



# NEWSLETTER

## NOVEMBER 2011

**Two Locations:** 305 N. California Avenue Palo Alto, CA 94301 & 220B University Avenue Palo Alto, CA 94301

**Web:** [www.NewMozartSchool.com](http://www.NewMozartSchool.com) **Phone:** 650 324 2373 **Email:** Info@NewMozartSchool.com

*If you haven't been receiving our emails, be sure to add Info@NewMozartSchool.com in your white-list or address book).*

## GREETINGS FROM THE OFFICE

Dear New Mozart Parents & Students:

First off, we want to thank everyone who participated in our Free Trial Lesson Promotion!

If you missed it, don't despair because you can still take advantage of **FREE trial interviews**. Just let us know and you can meet with one of our expert New Mozart Instructors (15 minutes) at absolutely no cost to you (\$22.50 Value).

We're already entering the recital season and the first up is the **New Mozart Faculty Concert 2011**. You already know how amazing our teachers are at teaching, but wait till you see them on stage! We're all heading over to **Foothill on Sunday, 11/13**. We can't wait to see the New Mozart Faculty Jazz Band playing some dynamic **Latin Jazz**. Well, that's just the start..., we have so much more planned for you so don't miss out on the fun!

As we get close to the holidays, you know we're moving closer to our **Winter Student Recital!** It will be here before you know it so get your instrument ready and start practicing! And don't forget that **sign up is due on Friday, 11/11**.

We would also like to remind you that there are **no lessons or classes from 11/22—11/26 (Thanksgiving Break)**.

Please don't hesitate to shoot us an email or give us a ring with any questions. We're always here to help!

And..., Happy Thanksgiving!!!



Musically yours,  
The New Mozart School Office Team



Harmony Road IV Students in Halloween Costumes (10/29/11)

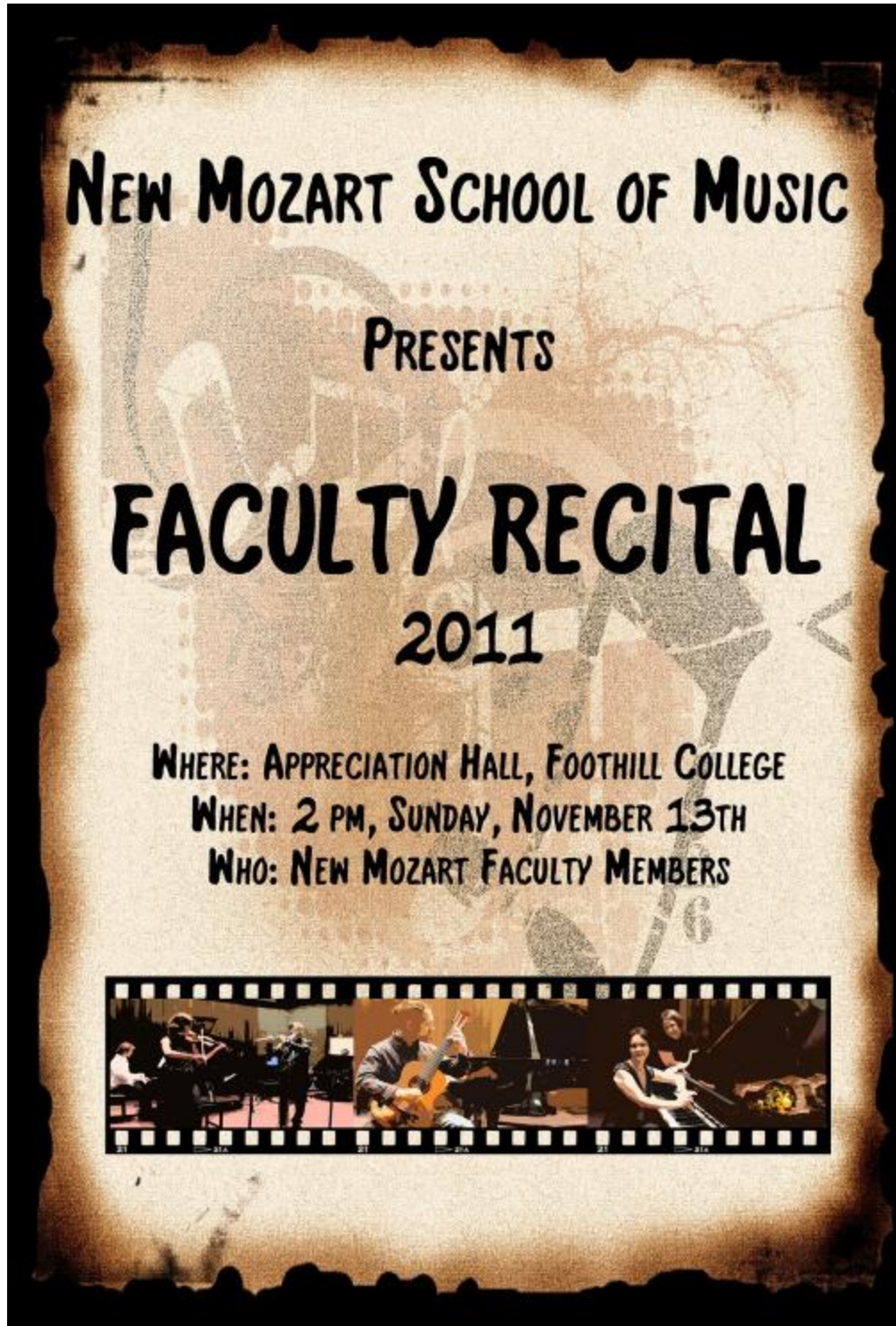
## Inside this issue:

- Greetings from the Office
- Not Your Typical Teenager:  
Richard Wilson
- Meet Our Guitar Teacher Zac
- **Feature Article: Developing a Musical Language for Young Children**
- Dates to Remember
- Student Recital Sign Up DUE 11/11
- Composer of the Month:  
Edvard Grieg



## **This will be a concert to remember!**

We'll begin the afternoon with our very own New Mozart Faculty Jazz Band performing Latin Jazz numbers and end the afternoon with powerful classical piano pieces. **Are you ready to come join in on the fun?**



**Come, see, & hear what your teacher can do on stage!**

## Not Your Typical Teenager



**Richard Wilson isn't just another teenager to pick up the guitar.** Ever since taking lessons at New Mozart, he has gone on to accomplish quite a lot. **Wilson, who heads Bay Island Productions and plays in the band Relax, You Can Do This,** said that he's "always been driven to do more with music." Teacher Vincent guided Wilson's passion for music – "**he convinced me to play shows.** He's awesome." Wilson characterizes the band's music as "alternative-indie" and the band of four has also **played in front of 20,000 people at the Israel in the Gardens music festival.** Wilson attributes much of his current success and musical passion to the years he spent at New Mozart. New Mozart recitals served as "**an outlet to play something I wrote.**" We're extremely proud of him and glad that he's pursuing music. Next up in his agenda for this young musician is playing on the stage with Vincent, his mentor and now good friend.

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## Meet Our Guitar Teacher Zac

**Teacher Zachary,** our newest guitar teacher, brings talent, passion and individualized teaching to the New Mozart community. He's also an active performer **in bands** such as **Tango Nero** and the **Judson-Tyler Duo.** Teacher Zac started playing the piano and violin at the age of four and picked up his older brother's guitar. "When my older brother who had been taking classical guitar lessons left for college, I started playing. I was twelve." It got more serious and he started playing the electric guitar in high school. He went to study at the St. Thomas University and got his masters from the San Francisco Conservatory of Music.

**Teacher Zac relies on a mixture of different genres to engage his students.** "I tailor each lesson to the individualized student, depending on their goals." **As for reaching your goals, "the key to reaching them is consistency."** The old adage that practice makes perfect rings true for Teacher Zach and he encourages all students to "always listen to music, explore, and be excited about it." His newest project is arranging the Nutcracker ballet to the guitar. What a symphony of strings it will be!



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## ♪ ♪ Interesting Musical Facts ♪ ♪

The earliest known example of musical notation was dated to around 1,800 B.C, found on a clay tablet in Mesopotamia.

Franz Liszt had so many requests for locks of his hair that he bought a dog and snipped off the dog's hair to send to admirers.

Excerpt from [www.storycompositions.com/2008/06/interesting-musical-facts.html](http://www.storycompositions.com/2008/06/interesting-musical-facts.html)



## Feature Article: Developing a Musical Language for Young Children

By Dr. Paul U. Lee

**At the very moment that a child is born, parents are often at awe with the sudden presence of a new creation, so perfect and full of potential.** Their instinctive feeling for their child's vast potential is mirrored by an amazing transformation that the child will go through during the first few years of his/her life to begin fulfilling that potential. Although a newborn is "pre-wired" to learn life's many basic but complicated skills, such as language acquisition and motor skills, how well they master these skills will depend on their environment and the types of stimuli that they are exposed to during those early years. Research findings in developmental psychology have established the existence of developmentally "sensitive" periods, during which a child must learn certain aspects of language or risk never being able to learn them at all. **Fortunately, language is so prevalent in our lives that most children are not at risk of missing the sensitive periods of language acquisition. However, we are not so fortunate when it comes to music acquisition.** It has analogous developmentally sensitive periods, during which a child must obtain basic musical competence or risk never acquiring them. In language, certain syntactic and tonal structures of a language will forever be lost to a child if s/he is not exposed to them during the first couple years of his/her life. Similarly, basic musical components, such as tonality and rhythm, also need to be acquired during these early developmental years to be learned effectively.

