

Music for Little Mozarts

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Developed by
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Introduction

About *Music for Little Mozarts*

What is the *Music for Little Mozarts Piano Course*?

Written specifically for the preschool age group, the *Music for Little Mozarts* series is a carefully-crafted curriculum that provides a balance between the discipline necessary for playing the piano and the enjoyment one receives from the process of music making. The course centers on the adventures of Beethoven Bear and Mozart Mouse as they learn about music. Three books at each of four levels guide the children through a comprehensive approach to musical learning using the piano over approximately a two-year period.



What are some advantages to teaching preschool-age children?

Preschoolers usually exhibit these characteristics:

- Eagerness to learn new skills
- Willingness to practice a new activity numerous times
- Enjoyment of music with boundless enthusiasm

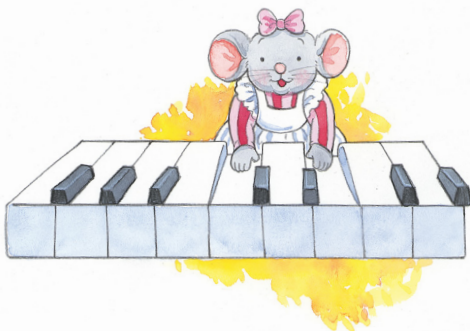
All these characteristics contribute to a pleasurable teaching experience for the teacher.

Why should I teach preschoolers?

Children who love music from an early age are likely to become music enthusiasts for life. While some may go on to become talented future piano students, all will be enriched forever because of their early musical experience—whether it be increased coordination skills, improved listening skills, or enhanced self-confidence.

Why are stuffed toys and a story part of a piano curriculum?

This curriculum builds on the natural instincts of young children to learn through imaginative play. To take advantage of this inclination, the creators of this series created ten characters with musical personalities and wove them throughout a musical adventure story to become an integral part of the learning experience. The plush toy characters (called *Music Friends*) allow the children to use fantasy play to extend their musical learning into their daily routines. For example, many teachers have reported that Clara Schumann-Cat is a favorite bedtime buddy for their young students.



I have never taught preschoolers. Will I be able to keep their attention?

If you have never taught very young children, you may be concerned about your abilities to work with these active learners. You can put your fears to rest when using the *Music for Little Mozarts* curriculum. Through the enchanting stories, the appealing plush music friends, and the carefully sequenced books, you will create a positive musical environment for your youngest students. Movement activities are included, allowing children to learn through this important modality while working out their wiggles! You will be surprised at how well the children and their parents respond to this engaging age-appropriate series.

What is *Classroom Music for Little Mozarts*?

To build a strong feeder program and to gain additional income, you may want to consider offering general music classes in early childhood centers and preschools. *Classroom Music for Little Mozarts*, can be used as a foundation curriculum for presenting general music classes without keyboard instruction.

With the addition of *Classroom Music for Little Mozarts*, you can teach large groups of students in preschool classrooms, kindergartens, and day-care settings. No piano is needed for this curriculum, just a CD player and lots of enthusiasm. This adaptation of the *Music for Little Mozarts* piano curriculum is designed to provide classroom music instruction for 4-, 5-, and 6-year-olds. It is a comprehensive approach to musical learning that develops singing, movement, and listening skills simultaneously with an introduction to musical styles and concepts.

Perfect for teachers with limited preparation time, the CD includes all of the songs, stories, and activities. Piano accompaniments are included as an optional enhancement to the lesson. Assessment materials and correlations to the *National Standards for Music Education* are also included.

This curriculum received a Parents' Choice Approved seal which indicates a wholesome product that helps children enjoy developing physical, emotional, social, or academic skills.*

What is *Meet the Music Friends*?

Meet the Music Friends was designed as an introduction to the *Music for Little Mozarts* series. It consists of five lessons that include singing, listening, movement, rhythm activities, and beginning activities at the keyboard. Only one keyboard instrument is needed to teach the curriculum. After completing the five lessons, students should begin Level 1 of the *Music for Little Mozarts* piano course.

The course can serve as a recruitment tool for students, allowing parents to gauge their children's interest in piano lessons. The *Curriculum Book with CD* contains complete lesson plans for a classroom lesson of 45-60 minutes. Each student in the group will need the *Meet the Music Friends Music Workbook*.

