

10

Truths about Children Learning a Musical Instrument What All Parents Must Know!

(An Australian music teacher's perspective)

This book is available online free at
www.auskeyboardacademy.com.au

(Reading time: 30 minutes)

By **Lorenzo Capitanio**
Australia's Most Innovative
Music Education Expert

Introduction

Hi there, this is Lorenzo Capitanio. I want to thank you for choosing to invest your valuable time in reading *10 Truths about Children Learning a Musical Instrument – What All Parents Must Know!*

You may be wondering why I have written this book. The reason is simple—I want all children in Australia to experience the best possible music education. I whole-heartedly believe that every child should have the best possible opportunity to learn music and parents should only settle for great music educators.

Over the past twenty years, I have had the good fortune to work with and witness firsthand what committed students and parents who begin their journey in learning a musical instrument can achieve. In this e-book I have outlined what I have found matters most.

I believe that learning a musical instrument is one of the greatest gifts a parent can give to their child. I hope that as you embark on your life's journey with your child that it will provide you and your family with all the riches learning music has to offer.

“Provide children with the opportunity and they will achieve.”
- Lorenzo Capitanio.

All the best,

Lorenzo Capitanio
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Contents

Introduction	1
1. The Benefits of Learning a Musical Instrument	4
2. Getting Started.....	5
3. Time and Commitment.....	7
4. It's Never Too Early or Late to Start Learning a Musical Instrument	8
5. How Long Does It Take To Learn A Musical Instrument?.....	10
6. Not All Music Teachers Are Created Equal	12
7. Music Practice	14
8. Top 10 Tips To Encourage Your Child To Do Their Music Practice.....	17
9. Group Classes vs. Individual Classes	20
10. Music Education in Australian Primary Schools	23
Bonus: Australian Music Education Board (AMEB)	25
Summary	27
References	28
About the Author	Error! Bookmark not defined.
Feedback.....	30

The Benefits of Learning a Musical Instrument

“Learning music makes you smarter.”

Research tells us that children who learn music at an early age outperform children who do not learn music in areas of intelligence, developmental skills, academic performance and social skills. Furthermore, they are able to transfer the skills and attributes obtained from learning a musical instrument to other areas of academic excellence.

There are three key reasons all children in Australia should have the opportunity to learn a musical instrument:

1. Research has consistently illustrated that learning a musical instrument improves children’s: 1) reasoning capacity and problem solving skills, 2) maths and language performance, 3) memory and 4) social and team skills (Australian Music Association 2011). An article in Melbourne’s *Herald Sun* noted that *“Students who learn a musical instrument or join a school choir can look forward to doing better overall academically throughout their careers than their musically deprived classmates”* (Kelly Ryan, *Herald Sun*, Monday, May 16, 2011, Page 18).
2. Learning a musical instrument develops and enhances children’s ability to concentrate and stay focused. Learning music teaches children to set-goals, be persistent, patient and committed.
3. Learning a musical instrument is a skill your child will have for life. Children consistently outgrow their toys, but learning a musical instrument is an activity children will keep growing into.

Getting Started

“Learning a musical instrument is a lifelong journey.”

Congratulations in taking your first step on what is going to be an amazing lifelong journey for yourself, your child and your family. That’s right, *lifelong journey*. It’s important to understand at the very beginning that learning a musical instrument takes a lifetime of dedication.

I began my first music lesson together with my two sisters when I was 11 years old. Seven years later, at the age of 18, I began over 13 years of music studies at four different universities in Melbourne. Today, I am still practising and undertaking professional development, attending numerous seminars each year, and I still believe I have so much more to learn about music, music education, music history, and the great music masterpieces. Learning any skill in life has no end — we only evolve, grow and become better at it.

As you embark on this amazing journey there are five key points to take into consideration.

1. Have a discussion about the type of instrument your child would like to learn. Engage your child in music concerts featuring their instrument of interest, or watch DVDs, search YouTube, or listen to CD recordings. Begin to foster and engage your child’s interest in learning music.
2. Foster an environment that values music education in the home. The value you place on learning music will have a direct effect on your child’s commitment to learning a musical instrument.
3. Educate yourself and your child on the level of commitment and time that will be involved in learning a musical instrument. Believe me, a guitar does not learn to play on its own!