**In the Bay Area, we have an interesting demographic of well-informed and concerned parents** who are often aware of the desirability of early music education. However, their desires to expose their children to music during the early years result in **inquiries about getting formal music lessons at ages of 3 and 4.** This is highly problematic since formal music education requires many skills – such as fine motor skills, long attention span, the ability to read musical notes, etc. - which may be beyond reach for our children at an early age, especially if they have yet to achieve basic musical competence. **Trying to teach formal music in these situations may put our children at risk of becoming frustrated with music and losing interest in it forever.** Children have innate understanding of real achievements, and they become motivated when they are put into an environment in which they could succeed. Therefore we owe them to expose them to musical experience at an early age that is positive and teaches them to achieve musical competence that is age-appropriate at each developmental stage.

**There are a number of early music programs in the Bay Area** that aims to improve basic musical competence of young children, regardless of their musical abilities. This is a noteworthy goal since more competent they are musically, better they will be able to *appreciate* music in their surroundings. **However, these programs leave a large gap in the overall music education for the parents who want their children to acquire advanced musical skills** needed to learn various instruments such as piano, violin, etc. A set of programs is needed that can effectively leverage the basic musical competence that the children have gained in the early music education programs and use them to introduce basic components of formal music education so that the children will not find the transition to formal music lessons so jarring.

**In order to bridge that gap, the New Mozart School of Music has introduced a new set of music courses that are designed to be fun but instructive.** The aim of these courses is to teach the children to achieve both basic musical competence and gain foundation for formal musical training. The transition from basic musical

Continued from the previous page

## Developing a Musical Language for Young Children

competence and gain foundation for formal musical training. **The transition from basic musical competence to formal musical training has been designed into the curriculum.** The courses start from early toddler ages (2 to 3 years old) where heavy emphasis is put on exposure to a rich set of musical tones and rhythms to develop their basic musical competence. During these classes, parents are often surprised by how much the children enjoy these exercises and how quickly they pick them up, as they seem to generally underestimate innate musical abilities of young children. The courses for older children (3 to 5 and 5 to 7 years old) mix exercises that reinforce basic music competence (or introduce them to children who have not been exposed to them during toddler ages) with exercises that gradually introduce various formal musical techniques, such as solfege singing and basic keyboarding. All of the lessons are introduced in settings that are fun and positive, so that children learn easily and without undue effort. For **children who take these courses** from toddler to age 7 **will have been exposed to a rich musical experience and gained innate understanding of basic “musical language”.** In addition, they will have solid foundation to lead into formal music lessons (e.g. piano, violin, etc.) and are well-positioned to maximize their success in that arena if they choose to do so.

*Dr. Paul Lee holds a Ph.D. in cognitive psychology from Stanford University. This article stems from his interest in cognitive and neurological foundations of musical competence during child's cognitive development and his interactions with Christine Shin, who has extensive training in classical music and early childhood music education theories.*

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## DATES TO REMEMBER



**11/12 & 11/19:** Suzuki Group Violin Classes, 4:15-5:15 pm, (N. California campus, Sibelius room ) **FREE**

**11/5, 11/12, 11/19, 11/26:** Cello Group Classes, 3:30-5:30 pm, (California campus, Coltrane room) **FREE**

**11/11:** Winter Student Recital **SIGN UP DUE**

**11/13:** 2 pm, Sunday, **Faculty Recital** (Appreciation Hall, Foothill)

**11/22-11/26:** Thanksgiving Break (no lessons or classes)

**12/3 & 12/10:** Suzuki Group Violin Classes, 4:15-5:15 pm, (N. California campus, Sibelius room ) **FREE**

**12/2, 12/9, 12/16:** Cello Group Classes, 3:30-5:30 pm, (California campus, Coltrane room) **FREE**

**12/10 & 12/11:** New Mozart Winter Student Concerts

**12/22-12/31:** Winter Break (no lessons or classes)



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# New Mozart Winter Student Recital Info

Sign Up DUE 11/11!