*The mission of the Parents' Choice Foundation, the nation's oldest not-for-profit evaluator of children's products, is to provide parents with information to participate wisely in their children's learning.



Components of Music for Little Mozarts

Christine H. Barden • Gayle Kowalchyk • E. L. Lancaster



Music Lesson Books

Keyboard performance and introduction of musical concepts

- Book 1 (14577)
- Book 2 (14581)
- Book 3 (17180)
- Book 4 (17186)

Music Workbooks

Coloring and ear training activities reinforcing musical concepts

- Book 1 (14580)
- Book 2 (14584)
- Book 3 (17181)
- Book 4 (17187)

Music Discovery Books

Singing, listening, music appreciation, movement, and rhythm activities

- Book 1 (14579)
- Book 2 (14583)
- Book 3 (17182)
- Book 4 (17188)

Music Recital Books

Performance repertoire

- Book 1 (19724)
- Book 2 (19725)
- Book 3 (19726)
- Book 4 (19727)

Notespeller & Sight-Play Books

Written activities and playing examples to reinforce note-reading

- Book 1 (45268)
- Book 2 (45125)
- Book 3 (45126)
- Book 4 (45127)

Rhythm Speller Books

Written activities and playing examples to reinforce rhythm-reading

- Book 1 (47168)
- Book 2 (47169)
- Book 3 (47170)
- Book 4 (47171)

Christmas Fun!

- Book 1 (19720)
- Book 2 (19721)
- Book 3 (19722)
- Book 4 (19723)

Halloween Fun!

- Book 1 (20657)
- Book 2 (20658)
- Book 3 (21225)
- Book 4 (21226)

Little Mozarts Go to Church

Sacred performance repertoire

- Levels 1 & 2 (31820)
- Levels 3 & 4 (31821)

Little Mozarts Go to Hollywood

Popular performance repertoire

- Levels 1 & 2 (29094)
- Levels 3 & 4 (29095)

Little Mozarts Perform The Nutcracker

Performance repertoire from the ballet

Levels 3 & 4 (28272)

Character Solo Series

- Beethoven Bear (Level 2) (23235)
- Elgar E. Elephant (Level 2) (27715)
- Mozart Mouse (Level 2) (23234)
- Pachelbel Penguin (Level 2) (27798)
- Clara Schumann-Cat (Level 3) (24619)
- J. S. Bunny (Level 3) (24620)
- Nannerl Mouse (Level 3) (27799)
- Nina Ballerina (Level 3) (27717)
- Professor Haydn Hippo (Level 4) (27716)
- Puccini Pooch (Level 4) (27800)

Coloring Books

Imaginative, musical adventure pages to color
Fun with...

- Book 1: Music Friends (19669)
- Book 2: Music Friends at School (19670)
- Book 3: Music Friends at the Piano Lesson (19671)
- Book 4: Music Friends in the City (19672)

Teacher's Handbooks

Includes teaching tips and lesson plans

- Books 1 & 2 (14585)
- Books 3 & 4 (17192)

Rhythm Ensembles & Teaching Activities

Performance ensembles and strategies to reinforce musical concepts

Levels 1–4 (47172)

Lesson Assignment Book

Includes assignment pages, practice records, and lesson evaluations

Book (17488)

Flash Cards

Musical terms and symbols, rhythm patterns

- Book 1 (14587)
- Book 2 (14599)
- Book 3 (17183)
- Book 4 (17189)

Sticker Book

Motivating rewards for students (20647)

Compact Discs and General MIDI Accompaniments on USB Flash Drive

All the music from the Music Lesson & Music Discovery Books plus more.