4. Primary aged children require parental support in the first 5 years of learning a musical instrument. Children do not have the capacity to structure their own day or prioritise their activities. It will take many years for a child to make music practice a priority.

5. Learning a musical instrument is an investment in your child. The financial investment over time through weekly music lessons, purchasing new music books, music examination fees, and upgrading musical instruments all add up.

Before commencing your first music lesson, I strongly recommend you fully read this e-book from start to finish. Take notes and write down questions that come to mind to ask prospective music teachers you visit in your local area.



Time and Commitment

“Learning a musical instrument prepares you for life’s challenges.”

The two biggest challenges in learning a musical instrument are **time** and **commitment**. Specifically, these are making the time to bring your child to their scheduled music lesson each week and the commitment to practice. Learning to play a musical instrument is a lifelong commitment and one of the few activities that demand attributes such as patience, goal setting and perseverance. These attributes tend to have disappeared in our society with advancements in technology and the internet, a society moving rapidly, living in a “fast-food” world and a “must have today” attitude. We are a society that is time poor and often lacks commitment.

Learning a musical instrument in the twenty-first century involves teaching our children the significance and importance of time and commitment. It will continue to battle with advancement in technological entertainment and the many other extra-curricular activities that are available to children. Children who dedicate their childhood to learning a musical instrument will develop attributes that will prepare them for all the challenges in life, such as high school exams, undertaking diplomas and degrees, and career achievements. There is no easy method in learning to play a musical instrument, it is only through commitment to practise and continuous hard work over time — and this will never change!

It's Never Too Early or Late to Start Learning a Musical Instrument

“Learning music is food for the brain.”

One of the most frequently asked questions I receive from parents is “*At what age can my child start to learn to play the piano or violin?*” The answer is from 3 years of age. I am amazed by how many are surprised by my answer. For some unexplained reason, children under the age of 6 years learn to play the piano more effortlessly than a beginner student twice their age and in some cases learn more advanced piano works.

I have been blessed with some outstanding opportunities over the past 6 years having taught hundreds of children between the ages of 3 and 6 years of age, including my own three children. Due to these opportunities and feedback from the community, I founded the *Mozartini Orchestra*. The *Mozartini Orchestra* is an orchestra consisting of pianos, guitars, and violins, involving 12 to 24 musicians from the ages of 3 to 12. It is recognised as “Australia’s youngest known children’s orchestra” by the Melbourne *Sunday Herald*. I created the *Mozartini Orchestra* as a vehicle to promote and educate the community about the benefits of music education in children’s lives.

The secret to the success of children learning a musical instrument at any age is parental involvement. To some degree, the parent is also learning the instrument with their child. Learning a musical instrument is a large responsibility on the parent. Parents must be engaged in their child’s lesson. They must be willing to learn with their child and be patient and tolerant in helping their child to develop positive practice habits.

The rapid growth in the number of mature-age people learning a musical instrument is another interesting phenomenon. Many adults feel some apprehension at the prospect of learning music, but after the first lesson the old cliché “*I’m too old to learn*” is forgotten. It is a fact that adults learn more thoroughly than children do (slower maybe) but retain the knowledge longer. Research tells us that activities such

as learning and playing music (piano for example) helps keep our minds active and promotes improvement in overall health. For older people, particularly in group piano and guitar classes, learning and playing music has a positive effect on the ability to cope with the stress of retirement and ageing.

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Prodigies: Front (from left): Rohan, 8, Noah, 6, Briana, 5, Olivia, 7, Rebecca, 6, plus Dominic and Jakob, both 7. At back: Brianna, 8, with Jake and Olivia, both 7.

Picture: NICOLE GARMSTON

Youngsters in tune

THESE tiny musicians may be Australia's youngest children's orchestra.

The team, including members as young as five who play violin and piano, now perform songs including *Twinkle Twinkle Little Star* and *Waltzing Matilda*.

ELENI HALE

Some of the youngsters began learning their instruments at the age of three.

Band director Lorenzo Capitanio said people often underestimated what children could do.

"Children are amazing. Give them the opportunity and they will deliver." Mr Capitanio said.

"They love what they are doing."

