

**Denison University Suzuki Program**  
**Practice Partner Pages**  
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***“Man is the Son of His Environment.” S. Suzuki***  
*“Children learn to laugh from their parents.”*

**Be Present**

Find a way to give your full attention to your student.

Note what causes him to lose focus and notice what helps him concentrate.

**Practice Daily**

The practice spot should be quiet, out of the way, without distractions. Put your practice props on a tray or in a shoe box to keep them all together. Have your piano tuned. Ask your teacher how to tune your instrument.

General order of importance: Old stuff (review) for mastery, newest polished piece, previews of new piece.

**Listen to the Reference Recordings**

Early in Suzuki lessons, you and your student are asked to listen to the recording passively, perhaps at dinner or in the car. Later on, active listening will be used to hear musical nuances in the pieces.

**Environment**

Catch your student doing the right thing. There will be times of slow progress and fast progress. Each student learns at her own pace. The biggest part of our job as Suzuki parents is to be encouraging.

**Community**

Make attending group classes a priority. Students meet other students just like them. Parents can meet other parents and support one another.

**Mastery**

Successful Suzuki families are the ones who focus on mastery and developing artistry rather than just getting to the next piece.

**Focus on the Big Picture**

“One Point Focus” is a teaching technique where the teacher is only focused on one point of playing. You may see your student struggle with other things while playing, but your teacher is only concerned about a single point at that moment.

**Assignments:**

1. Look over your notes from your child’s lesson and choose one activity that you, yourself, will do every day.
2. Read pages 37-66 in *Nurtured by Love* and pages 11-18 in *Beyond the Music Lesson*.
3. Please email your answers to the following questions to kirshm@denison.edu:
  - a. What are you doing to create a positive, musical environment for your child?
  - b. What was your experience with practice as a child?
  - c. What ways can you model nobility and beauty of character?