CDs (includes narration)

- Book 1 (14578)
- Book 2 (14582)
- Book 3 (17184)
- Book 4 (17190)

Flash Drive

Levels 1–4 (20620)

Student Starter Kit

Vinyl tote bag, Music Activity Board, and Mozart Mouse and Beethoven Bear plush animals (14586)

Deluxe Starter Kit

Same as above, plus Book 1 of the Music Lesson Book, Music Discovery Book, Music Workbook, Flash Cards, and Compact Disc Set (17194)

Music Activity Board

Magnetic board on one side, dry erase board on the other side (19747)

Music Friends™ Plush Animals

Small, adorable stuffed animals that become partners in learning with your child

- Beethoven Bear (14654)
- Mozart Mouse (14653)
- Clara Schumann-Cat (19767)
- Elgar E. Elephant (21228)
- J. S. Bunny (17216)
- Nannerl Mouse (18791)
- Nina Ballerina (21229)
- Pachelbel Penguin (21230)
- Professor Haydn Hippo (18792)
- Puccini Pooch (17487)

Classroom Music for Little Mozarts

By Christine H. Barden, Donna Brink Fox, Karen Farnum Surmani, Gayle Kowalchyk, and E. L. Lancaster

Curriculum Book & CD

- Level 1 (22023)
- Level 2 (23820)
- Level 3 (27612)

Deluxe Curriculum Kit

Level 1 includes Curriculum Book & CD plus Beethoven Bear, Mozart Mouse, and Clara Schumann-Cat plush toys in a tote bag
Level 1 (23810)

Level 2 includes Curriculum Book & CD plus J. S. Bunny, Nannerl Mouse, and Pachelbel Penguin plush toys in a tote bag
Level 2 (26210)

Level 3 includes Curriculum Book & CD plus Haydn Hippo, Nina Ballerina, and Puccini Pooch plush toys in a tote bag
Level 3 (27619)

Big Music Book

Spiral bound, 15" x 20"

- Level 1 (23804)
- Level 2 (24219)
- Level 3 (27663)

Meet the Music Friends

Five introductory music lessons

- Curriculum Book (37545)
- Music Workbook (37548)



Teaching Formats and Equipment

Private Teaching Format

Music for Little Mozarts works equally well in a private or group setting. In private lessons, the program can be tailored to the ability of each student through pacing as well as content. When teaching young children privately, it is very important that the lessons include a variety of activities that get the student away from the keyboard. The listening and movement activities contained in the *Music Discovery Books* address this need and should not be neglected in private lessons. Make attempts to get young students together periodically, either for a group lesson, or a story-based recital.



Teacher Tips

1. Set the protocol for the parent's role in your studio by avoiding private conversations between you and the parent during the child's lesson.
2. Tell the parent that you will handle discipline during the lesson so the child will remain focused on the teacher. Ask the parent not to comment on the child's behavior.
3. Use the *Music Friends* to help you pace the lesson and give instructions.

Please play that beautiful piece again. I want to see how nicely your fingers are curved when you play.



Group Teaching Format

While group instruction requires planning and constant enthusiasm on the part of the teacher, it can be well worth the extra effort. Music educators and piano teachers have long advocated group teaching, particularly for the valuable learning atmosphere of fun and camaraderie that it fosters. Children enjoy the interaction with their peers and often learn from each other's example, each bringing their own curiosity and insight into the lesson. Studies have also found that group instruction is effective in developing both performance and musicianship skills.

Historically, preschool music instruction has been conducted in groups, often with parents attending and assisting students in the lessons. Parent involvement can aid in classroom control, and parents with no previous musical experience can learn along with their child. This is beneficial since it can help reinforce the lesson with parent-guided practice and parent-child discussions outside of the lesson.

Teacher Tip

Ask parents to assist their child non-verbally, to prevent numerous repeats of your directions. For example, encourage a parent to point to a picture rather than telling the child to look.

Grouping Students

Classes are most effective when young students are grouped by similar age or experience: preschoolers, ages 4–5 together; kindergartners, ages 5–6 together; first graders, age 6 together.

Since coordination skills and maturity vary greatly from year to year, it is best not to group four-year-olds with six-year-olds. For example, a first-grader who is six is often worlds apart in experience from a preschooler who is four. On the other hand, a five-year-old who is not yet in kindergarten may function better with four-year-old preschoolers. Do not be overly concerned about grouping your students homogenously based on ability; the peer interaction and basic child development at this early age is more important.

Size of Groups

The size of a group depends upon the teacher's comfort in handling groups, the number of keyboards in the studio, the size of the studio, whether parents attend the class or not, and whether there is a teaching assistant or not. Instruction is most effective when each student has a keyboard. A class of four to six students is probably the largest that a teacher can handle effectively without parents and/or an assistant being present. With parents and/or an assistant, classes can include eight to twelve students.

