

**Denison University Suzuki Program**  
**Practice Partner Pages**  
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*“Any child who is properly trained can develop musical ability, just as all children develop the ability to speak their mother tongue. The potential of every child is unlimited.”*

*“Never hurry, never rest.”*

We develop excellence through careful repetition.

What have you learned to do that is easy now? How did you learn to do it?

Tie your shoes	Brush your teeth	Cell phone	Read a book
Drive a car	Use a computer	Use a cable remote	Speak English

*“Knowledge is not skill. Knowledge plus 10,000 times is skill.”*

*“Beginners learn so slowly. Same as mother-tongue. The baby does not say “Mama” and then immediately speak many different words.”*

Three parts to learning a skill:

1. The learner understands what he is supposed to do. (Your teacher will demonstrate the new skill and will make sure you understand it and can reproduce it before the lesson is over. Don't be hesitant to say that you don't understand.)
2. There is meaningful practice with appropriate feedback. (Ask questions during practice. (“Were your fingers on the tips?” “Did you hear extra noises?” This involves your student in the learning process and also trains her for independent learning.)
3. The movement pattern has become automatic and additional steps can be added. Dr. Suzuki said it takes 10,000 repetitions to make a skill permanent. If your student has played Variation A 10,000 times, he will know that sound and how to reproduce it when he is in Book 4. It will be easy. Please don't skip the repetitions!

Goals:

1. Your teacher has in mind a set of goals or milestones for your student. She has developed this path through her ongoing study and experience. Please do not encourage your student to move ahead without your teachers' consent. It takes many correct repetitions to undo incorrect learning. If you have concerns, please don't hesitate to speak with your teacher privately.
2. Repetitions can get tedious if done without thought or creativity. Boredom can make the mind wander and errors can creep into the once carefully learned skill. Use games, movement, and everyday items to keep it fun. Your teacher can suggest some great ways to repeat a skill.
3. Record the beginning learning of a skill and then record again when it is polished and automatic. You and your student can compare the two and celebrate the good work that you've done!

**Assignments:**

1. Did the one activity that you did every day last week become easier? This week, do this activity each day and ask your student to help you. Let him be your practice partner.
2. Please read pages 67 — end in *Nurtured by Love* and pages 19-34 in *Beyond the Music Lesson*.
3. Please send your answers to the following questions to kirshm@denison.edu
  - a. What are three ways that you can help your student repeat an activity?
  - b. Describe a successful moment in your practice sessions this week.