



## *Suzuki Piano Studio*

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### **ABOUT THE SUZUKI METHOD**

**EVERY CHILD CAN LEARN:** More than 50 years ago, Japanese violinist **Shinichi Suzuki** realized the implications of the fact that children the world over learn to speak their native language with ease. He began to apply the basic principles of language acquisition to the learning of music, and called his method the **mother-tongue approach**. The ideas of parent responsibility, loving encouragement, constant repetition, etc., are some of the special features of the Suzuki approach.

**PARENT INVOLVEMENT:** As when a child learns to talk, parents are involved in the musical learning of their child. They attend lessons with the child and serve as “home teachers” during the week. One parent often learns to play before or with the child, so that s/he 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 four or five, 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 pieces in the Suzuki repertoire so the child knows them immediately.

**REPETITION:** Constant repetition is essential in learning to play an instrument. Children do not learn a word or 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 effort to learn an instrument should be met with sincere praise and encouragement. Each child learns at his/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.

**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 instruments before being taught to read music.

**DEVELOPING THE WHOLE CHILD:** The Suzuki approach seeks to develop the whole child, helping to unfold his/her natural potential to learn and become a good and happy person. The purpose of Suzuki training is not to produce great artists, but to help every child to find the joy that comes through music-making. Through the Suzuki growing process, children thrive in a total environment of support: they develop confidence and self-esteem, determination to try difficult things, self-discipline and concentration, as well as a lasting enjoyment of music, and the sensitivity and skill for making music.