Class Length

With a sufficient number of activities, group lessons can last between 45–60 minutes. Even though you can teach successfully for 60 minutes, you may find that 50 minutes is more realistic. Inserting a 10-minute break between classes gives you time to speak briefly with parents and say a personal good-bye to each child. Other factors affecting the length of your break between classes are the traffic flow in and out of your classroom, the size of your waiting area, and the availability of parking.



Equipment Needs for a Classroom

The equipment needed for teaching preschoolers will vary according to the maximum number of students you decide to enroll in one class.



1. Piano or keyboard for each student (To avoid tuning problems, consider digital pianos for the students.)
2. Teacher piano—Acoustic or digital (If you choose a digital, look for a model with a flash drive that will play MP3 files.) If a digital piano with a flash drive is not a possibility for your studio, you may want to consider purchasing a device that plays MP3 files and has a built-in speaker system.
3. CD or MP3 player with speakers
4. Large flash cards (Create 8½" x 11" enlargements of the student flash cards.)
5. Sets of music alphabet cards (A–G) for each student (Print the letters A–G individually on 8½" x 11" card stock.)
6. Magnetic and dry erase board
7. Rhythm instruments
 - Triangles
 - Jingle taps or small sleigh bells
 - Small 6–8" hand drums
 - Tambourines, no larger than 6"
 - Mini-maracas (Chiquitas or egg shakers; find maracas with oblong, rather than round, bulbs)
 - Pairs of rhythm sticks
8. Crayons for each student
9. Large size staff (magnetic board, Velcro board, and/or floor staff)
10. Scarves for movement activities (optional)

Classroom Setup for Group Teaching

Room requirements will vary based on the maximum number of students enrolled per class, window and door placement, ceiling height, and ventilation. Equipment size will also influence room specifications. Pianos with 88 keys require more room than those with 61 keys; a grand piano requires more space than a console.

Extra space for exploration and movement is essential as well. Movement is a very important part of teaching preschool-age children, as this is one of the ways they learn and internalize concepts.

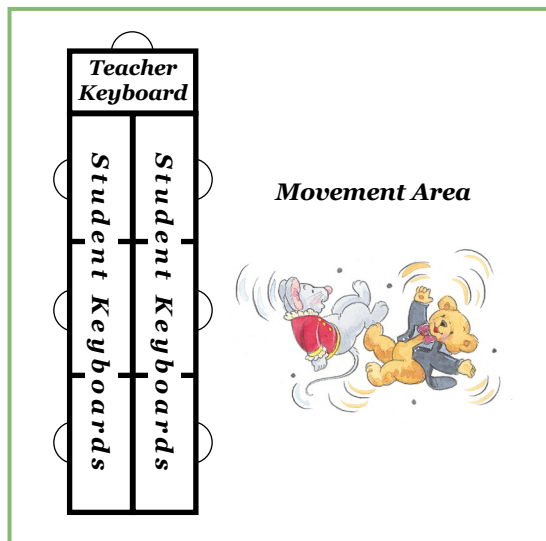
Most piano dealers will gladly assist you by providing keyboard measurements. After you have obtained the equipment dimensions, draft a floor plan on graph paper to determine the feasibility of your potential classroom space.

Optimal Setup in a Square Room For Six Students

Suggested square footage falls within the following dimensions:

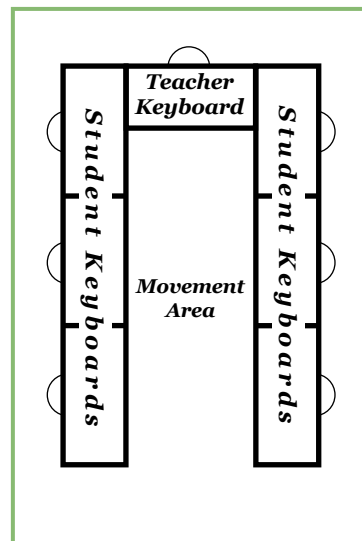
6 students: 15' x 15'

12 students: 20' x 20'



Alternate Setup in a Rectangular Room For Six Students

Avoid long narrow rooms; square is preferable.





Location

Types of Facilities: Evaluating the Benefits



Many teachers who own private studios teach in their homes. Group teaching, however, presents a different set of parameters that many private homes cannot accommodate.

