

IMA Newsletter

Voted **top 100 educators in the world** by the International Biographical Centre
Winner of the **Consumers' Choice Award** for best music school in the GTA.
Winner of the Royal Conservatory of Music **Gold Medal for Teaching Excellence**.
Winner of the **York Region Character Community Award**.
Markham Board of Trade **Business Excellence Award** finalist.



4981 Highway 7, Suite 1
Markham ON L3R 1N1
Canada M1K 3K1
Phone: 905.489.4620
Fax: 905.489.4621
w.internationalmusicacademy.ca
@internationalmusicacademy.ca

International
Music
Academy

Year XVIII, No. 10

October 2014

WELCOMING OUR NEW STUDENTS

Renee W. (piano)
Bianca N. (piano)
Daniel V. (voice)
Meelad R. (guitar)
Ben H. (piano)
Neha V. (voice)
Eddy C. (guitar)
Patrick H. (clarinet)
Jashvir R. (clarinet)
Giancarlo N. (guitar)
Shantelle N. (guitar)
Clayton L. (piano)

IMA STUDENTS BIRTHDAYS IN OCTOBER

Cameron D., John H., Starlet D., Myka J., Kenneth W., Kavish V.,
Janice C., Johnny K., Henry H., Rohin F., Jocelyn T., Grace K.,
Rebecca F., Minu K., Darius B., Stuart C., Markella K., Rishi B.

HAPPY BIRTHDAY!

IMPORTANT DAYS IN OCTOBER

- Oct 1.- Richmond Hill Music Festival Registration Deadline
- Oct 1- International Music Day
- Oct 3-4- Yom Kippur
- Oct 6-12 IMA Drawing Contest
- Oct 13- Thanksgiving. IMA Open
- Oct 18: Flato Markham Theatre Love Hope and Transformation with the Kindred Spirits Orchestra
- Oct 27- PA Day (YR) IMA is open

NEWS

A FREE CONCERT TICKET FOR EVERY IMA STUDENT

On Saturday, October 18, 2014 at 8:00 pm, at Markham Theatre, the Kindred Spirits Orchestra is presenting its concert season opening night gala. A few years ago, the International Music Academy began a creative partnership with the orchestra that allowed both organizations to continue developing their programs and services for the benefit of the Markham's diverse communities.

Among many initiatives that the KSO and the IMA started together are opportunities for the IMA students to perform with the orchestra, some of the KSO musicians are also teaching at the IMA and, not least, all IMA students can attend concerts of the KSO at Markham Theater, free of charge.

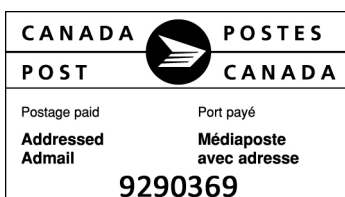
The upcoming concert on October 18 will feature the celebrated Chinese pianist Dong Xu who will be playing the Concerto pour la main gauche (for the left hand) by the French composer Ravel. This concerto is rarely performed because is very difficult and technically challenging. Imagine an entire piano concerto played with one hand only (the left one!) – it is a challenge that only the brightest and the best pianists were able to successfully surmount. It is also jazz-influenced and terrific piece to listen to.

We are inviting to be part of this grand event. We are offering one free per student who is currently taking lessons at the International Music Academy (family members who will be accompanying the student would have to purchase a ticket at the low price of \$35 for a box seat, \$30 for an orchestra premium seat, \$28 for an orchestra regular seat and \$25 for a balcony seat).

If you are interested to take advantage of this exclusive offer, please send e-mail with your name, number of tickets and preferred sitting area to info@InternationalMusicAcademy.ca.