The youthful orchestra will perform at Brimbank Central Shopping Centre in Deer Park on Saturday at 12pm and 1pm.

Mozartini Orchestra - Sunday Herald Sun, July 5, 2009

5

How Long Does It Take To Learn A Musical Instrument?

“You never stop learning.”

I have answered this already, but it is such a common and important question I receive daily from prospective parents interested in their children learning music, I will expand on it in more detail. Although it can take over ten years to master a musical instrument, it only takes weeks or a few months to develop a level of competency. At the Music Education Academy our core philosophy is that students perform at our concerts and public events after having only four music lessons, even at the age of three.

Children who display characteristics of self-motivation and determination are also strong factors that lead to higher levels of achievements both in music and in other areas of academic excellence. The table below illustrates the standard level of achievements over a ten-year period. This can and does vary depending on the child’s age, practice habits and level of commitment.

Standard Level of Achievement

Development Stage	Year	Outcome
Novice	First & Second	Foundation completed Pre. Music exam
Intermediate	Third & Fourth	Music exams Music of own choice
Advance	Fifth & Sixth	High level exams Advance repertoire
Amateur-professional	Seventh & Eight	Freelance musician
Professional	Ninth & Tenth	Professional level repertoire & exams

Learning to play a musical instrument is similar to learning to read; children require continual support, encouragement and guidance. Parental support in both the music lesson and home-practice during the novice stage of learning plays a significant

factor in the long-term success of your child's commitment to learning a musical instrument.

Learning a musical instrument is similar to joining a gym. You only benefit from gym membership if you do two things: 1) eat the right foods and 2) exercise 20 to 30 minutes at least 3 to 5 times a week. It takes strong willpower, dedication, commitment and sacrifice to commit to a gym membership, or to achieve any level of mastery in any field of endeavour. Learning a musical instrument is no different!



Mozartini Orchestra – Highpoint Shopping Centre 2010

Not All Music Teachers Are Created Equal

“Music teaching is a vocation — it is not a job.”

It is my strong belief that teaching music is not a job — it is a vocation. To be a successful and great music teacher you must dedicate your life to your profession. It is unfortunate that in Australia anyone can claim to be an instrumental music teacher. It is an industry that is self-regulated and, as a result, in my view, it is an exploited industry.

Below is a checklist of key points to consider and questions to ask all prospective music teachers you interview:

1. What is the **curriculum** based on?

What music books will be used to teach my child? Do you have a sequential music program and what are the resources used?

2. What is the teacher's core **philosophy**?

What are your teaching methods based on and why? What is it about your methods and music programs that differentiate you from other teachers?

3. What **performance opportunities** are available for my child?

Learning music is a performing art. You would not expect your child to join a football team and not participate in a weekly game. A comprehensive music program must incorporate numerous performance opportunities for students throughout the year, such as concerts, orchestras, bands, choirs, workshops, ensembles and master classes. Students who demonstrate a higher level of commitment are those that are actively participating in performance opportunities.

4. What is the teacher's level of **professional experience**?

Are you a member of professional music educational bodies? Are you active and committed to professional development in your field of music education? What teaching experiences have you undertaken both in the private and/or public sectors?

5. What are the teacher's **credentials**?

Have you completed or are you working towards any post-secondary music or music teaching qualifications such as diplomas, degrees or certificates?

As an employer of eight music teachers, maintaining high teaching standards is my highest priority at the Music Education Academy. All our teachers at the Music Education Academy undergo our teacher-training program and are committed to continual professional development.

To be a successful music teacher, I believe three key criteria that are important.

1. A music teacher can have all the academic qualifications. However, if they lack the ability to communicate with children and connect with children, they will never be a great music teacher.

2. Music teaching is a vocation — it's not a job. A music teacher must really want to be a music teacher. They must have **PASSION**, be **ENTHUSIASTIC**, and have a strong desire to want to teach music to the community, or they will never be a great music teacher.

3. This is an obvious one, but so many people who claim to be music teachers cannot adequately play what they teach. Make sure they can play their instrument or they will never be a great music teacher!

Music Practice

“Make music an important family activity.”