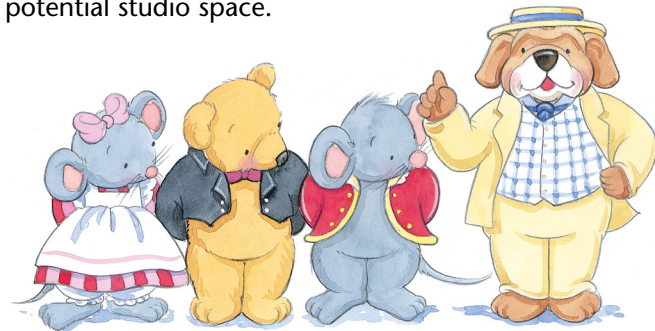
If you want to grow a thriving preschool music program, you will need to explore options for classroom space.

Group music classes have historically been taught in schools (private, public, music, preschools, college), daycare centers, community recreation centers (YMCA), churches and other religious centers, commercial sites, and music stores that sell sheet music, pianos, or musical instruments.

All music studios require certain basic elements to provide comfort for the teacher and the students:

- Adequate lighting and ventilation
- Clean restrooms
- A waiting area for incoming classes and siblings

Some locations, however, can provide benefits beyond these basic needs. The chart below lists some possible locations and the types of benefits they may be able to offer. Locations in your area will vary dramatically, so use this chart to generate ideas of what to look for in a potential studio space.



The Music Store Advantage

As is apparent from the chart below, a music store is a marvelous place to consider for your new preschool program. If you own no equipment, many piano dealerships will provide you with a high-quality teaching instrument at a very affordable cost. Many dealers also provide classroom keyboards on a lease basis.

Music stores can provide excellent prospect leads based on their current customer base and inquiries from customers who are looking for teachers. Co-op ads are a natural marriage between a music teacher and a music store.

If you choose to teach at a store that sells sheet music, you can provide a list of all the materials you need to the sheet music manager, who can keep the books in inventory and sell them to your students, thus allowing you to concentrate on teaching.

The Community Music School Advantage

Established community music schools and college preparatory departments are prime locations for group teaching. In most cases, these types of organizations will already be offering a preschool music program. That does not mean they would not be open to meeting with you to find out more about why they should offer *Music for Little Mozarts*, so explore this option.

The Preschool Option

Teaching piano classes in a preschool is not usually an option, but offering a general music curriculum such as *Classroom Music for Little Mozarts* is a viable alternative that allows teachers to earn income during the morning hours.

Features in order of effect on enrollment growth	Home	Music Store	Community Recreation Center	Commercial Site	Schools or Colleges	Church
High visibility w/signage		✓		✓		
Cooperative marketing		✓		✓	✓	
Prospective student lists	✓	✓	✓		✓	✓
Excellent reputation	✓	✓	✓		✓	✓
Sufficient parking nearby		✓	✓	✓		✓
Convenient restrooms	✓	✓				
Recital area		✓	✓		✓	✓
Musical classroom décor	✓	✓		✓		

Additional Factors to Consider

You may find what you believe to be a perfect location. However, any one of the following elements could be the deterring factor that says, “This is the wrong place.”

Parking: The availability of adequate and safe parking is an essential factor when evaluating the feasibility of a teaching location.

- **Parking charges:** Schools located in large cities may have to deal with charges for parking garages and meters. Most parents will not want to incur these charges to attend lessons.
- **Parking lot safety:** In some commercial complexes, all the employees leave at 5:00 p.m. When classes end late, parents may be concerned about their safety in empty or dark parking lots.
- **Parking restrictions:** College campuses sometimes lack adequate parking for visitors. Lots closest to the classrooms are often restricted to cars with parking decals. Public lots may be a far distance from the classroom and busy parents may object to a long walk across campus with a preschooler.
- **Parking spaces:** Ideally, the number of customer parking spaces should be double that of the class size so that parents who are arriving can find a space before the previous class is dismissed. Otherwise, the class schedule will need to allow a break for 15–20 minutes so that arriving parents can find a parking space easily. Over the course of one day, more than an hour of prime teaching time and one hour’s wages could be lost because of the parking limitations.

Restroom proximity: Restrooms located on large school campuses and in institutional buildings are often placed far away from the classroom or may require a key. This situation would prevent a young child from going to the restroom unaccompanied.