On the program are also the prelude to Wagner's famous opera The Flying Dutchman and the Symphony No. 2 by Richard Strauss – a remarkable work that reflects the German Romantic style with its emotions bigger than life. For more information about the concert, please visit http://ksorchestra.ca/concerts/2014_15.html#october_18

International Music Academy
4981 Highway 7, Unit 1
Markham ON L3R 1N1



COMPOSERS' ANNIVERSARIES IN OCTOBER

1/10/1865 Paul Dukas born
2/10/1920 Max Bruch died
3/10/1931 Carl Nielsen died
9/10/1813 Verdi born
9/10/1835 Saint-Saëns born
11/10/1896 Bruckner died
12/10/1872 Vaughan Williams born
14/10/1990 Bernstein died
17/10/1849 Chopin died
18/10/1893 Gounod died
20/10/1874 Charles Ives born
22/10/1811 Liszt born
24/10/1725 A Scarlatti died
25/10/1825 J Strauss Jr born
25/10/1838 Bizet born
26/10/1685 D Scarlatti born
27/10/1782 Paganini born

Where you born or do you know someone who was born on the same day as these famous composers? Drop us an e-mail at info@InternationalMusicAcademy.ca to let us know.

2014 GREAT COMPOSERS ANNIVERSARIES

C.P.E. Bach – 300 years from his birth (March 8)
M. Mussorgsky – 175 years from his birth (May 21)
R. Strauss – 150 years from his birth (June 11)

FEATURED TEACHER OF THE MONTH



John Mills, M.Mus., B.Ed.
Guitar Studies

Mr. Mills has earned his Bachelor of Education degree from York University and music certification from University of Toronto. He brings over 25 years of teaching experience to the International Music Academy in various guitar styles, music theory and numerous bluegrass instruments. For many years, Mr. Mills taught all the

concert band instruments for the Toronto District School Board. His youth stage bands performed at Ontario Place and numerous Community Centers, while his choirs were featured on children's television. He organized Master classes for the Scarborough night studies programs for many years, along with teaching at various music schools throughout the city. As a performer, he was lead guitarist for the Arrivals for two years before touring with the Elvis Memories retro show. His caring, unique, multi-resource approach to teaching has met with measured success throughout his instructional career. Mr. Mills is a registered teacher with the Royal Conservatory of Music.

Mr. Mills was happy to answer a few questions for our students and parents:

1. What do you like most about teaching? Teaching is a dynamic time of sharing. The knowledge imparted by the teacher is but a small part of the overall procedure. As an instructor, I would be allowed to participate in the joy and excitement of the student's commitment to higher learning. Sharing in the active growth of the student offers a window of observation into a learning progression which serves to enrich both participants. Self discovery and self fulfillment are ongoing processes that lend excitement to the overall development and serve to reinforce and validate the applied methods.

2. How do you inspire students to practice more? As an instructor I hope I would serve as a valuable role model to the student. Through demonstration and visible commitment, I am placed in the position of being able to encourage the students. The resultant effect often assists in the motivation of the student. Appropriate praise and critiquing are also a factor in inspiring the students to demand more of themselves. This often quickly translates into a greater dedication to their practice time. Offering suitable challenges to the student may also help to enrich their practice time and facilitate more productive results.

3. What roles does performance play in student's development? Performance offers the students an opportunity to justify and proudly display the results of all the hours put into perfecting their skills. It is a time to let peers know that total commitment is a quality to be admired and appreciated. It is also a time for the student to revel in their accomplishments as well as become aware of their own limitations. In effect, performance becomes a secondary learning device that hopefully serves to inspire and enrich their IMA experience.

4. Who are your favourite composers? John Dowland, J.S. Bach, Charlie Parker, Lennon/McCartney and various traditional blues composers are but a few of the artists the I draw inspiration from. There is something in the quality of their compositions which speaks to me at a profound level and inspires me to achieve greater success in my own arrangements.

5. What was the last piece of music (sheet music or a recording) you purchased for yourself? My most recent acquisition was the complete Verve works of Charlie Parker. It gives me pleasure to know that there are artists out there that can provide me with an opportunity to learn, experience and appreciate the depths to which the human spirit can reach.

FEATURED STUDENTS OF THE MONTH

NIRAL MISTRY



What instrument do you play? I currently play Piano at the IMA and have been playing for over 4 years now. I also play Trumpet for my school band and last year I played in the Markham area band as well as I played in the York Region Enrichment band at a week long music camp.

How long have you taken lessons? I have been taking Piano lessons at

the IMA for over 4 years and thoroughly enjoy learning with the teachers at the academy.

Who are your favourite musical artists? I enjoy listening to rock music as well as rap music. Currently my favorite artists/bands include, Logic and Red Hot Chilli Peppers.