This is a BIG ISSUE! Unfortunately, the number one reason why parents withdraw their children from continuing with their music lessons during the novice stage is because many parents struggle to get their children to do their music practice. Getting children to practise in the first two years is a normal challenge experienced by all parents. Learning to play a musical instrument takes discipline and can be an isolating experience for children. It is important for parents to help and encourage their children to develop positive practice habits in the novice stage. Developing positive practice habits can take more than two years; yet this time factor is what gives learning a musical instrument the greatest advantage over all other extra-curricular activities over time. Learning a musical instrument teaches children the ability to set goals, be perseverant and committed, and it is these qualities that can help determine a child's success in life and in their overall academic studies. This is perhaps why many committed music students are often placed in the top ten percent of their class.

Learning a musical instrument is no different to learning to dance, swim or participate in a sporting team. In most cases, children who take swimming lessons, dance classes or participate in a sport activity such as tennis or football, do not, or rarely practise these activities outside of their normal lesson time. Children engage in these activities for social and physical reasons, and also to experience and learn new skill sets. The goal for music education in the novice stage should be no different. Learning a musical instrument must provide children with a positive experience that nurtures their interest and develops their passion for learning music and the drive to pursue it.

Getting children to practise needs to be an activity that is supported in the family home environment. Space and time needs to be allocated for daily music practice, with little to no distraction. It is unfair to request children to do their music practice at times of the day when there are too many distractions, or when other family members

are watching TV or playing with the Xbox or Wii. Developing positive practice habits is a family activity, and is best set aside when other members of the family are not undertaking activities that will deter your child from wanting to practise.

Another common question I receive from parents and students is, “How long should I practise for?” A number of factors can determine how much practice is required when learning a musical instrument, such as the child’s age, developmental stage, home environment, time management skills, and extra-curricular activities. In many cases, learning a musical instrument is just one of many extra activities children fit into an already overcrowded week.

The table below provides parents, teachers and students a guide as to an acceptable amount of daily practice. The equation for determining how much practice a beginner student should commit to is by multiplying their age by two. When students are preparing for preliminary, grade one or grade two music examinations (such as Australian Music Examination Board (AMEB)), multiply their age by two and then two again. When students are preparing for music examinations Grade Three or higher, multiply their age by two then by the number of the grade they are preparing for. Teachers and parents need to understand that every child is unique and may require different learning styles and teaching approaches.

Music Practice Guide

Age	Beginner (Age x 2) Minutes	AMEB P-1-2 (Age x 2) x 2 Minutes	AMEB 3 (Age x 2) x 3 Minutes
3	6	N/A	N/A
5	10	20	30
8	16	32	48
10	20	40	60
12	24	48	72
15	30	60	90

The above table illustrates that very little practice is required in the novice stage of learning a musical instrument. As little as 10 to 15 minutes a day, three or four times a week is all it really takes to get amazing results in the first four or five lessons.



Music Education Academy Students
(Formerly Australian Keyboard Academy)

Top 10 Tips To Encourage Your Child To Do Their Music Practice

“Foster an environment that VALUES music education in the home.”

As parents we have to remind our children continuously to do their daily chores. From the moment they wake up to the moment they go to bed. *“Have you brushed your teeth? Have you done your homework? What about your music practice?”* and the battle continues. Encouraging children to do their music practice or any activity or chore that is beneficial for them will and always has been a parental challenge. Parents ask me weekly, *“I’m finding it hard to get Johnny to do his music practice. Can you have a word to him to do his music practice? Hearing it from you (the teacher) will make a difference”*. The reality is that it does not make a difference. Children and adults included will do what is highest on their set of **values**, what we believe to be most important, and our values change as we grow throughout life. For many children, their Xbox, Wii game, or watching a favourite TV show is highest on their list of values. Your highest value is that activity you just cannot wait to do, it is the reason you wake in the morning.

As previously stated, it takes time to develop positive practice habits and it will take a number of years for music practice to reach the top three of highest **values** in your child. As parents our role is to be patient, tolerant and provide lots of positive support and encouragement; have an active interest in your child’s music education; and foster an environment that values music education in the home. The success in your child’s ability to develop positive practice habits will largely be based on your beliefs and values of music education — how important you believe music education to be for your child.