Shared classroom: When renting space at a church or community center where many types of classes use the same room during the week, you may need to negotiate the use of a locked closet or storage cabinet in the building. The extra work and time involved in resetting the classroom each day may be a deterrent to sharing a classroom.

Waiting area: A designated waiting area stocked with small toys, crayons, and books is essential in all locations. This provides a secure, designated area for parents and small children to wait comfortably thus preventing disruption to classes in-session or, in the case of a retail store, to prevent students from wandering onto a showroom floor stocked with costly pianos.

Zoning: Zoning restrictions in many communities do not allow home-based businesses that generate vehicle traffic. Check your local ordinances.



A location could have everything going for it, but just one element could jeopardize the success of your preschool music program. Seek advice from qualified entrepreneurs in similar businesses.

Acquiring Teaching Space

After you’ve determined the type of location you need, contact the prospective landlord or retail partner either in person or by a formal business letter. (Two sample letters are shown on pages 9 and 10.)

Initial Meeting Agenda

Use this agenda as a guide when meeting with potential landlords or retail partners.

1. Provide materials on your program, such as brochures, press releases, your resume, and references.
2. Provide a schedule of days and times needed for your program.
3. Discuss their rental fee, general policies of the facility, and insurance.
4. Highlight the benefits of having your music program at their facility: increase of potential customers in their store or facility, additional positive publicity for them, and a public sense of good will toward the facility.

Liability Insurance

Liability insurance is essential for your program. If children or parents fall or are injured on the grounds of your studio, they could hold you financially responsible. Speak to a reputable insurance agent about obtaining a policy to protect you from any personal liability. If you are renting space, even though the facility may offer to include you in their policy, seek advice about your own policy from your agent.



Contracts

Most facilities require a written contract. It is in your best interest to have everything spelled out as agreed upon between the two parties. At the minimum, any written contracts should define the terms of your agreement as well as specify the classroom space, days, times, rental fees, insurance, and janitorial services to be included. If you feel uncomfortable about obligations stated in a contract, you may want to have the contract reviewed by a lawyer.

Inquiry Letter from New Teacher (Sample Letter: Tailor to fit your needs.)

1. Contact Information Is Prominent

Ms. Anna Smithfield
876 North Avenue
Anchorage, Alaska 98765
123-555-2222

2. Formal Inside Address

March 1, 2017

Mr. John Johnson
Pianos Plus
444 Yukon Street
Barrow, Alaska 12345

3. Introduction & Purpose

Dear Mr. Johnson,

I am interested in acquiring teaching space at Pianos Plus beginning in August. I will receive my Bachelor of Arts degree in piano pedagogy from the University of Alaska in May. During the past two years, I have been teaching piano to students of all ages. I would like to begin a *Music for Little Mozarts* program for children ages 4–6 in your city. This is a marvelous two-year piano course that sets a positive foundation for future musical study.

4. Room Requirements & Schedule

Initially, I would like to have a quiet teaching studio equipped with a quality piano. It will need to have adequate lighting and ventilation and an electrical outlet for a CD player. The students will need convenient access to restrooms. I would like to teach from 1:00 to 6:00 p.m. on Tuesdays through Fridays, and from 9:00 a.m. to 1:00 p.m. on Saturdays.

5. Goals

As the program flourishes and as I gain experience, I eventually would like to offer the program in a small classroom equipped with six digital pianos and a small waiting area.

6. Enclose Information

I have included a flyer about *Music for Little Mozarts* as well as my resume and references for your perusal. I will contact you next week to discuss the feasibility of using space in your facility to bring music instruction to young children.

Sincerely,

Anna Smithfield
Anna Smithfield

Inquiry Letter from Established Teacher (Sample Letter: Tailor to fit your needs.)

Your Studio

Full address
Website address; Phone

Date

Facility Manager

Facility

Address

City, State or Province Zip or Postal Code

Dear [facility manager's name],

I would like to introduce myself as a music teacher who is interested in leasing teaching space at [facility name]. I have been teaching for [X] years and have developed a thriving piano teaching studio, [Studio Name]. I am expanding my program to include a group keyboard course for young children, *Music for Little Mozarts*.