## **WHO IS THIS FOR?**

Private Students of Piano, Guitar, Violin, Viola, Cello, & Voice

### **Saturday, December 10th (First Baptist Church)**

Concert 1: 10 am (Fellowship Hall) (Guitar students ONLY)

Concert 2: 12 pm (Fellowship Hall) (Guitar students ONLY)

Concert 3: 3 pm (Sanctuary)

Concert 4: 5 pm (Sanctuary)

### **Sunday, December 11th (Foothill College)**

Concert 5: 10:00 am

Concert 6: 12:00 pm

Concert 7: 2:00 pm

Concert 8: 4:00 pm

Concert 9: 6:00 pm

**Look out for the sign up form in your email inbox!**

## COMPOSER of the Month

### Claude Debussy

**Dates:** Born August 22, 1862 in Saint Germain-en-Laye, France  
Died March 25, 1918 in Paris, France

**Nationality:** French

**Style/Period:** Modern 1920-Present

**Famous Works:** Pelléas et Mélisande, Prélude à l'après-midi d'un faune (Prelude to the Afternoon of a Faun), La Mer

#### **Bio:**

Claude Debussy's parents had many talents and many jobs. When Debussy was born, his father was running a china shop and working as a traveling salesman and a printer's assistant. His mother also helped out in the china shop and worked as a seamstress.

When he was ten years old, Debussy's musical talents were discovered by his piano teacher and he was sent to the Conservatory in Paris. At the Conservatory, Debussy studied piano without much success. He failed two piano tests and decided to study composition. Debussy won second prize in the Prix de Rome in 1883 and then in 1884, he won first prize with his composition *L'enfant prodigue*.

Debussy continued to compose and in 1894, he completed one of his most famous works *Prélude à l'après-midi d'un faune (Prelude to the Afternoon of a Faun)*. Six years later he met and married Rosalie Texier and he began working as a music critic. Sadly, the marriage to Rosalie Texier did not last. Debussy fell in love with singer Emma Bardac and later married her.

In 1918, Debussy died of cancer.

Excerpt from [www.dsokids.com/listen/ComposerDetail.aspx?composerID=44](http://www.dsokids.com/listen/ComposerDetail.aspx?composerID=44)



## See Teacher Lea Perform!



**Monday, 11/21, 8pm &  
Saturday, 12/3, 8pm**

**with Anita Stryker**  
Stanford University CoHo Series  
459 Lagunita, No. 1, Tresidder Union  
Stanford, CA  
[Free!](#)

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 <i>Cello Group Class, 3:30-5:30 pm</i>	5
6	7	8	9	10	11 <b><i>Student Recital SIGN UP DUE</i></b> <i>Cello Group Class, 3:30-5:30 pm</i>	12 <i>Suzuki Violin Group Class, 4-5 pm</i>
13 <i>New Mozart Faculty Recital, 2 pm, Foothill College</i>	14	15	16	17	18 <i>Cello Group Class, 3:30-5:30 pm</i>	19 <i>Suzuki Violin Group Class, 4-5 pm</i>
20	21	22 <i>Thanksgiving Break (No School)</i>	23 <i>Thanksgiving Break (No School)</i>	24 <i>Thanksgiving Break (No School)</i>	25 <i>Thanksgiving Break (No School)</i>	26 <i>Thanksgiving Break (No School)</i>
27	28	29	30			



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Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 <i>Cello Group Class, 3:30-5:30 pm</i>	3 <i>Suzuki Violin Group Class, 4-5 pm</i>
4	5	6	7	8	9 <i>Cello Group Class, 3:30-5:30 pm</i>	10 <b><i>Student Recitals (ALL DAY)</i></b>  <i>Suzuki Violin Group</i>
11 <b><i>Student Recitals (ALL DAY)</i></b>	12	13	14	15	16 <i>Cello Group Class, 3:30-5:30 pm</i>	17
18	19	20	21	22 <b><i>WINTER BREAK (No School)</i></b>	23 <b><i>WINTER BREAK (No School)</i></b>	24 <b><i>WINTER BREAK (No School)</i></b>
25	26 <b><i>WINTER BREAK (No School)</i></b>	27 <b><i>WINTER BREAK (No School)</i></b>	28 <b><i>WINTER BREAK (No School)</i></b>	29 <b><i>WINTER BREAK (No School)</i></b>	30 <b><i>WINTER BREAK (No School)</i></b>	31 <b><i>WINTER BREAK (No School)</i></b>