What are your other hobbies, besides music? My other hobbies include a variety of sports. I play soccer, volleyball and hockey. I also love to skateboard and I swim. I am two years away from becoming a life guard.

Favourite food? I love all sorts of food but my favorite food has to be sushi.

What is the coolest thing you've learnt in your lessons in the past three months? In the past three month, I have learned a piece that asks me to cross hands while playing and I learned some cool blue scales that I got to try in a piece.

Do you have any performance coming up? I am currently preparing for a level 4 RCM exam coming up in January. I may also play in the IMA's upcoming music festival.

E-mail to info@InternationalMusicAcademy.ca a photo of yourself (or your child) together with the answers of the questions above. The deadline for submissions is the 15th of every month. We will feature you in one of the next issues of the newsletter.

PET OF THE MONTH

Send a photo of your pet together with following information and we will publish it in one of the next issues of the IMA newsletter. What is the name of your pet? How old is he/she? What kind of breed our pet is (if applicable)? How long have you had him/her for? Any special circumstances around getting the pet (i.e. a gift, foster pet, etc.)? The funniest story about you pet? Any special skills or abilities.

FEATURED ARTICLE

The Benefits of Music Education

By Laura Lewis Brown



Whether your child is the next Beyonce or more likely to sing her solos in the shower, she is bound to benefit from some form of music education. Research shows that learning the do-re-mis can help children excel in ways beyond the basic ABCs.

More Than Just Music Research has found that learning music facilitates learning other subjects and enhances skills that children inevitably use in other areas. "A music-rich experience for children of singing, listening and moving is really bringing a very serious benefit to children as they progress into more formal learning," says Mary Luehrisen, executive director of the National Association of Music Merchants (NAMM) Foundation, a not-for-profit association that promotes the benefits of making music.

Making music involves more than the voice or fingers playing an instrument; a child learning about music has to tap into multiple skill sets, often simultaneously. For instance, people use their ears and eyes, as well as large and small muscles, says Kenneth Guilmartin, cofounder of Music Together, an early childhood music development program for infants through kindergarteners that involves parents or caregivers in the classes.

"Music learning supports all learning. Not that Mozart makes you smarter, but it's a very integrating, stimulating pastime or activity," Guilmartin says.

Language Development "When you look at children ages two to nine, one of the breakthroughs in that area is music's benefit for language development, which is so important at that stage," says Luehrisen. While children come into the world ready to decode sounds and words, music education helps enhance those natural abilities. "Growing up in a musically rich environment is often advantageous for children's language development," she

says. But Luehrisen adds that those inborn capacities need to be “reinforced, practiced, celebrated,” which can be done at home or in a more formal music education setting.

According to the Children’s Music Workshop, the effect of music education on language development can be seen in the brain. “Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain’s circuits in specific ways. Linking familiar songs to new information can also help imprint information on young minds,” the group claims.

This relationship between music and language development is also socially advantageous to young children. “The development of language over time tends to enhance parts of the brain that help process music,” says Dr. Kyle Pruett, clinical professor of child psychiatry at Yale School of Medicine and a practicing musician. “Language competence is at the root of social competence. Musical experience strengthens the capacity to be verbally competent.”

Increased IQ A study by E. Glenn Schellenberg at the University of Toronto at Mississauga, as published in a 2004 issue of *Psychological Science*, found a small increase in the IQs of six-year-olds who were given weekly voice and piano lessons. Schellenberg provided nine months of piano and voice lessons to a dozen six-year-olds, drama lessons (to see if exposure to arts in general versus just music had an effect) to a second group of six-year-olds, and no lessons to a third group. The children’s IQs were tested before entering the first grade, then again before entering the second grade.

Surprisingly, the children who were given music lessons over the school year tested on average three IQ points higher than the other groups. The drama group didn’t have the same increase in IQ, but did experience increased social behavior benefits not seen in the music-only group.

The Brain Works Harder Research indicates the brain of a musician, even a young one, works differently than that of a nonmusician. “There’s some good neuroscience research that children involved in music have larger growth of neural activity than people not in music training. When you’re a musician and you’re playing an instrument, you have to be using more of your brain,” says Dr. Eric Rasmussen, chair of the Early Childhood Music Department at the Peabody Preparatory of The Johns Hopkins University, where he teaches a specialized

music curriculum for children aged two months to nine years.