Because of your reputation in the community as a leader in innovative educational programs, I believe that your facility is a perfect match for this exemplary music curriculum for children ages 4–6. I have the following requirements for teaching space:

- A quiet room, approximately 15' x 15' in size
- A tuned piano, preferably on casters
- Classroom-style lighting and ventilation
- Waiting area or hallway seating for parents and students
- Convenient access to restrooms
- Available on Mondays and Tuesdays between the hours of 10:00 a.m.–12:00 p.m. and 2:00–6:00 p.m.
- A minimum of 7 parking spaces, preferably 13 spaces

I am aware that if you cannot provide me with a dedicated classroom, I would need to secure a small closet or large storage cabinet for my additional classroom equipment consisting of six smaller keyboards and folding stools.

I have included a brochure with my policies and tuition schedule, a press release, and my resume and references for your perusal. I will be contacting you in the near future to discuss the feasibility of using space at your facility to provide training for the next generation of musicians in our community.

Sincerely,

[Your Signature]

Your Name



Enrolling and Scheduling

Initial Phone Call or Email Inquiry

When parents call to inquire about lessons, ask how they heard about the course. This feedback will help you assess the effectiveness of your marketing strategies.

Some parents may ask about the cost of your lessons over the phone. Unfortunately, without meeting you face-to-face and seeing your studio and the course materials, they will have no perception of the value of your instruction. Rather than quoting an exact per lesson fee—which is not appropriate if your school offers courses by the semester—let them know that you have various payment plans available. Take leadership in the phone call and schedule a musical interview at your studio with the parent and child.

Be sure to obtain the following information:

- Name
- Address, telephone number, and e-mail address of parents
- Name and birth date of the student

Tell the parent that you will call to re-confirm the appointment.

Teacher Tip

When potential clients question you on the phone, say, "I want you and your child to feel comfortable in my studio, so I always offer a free demonstration lesson before you make the commitment to enroll."

Interview/Demonstration Lesson

The purpose of a musical interview is not to accept or reject the student, but to establish rapport with the parent and child.

An interview can prevent misunderstandings and decrease the potential for dropouts. The outline that follows suggests a typical interview and should be adapted to fit the individual customer's needs.

Parent Interview

1. Discuss goals of the course very briefly.
 - a. Do you have musical goals for your child?
 - b. Has your child shown any interest/aptitude in music?
 - c. Do you have a musical background? If the parent has no previous training, assure the parent that the course material is designed to educate the child as well as the parent.
2. Show and discuss course materials.
3. Demonstrate types of activities included in the course with books and CDs.
 - a. What kind of piano or keyboard is available in the home? Where is it located? When was it last tuned? (Give them a tuner's business card.)
 - b. Is a CD player available in the home? Is it near the piano?
4. Discuss scheduling and commitment from both parents and child.
 - a. Will your child be able to practice the piano and/or do an activity page 10 minutes a day?
 - b. In what structured learning activities does your child participate?
5. If the child becomes restless during the interview, you may want to shorten the parent interview. Before working with the child, provide the parent with a studio brochure, policy sheet, and an enrollment form on a clipboard with a pen. Ask the customer to read through this information and you can discuss it later.

Student Demonstration Lesson

1. Introduce Beethoven Bear and Mozart Mouse through the opening story from the *Music Lesson Book 1*.
2. Use Beethoven Bear and Mozart Mouse to teach high and low on the piano and watch the child's response.
3. Tap short rhythm patterns and ask the child to tap them back.
4. Sing "Old McDonald Had a Farm," asking child to enter on E-I-E-I-O section to determine pitch matching. (*Music Discovery Book 1*, p. 24)
5. Move to music, possibly "Stars and Stripes Forever." (*Music Discovery Book 1*, p. 28)

Registering the Student

1. Ask the parents to read through the policy brochure and fill out the enrollment form (if they haven't already done so.)
2. Provide a choice of class times (if available).
3. Request a payment for the first semester materials to reserve space in their preferred class.

Scheduling Strategies

When building your preschool schedule, schedule only two classes. Do not open any other time slots until those two classes fill. If you start your school this way, you will enjoy the dynamics of full classes.

First Semester Opening Schedule (sample)

Tue. 9:30 a.m.	Age 4–5 or Pre-K
Tue. 3:00 p.m.	Age 5–6 or K–1

After these classes fill, open registration for another set of classes.