Below are 10 suggestions I have found useful with both my own three children and students to encourage them to do their music practice (I welcome your suggestions and experiences as well).

1. Establish a daily practice schedule/routine.
A time during the day that does not conflict with your child's values.
2. Create a private music area in the home for your child to practise.
3. Be involved with your child's music practice and their music lesson.
Sit with your child while they are practising, so you can practise and learn together.
4. Take your child to see music concerts.
5. Play CDs and DVDs of favourite music and artists in the home.
6. Highlight key learning achievements to illustrate the benefits of hard work and practice.
7. Buy a new music book of songs that might interest your child.
8. Create a reward chart that encourages and promotes practice.
Place a reward chart on the fridge; once your child has practised three times they receive a treat (include lots of variations and options).
9. Give continual praise and encouragement when your child is or has finished practising. Take an active interest when they are practising.
10. Have your child play music with other children that are learning to play a musical instrument and organise family concerts in the home.

It is important that the time spent practising is spent productively. Below are five key considerations in planning effective practice outcomes.

1. **Schedule:** Children require routine. Establishing a set daily practice schedule/routine is the key to ensuring long term commitment and success in learning a musical instrument.
2. **Time:** The time spent practising is very important. Try breaking up the practice into two sessions, morning and afternoon.
3. **Priority:** The value you place on music education will play a key role in the commitment your child will make to their music studies. Make music practice an important family activity.

4. **Goals:** Have daily and weekly goals with each practice session and make them achievable.
5. **Rewards:** Always reward your child for their accomplishments. Create a culture promoting the idea that “Rewards come from commitment and hard work”.



Student Trophies 2012

Group Classes vs. Individual Classes

“Music lessons must develop a child’s love and interest for learning music.”

In my opinion, instrumental music teaching in Australia is outdated. It has generally been considered for over hundred years that the only teaching method for learning a musical instrument is individual music lessons. This is not true. Group instrumental lessons are an excellent introduction to the study of music and, under professional instruction, they provide a greater range of musical experiences for beginner students within the novice stage.

The primary reason instrumental music teaching is outdated is because the mindset of private instrumental music teachers in Australia is to teach the way they were taught. Unfortunately, the way many music teachers were taught (including me) are based on a teaching method that is one hundred years old. As a result, too many children give up learning a musical instrument during the novice stage. This happens because children find the individual teaching method boring and non-engaging.

Today children learn differently to how children learnt 10, 20, 50 or 100 years ago. It is therefore foolish to employ a one-system approach that is outdated. This generation is technologically more advanced and teaching music needs to adapt to twenty-first century innovations in music technology and education, and create an environment that fosters collaborative and self-centred learning approaches.

Children have the most fun when they are learning and playing together. Most activities children engage in include participation and learning in a group environment. Learning a musical instrument should be no different. The day children start kindergarten they are interacting and learning with other children. When children are placed outside their normal learning experiences, feelings of fear, reluctance, and unwillingness set in. These are common feelings experienced by many beginner children who are taught through the individual teaching approach. The expectation on a beginner student in an individual class and the pressure to develop weekly can be

a scary and unwanted weekly experience. As a result, many young children stop learning music in the novice stage.

Teaching piano for over 20 years, I have found that all children are naturally drawn to learning music. Children aspire to experience learning music and are fascinated about the act of making music. I believe that the experience of learning music is more important than the outcome in the novice stage. When children stop learning music in the novice stage many teachers simply put it down to the child's lack of interest. In my opinion, it is due to three key factors: 1) individual classes are not suitable for most beginner children starting to learn a musical instrument, 2) individual classes fail in many cases to develop the child's love and interest for learning music, and 3) expectations from teachers of children in individual classes are out of balance with the child's normal learning experience and the child's set of values.

History tells us that learning a musical instrument one-on-one is a teaching style that only accommodates less than ten percent of the population and this ten percent are typically self-motivated children. If music is to accommodate the total population, it is imperative music teachers embrace change so all children are provided with the right learning experience and the opportunity to develop a desire, passion and love for learning music over time.

Group instrumental music classes provide a greater range of engaging learning experiences for beginner music students. Group instrumental classes are fun, interactive, and support children's natural learning style. Group classes reduce the level of pressure and expectation on a child each week (that is experienced from individual lessons), and support children's natural set of values while learning together with other children. Group classes nurture a child's natural development in music. Over time, this leads to a higher appreciation for practising and learning music.

