that this section will be helpful for you! Feel free to ask any of the CMW teachers for practice tips at any CMW event or at their weekly lesson. But remember, you are the person that they see the most, so you will have a big role in whether or not they take their instrument out of its case when they are at home. And don't forget to celebrate their successes with them at every step along the way!

## Reading Music: some helpful hints

Want to help your child learn a piece of music? Here are a few helpful hints to get you started. If your child plays the violin, they will be looking at music in the Treble clef. If your child plays viola, they'll be using Alto clef, and cellists use Bass clef.



**Treble Clef**

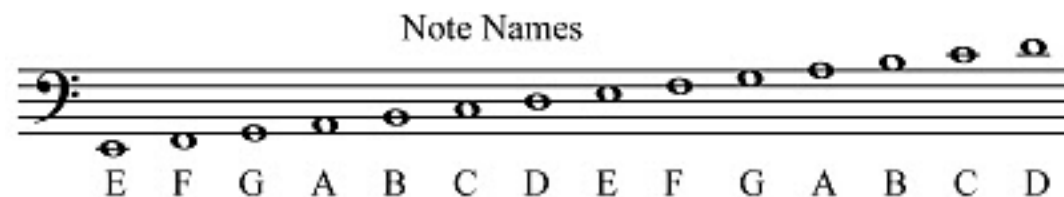
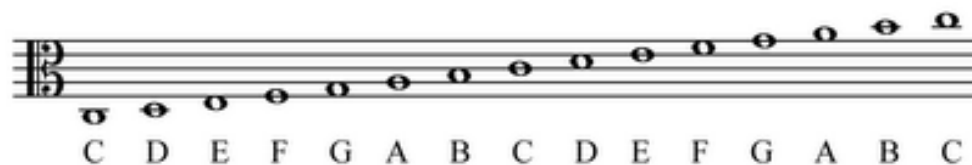


**Bass Clef**



**Alto Clef**

The **Staff** is the five lines and four spaces where we put our notes. The clef is shown at the beginning of each staff. Each line and space is given a name from the musical alphabet: A-B-C-D-E-F-G-A, and it repeats indefinitely. In treble clef, the bottom line on the staff is E, in alto clef it is F, and in bass clef it is G.






Figuring out the note, or pitch, is half the battle. The next step is figuring out the rhythm.

**Time Signatures:** In music, time is measured in **beats**. A musical beat, like a ticking clock, or a heartbeat, is steady. When you look at a piece of music, you will see that the beats are divided up into groups, or **measures**, which are marked with vertical lines. All **Time Signatures** have two numbers, one on top of the other. They appear at the very beginning of the piece, right after the clef.

The top number shows how many beats are in each measure. The bottom number shows what note value gets one beat. These bottom numbers are more symbolic, but with a logical sense: If there is a 4 as the bottom note, that means that the quarter note gets one beat.

There are two exceptions to this: if you ever see this:  it stands for **Common Time**, which is just referring to 4/4 time.

## Examples of Time Signatures

**Note Values:** Some notes last a long time, and some are very short. The different lengths of notes are called **note values**. When we arrange a series of note values together in any order, we call that **rhythm**.



The longest note you will have is a **whole note**. In 4/4, or common time, the most common time signature, a whole note equals four quarter notes. A **half note** equals two quarter notes. A **quarter note** is one beat. An **eighth note** is half a beat, or quarter note, and a sixteenth is one fourth of a quarter note.

A dot on the note makes the note longer by one half of its value. For example, a dot on a half note would make the note last 3 quarter notes instead of 2 quarter notes.

**Rests** are symbols that show you where the silences are in a piece of music. Every note value has a related rest of the same value.



**Accidentals:** are symbols that indicate how a note can be altered in sound. There are three different **accidentals**. A **sharp** (#) will raise the pitch of a note by one half step. A **flat** (♭) will lower the pitch by one half step. A **natural** (♮) takes away a flat or a sharp. It brings the note back to its original sound.

**Scales:** A group of notes arranged in steps, just like a staircase. It starts and ends on the same note. There are **Major Scales** and **Minor Scales**.

**Key Signatures** are indicated at the beginning of a piece of music. The key signature is determined by the starting note, and the pattern of whole steps and half steps of the scale. When there is a key signature, those sharps or flats indicate that all of those notes in the entire piece are affected by the key signature.