In fact, a study led by Ellen Winner, professor of psychology at Boston College, and Gottfried Schlaug, professor of neurology at Beth Israel Deaconess Medical Center and Harvard Medical School, found changes in the brain images of children who underwent 15 months of weekly music instruction and practice. The students in the study who received music instruction had improved sound discrimination and fine motor tasks, and brain imaging showed changes to the networks in the brain associated with those abilities, according to the Dana Foundation, a private philanthropic organization that supports brain research.

Spatial-Temporal Skills Research has also found a causal link between music and spatial intelligence, which means that understanding music can help children visualize various elements that should go together, like they would do when solving a math problem.

“We have some pretty good data that music instruction does reliably improve spatial-temporal skills in children over time,” explains Pruett, who helped found the Performing Arts Medicine Association. These skills come into play in solving multistep problems one would encounter in architecture, engineering, math, art, gaming, and especially working with computers.

Improved Test Scores A study published in 2007 by Christopher Johnson, professor of music education and music therapy at the University of Kansas, revealed that students in elementary schools with superior music education programs scored around 22 percent higher in English and 20 percent higher in math scores on standardized tests, compared to schools with low-quality music programs, regardless of socioeconomic disparities among the schools or school districts. Johnson compares the concentration that music training requires to the focus needed to perform well on a standardized test.

Aside from test score results, Johnson’s study highlights the positive effects that a quality music education can have on a young child’s success. Luehrisen explains this psychological phenomenon in two sentences: “Schools that have rigorous programs and high-quality music and arts teachers probably have high-quality teachers in other areas. If you have an environment where there are a lot of people doing creative, smart, great things, joyful things, even people who aren’t doing that have a tendency to go up and do better.”

And it doesn’t end there: along with better performance results on concentration-based tasks, music training can

help with basic memory recall. "Formal training in music is also associated with other cognitive strengths such as verbal recall proficiency," Pruett says. "People who have had formal musical training tend to be pretty good at remembering verbal information stored in memory."

Being Musical Music can improve your child's abilities in learning and other nonmusic tasks, but it's important to understand that music does not make one smarter. As Pruett explains, the many intrinsic benefits to music education include being disciplined, learning a skill, being part of the music world, managing performance, being part of something you can be proud of, and even struggling with a less than perfect teacher.

"It's important not to oversell how smart music can make you," Pruett says. "Music makes your kid interesting and happy, and smart will come later. It enriches his or her appetite for things that bring you pleasure and for the friends you meet." While parents may hope that enrolling their child in a music program will make her a better student, the primary reasons to provide your child with a musical education should be to help them become more musical, to appreciate all aspects of music, and to respect the process of learning an instrument or learning to sing, which is valuable on its own merit.

"There is a massive benefit from being musical that we don't understand, but it's individual. Music is for music's sake," Rasmussen says. "The benefit of music education for me is about being musical. It gives you have a better understanding of yourself. The horizons are higher when you are involved in music," he adds. "Your understanding of art and the world, and how you can think and express yourself, are enhanced."

If you would like to comment on this story or anything else you have read in the Newsletter, head over to the IMA Facebook page or message us on Twitter.

International Music Academy
GIFT CERTIFICATE
for new students only

ONE FREE LESSON

Call the IMA Office at **905.489.4620**
to schedule your first lesson.

Once scheduled, the lesson cannot be rescheduled. Cannot be combined with any other offer. No refunds, no exchanges.



Music is sooooooooo beautiful!

Register for lessons by
October 26, 2014 and receive

\$30 off

New students only.
Cannot be combined with any other offer.

REFER A NEW STUDENT and **GET ONE FREE LESSON!**

When you refer a new student to the IMA, who registers for lesson, you will get one free lesson for every new student. So, if you refer the IMA to 2 new students, we will give you 2 free lessons; for 3 new students – 3 free lessons etc. Fill in the coupon below and leave it with the IMA Office administrator.

Your name: _____

Name of the new student: _____

You can print or photocopy this coupon as many times as you need.
Cannot be combined with any other offer.