Group classes provide a number of benefits. They:

- 1) Give an opportunity to practice the music they are learning in class.

- 2) Allow students the opportunity to make mistakes in order to learn.
- 3) Enable students to leave class understanding how to practise what they have learnt.
- 4) Make it possible to adapt and transfer their new weekly skills.
- 5) Are ideal for getting children interested in learning music.
- 6) Are interactive, engaging and fun.
- 7) Provide group singing and ensemble performance.
- 8) Enhance learning and music appreciation.
- 9) Are excellent preparation for individual classes.
- 10) Engage active listening and analysis.
- 11) Provide a greater range of musical experiences.

Individual classes are ideal for:

- 1) Tailored learning repertoire.
- 2) Specialist and refined learning.
- 3) Highly self-motivated children or children with special needs.
- 4) Students preparing for high-level music examinations.
- 5) Study of advanced works.
- 6) Recital preparations.
- 7) Students who have a solid foundation from group classes.

Both group and individual teaching methods play an important role in a child's musical development. Parents and teachers must work together to ensure the best learning environment is achieved for each child and ensure that the primary outcome is for children to develop a love for learning music and an interest to continue learning music throughout their childhood years.

Music Education in Australian Primary Schools

*“Music education is a self-regulated industry;
anyone can claim to be a music teacher.”*

My mission is that every child in Australia has the opportunity to learn music. I believe our society will be the richer for it. There is a lack of quality music education in Australia and I want to be part of the solution.

For over 100 years the responsibility for providing instrumental music education in Australia has fallen on the private instrumental music teacher. Typically, like me, they teach music to children in our local area after school hours. Very few primary schools in Australia provide the opportunity for children to learn music or a musical instrument. This is primarily because our government allocates none or very little funding and/or provisions for music programs in our primary schools.

In 2005, the Australian Government conducted a review in the quality and status of music education in Australian schools. While the review found some fine examples of school music programs in selected Australian schools, the overall level of equality and access to quality music education for all Australian children was either inadequate or nonexistent. The review further illustrated the need for reform with strong support from our government.

Due to the lack of government support for music education in our primary schools, a window of opportunity has opened for privately run out-sourced instrumental music services. But many have little to no background in music education and recruit unqualified and untrained persons to teach instrumental music in our primary schools. The review stated that, *“While outsourcing instrumental music tuition is an option for some schools. As with those teaching music within school systems and sectors, maintaining quality of teaching is an issue within out-sourced provision of instrumental music services”* (Pascoe et al, 2005:126).

Educators in Australia need to highlight the importance of ensuring that first-class

music education is available to all primary school aged children. The responsibility must not rest solely on the private instrumental teacher or in outsourcing self-regulated and inadequate instrumental music services. The future of music education in Australia starts in our primary schools. Our government, community, music industry stakeholders and music educators must work together to ensure that all primary aged children have access to quality music education provided by qualified teachers with importance given on music pedagogy. If not, music education in Australia will continue to be exploited.



Good Friday Appeal 2008
The Royal Children's Hospital

Jaci Flether (GFA organiser) & Lorenzo Capitanio and his daughter Olivia.
Over the past 6 years the Music Education Academy Formerly Australian Keyboard Academy has raised over \$13,000.00 for charity.

Australian Music Education Board (AMEB)

“AMEB grades are not a qualification to teach a musical instrument.”

For decades the private instrumental teaching sector in Australia has been, and still is, a self-regulated industry. Anyone can proclaim himself or herself an instrumental music teacher outside of mainstream education. Many private instrumental teachers also misrepresent music examination grades such as the AMEB and other similar music examining bodies as a qualification to teach instrumental music (or a substitute for tertiary qualifications). I strongly encourage parents to think twice before placing your child into the responsibility of individuals who express this view. The issue is not the ability to play their instrument (although important) but the teaching ability, and no AMEB grade or other similar music examination bodies provides training in the pedagogy of music.

The failure to regulate the instrumental music teacher in Australia has provided a window of opportunity for many unskilled and untrained individuals to work as instrumental music teachers both within the private sector and mainstream education. Many primary schools in Australia outsource instrumental music tuition from private instrumental services that subcontract individuals with little or no formal qualifications in music or music pedagogy. Many of these organisations base their employment criteria on the premise that individuals should have a grade 5 AMEB grade or equivalent.

It is important that parents, educators and government authorities take greater interest in the quality and standard of instrumental music teaching and learning that is taking place in our community. The fact that no laws govern the quality of instrumental music teaching in Australia may be why many children have had a bad experience learning a musical instrument.

This is disappointing because according to Howard Gardner’s philosophy, *“Everyone is born with potential to develop some degree of musicality, provided they have the right experience at the right time”* (Bridges 1994). Research advocates that the most important years of musical development are the primary years, so it is imperative that

the best possible music programs and qualified music educators are teaching our primary aged children both in the private sector and mainstream education. Bridges (1969) states that *“All music teachers need to have a clear philosophy of music education, otherwise they cannot teach with conviction”* (68). You would not take your child to an unqualified dentist, nor should you expect anything less from your instrumental music teacher.

Student Achievements



Sasho Petrovski
VCE Music



Above: Student of the Month Awards - September 2011



Mr Patrick O'Hara
AMEB Grade 2



Ms Ly Nguyen
AMEB Grade 3



Olivera Crngarov
AMEB Grade 5

Michaela Duma
AMEB Grade 6



Alexandra Wood
AMEB Grade 1



Three and four years of age Students
performing after having five lessons



Angelica Nguyen
Performing after having
five lessons



Shane Schowalter
AMEB Grade 2

Summary

10 Key Points to Remember

Thank you for reading *10 Truths about Children Learning a Musical Instrument*. I hope you have found the information and advice helpful as you embark on your journey to learn a musical instrument with your child.

10 key points to remember:

1. Learning a musical instrument is a lifelong journey and a family commitment.
2. Learning a musical instrument prepares you for life's challenges.
3. Learning music is food for the brain and makes you smarter.
4. Parents need to be patient, tolerant and provide continual support.
5. Learning a musical instrument involves time and commitment.
6. Get involved in your child's music education both in the class and at home.
7. Make music an important family activity and foster an environment that VALUES music education in the home.
8. Learning a musical instrument is one of the greatest life gifts a parent can give to their child.
9. Music lessons must develop a child's love and interest for learning music.
10. Music education is a self-regulated industry; anyone can claim to be an instrumental music teacher.

Throughout my experience in teaching music for over twenty years both in the private and public sector, I have come to realise that children do not stop learning music; we stop our children from learning music.



Watergardens Town Centre – Christmas Parade 2011

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Music Education Academy Students Performing at Watergardens Town Centre 20

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Certificate IV Training and Assessment (Victoria University)

Diploma of Music (Melba Conservatorium)

Lorenzo Capitanio is one of Australia's most successful and innovative music educators and teaches over 180 piano students per week. He is a strong advocate for music education in all Australian schools and believes all children should be given the opportunity to learn a musical instrument.

A graduate from four of Melbourne's leading universities, Lorenzo has completed music diplomas and degrees in both composition and performance and a Masters Degree in Music Education, placing him at the cutting-edge in contemporary music education in Australia.

Lorenzo has held teaching positions at Box Hill Institute, Victoria University and the Melba Conservatorium of Music. He is the founder and Director of the Music Education Academy, formerly the Australian Keyboard Academy.

An accomplished musician and composer, Lorenzo has worked with a number of high profile bands/artists, and written books in music theory and keyboard skills. Having devoted his life to the study of music, his ambition is to bestow the gift of music, develop students' potential and nurture their talent.

Professional Memberships

Australian Performing Rights Association (APRA) – Composer

Australian Music Examination Board (AMEB) – Registered Teacher

Australian Association For Research in Music Education (AARME) – Full Member

Australian Society For Music Education (ASME) – Full Member

Feedback

If you have any questions or suggestions, you can contact Lorenzo Capitanio on:

Email: musiclessons@musicea.com.au

Music Education Hot Line

(03) 9310 9532

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“Provide children with the opportunity and they will achieve.”

- Lorenzo Capitanio