Sat. 9:00 a.m.	Age 4–5 or Pre-K
Sat. 10:00 a.m.	Age 5–6 or K–1

Continue to add classes this way until you have filled your schedule. Using this strategy, you may need to put students on a waiting list for preferred time slots, but you will also find that customers will send you referrals to fill the classes they want for themselves.

As a new group teacher, you may find this scheduling technique unusual, but consider this scenario: If you have a goal to enroll 24 new students, would you rather teach four classes with six students each or twice as many classes with three students each?

With four classes of six students each, you will receive the same income for teaching four hours that you would for teaching eight one-hour classes of three students each.

Some schools prefer to group students according to grade level, rather than age. A hypothetical opening schedule—using grade level as a criterion—might look like this:

Wed. 11:00 a.m.	Pre-K
Wed. 2:30 p.m.	K–1

The benefit of grouping according to grade level allows a five-year-old (who has not yet experienced the routines of kindergarten) to be placed in the preschool class.

Age Requirement

Music for Little Mozarts is not age-appropriate for children below the age of four, so be very firm on your age cut-offs. Establish a birth deadline for new enrollees—otherwise be prepared to meet a lot of three-year-olds who are “almost four.” Remember that the curriculum is designed to be developmentally appropriate by age, not IQ. A three-year-old who is very bright does not have the motor skills, dexterity, or life experience of a four-year-old.

Classroom Music for Little Mozarts Scheduling Options

Many parents of young children are not yet ready to purchase a keyboard or piano for their child. They may want to “try” music lessons before they financially commit to piano instruction and the purchase of books and materials. Enrolling in *Classroom Music for Little Mozarts* sessions is an excellent option for these families. They are making a short-term commitment without substantial financial commitment. This class is also perfect for those children who are not quite four years old. Open two sessions at a time, possibly a mid-morning or late afternoon. These classes can run from 30–45 minutes with as many as 10–12 children per class, based on the size of your room and whether or not you have parental assistance.

If the classes are taught in a preschool or daycare setting, rather than your piano studio, the number of students per class will be determined by the preschool director based on local and state ordinances that clearly define teacher/student ratios. In most states, unless you are state-certified as an early childhood educator, you will be required to have a certified early childhood staff member with you in the classroom at all times. While local and state ordinances governing preschool instruction in early childhood centers and schools vary, it would not be unusual to be required to submit to background checks and fingerprinting.

While we encourage you to offer instruction in early childhood centers, we also recommend that you meet all of the guidelines and restrictions that this setting requires prior to scheduling classes.

Meet the Music Friends Scheduling Options

Meet the Music Friends is designed as an introduction to music and the piano. The five lessons are the perfect introduction for parents who want their children to try lessons before they purchase a piano. Some teachers will want the class to meet once a week for five weeks; others may schedule the classes daily for five days.

Each lesson plan is designed for a 45–60-minute period. The optimum time to offer these classes is immediately prior to the start of a new study period—either in the summer before the regular piano lessons begin or immediately after the holidays in early January.

Parent Welcome Letter

After parents have enrolled their children or after the first lesson, send a parent welcome letter such as the one that follows. The first section of the letter reinforces their decision to have their child participate in music.

The second section addresses your expectations of the parents’ role in the musical education of their child. (See following page.)

Parent Welcome Letter (Sample text)

Your Studio Name
Address data
Website/e-mail address/phone

Dear Parent,

Congratulations on enrolling your child in the *Music for Little Mozarts* course! You have made a wise decision to help your child develop a lifelong love of music making. Music provides pleasure, joy, and an outlet for creative expression while developing listening and auditory discrimination skills. Music contributes to motor skill development (both large muscle and small muscle), and it increases the range and flexibility of the voice. Music can soothe emotions, invite enthusiasm, and bring immense pleasure to the listener. Studying music contributes to the growth of a well-balanced child in sensitivity, expressiveness, and the spirit essential for functioning in a complicated world.

You will play a very important role in your child's musical progress. Whenever possible, I encourage you to sit in on your child's class so that you will feel comfortable assisting at home with practice. This practice time provides opportunities for sharing and bonding between you and your child. You will need to guide the order of things to practice at the keyboard and read directions for completing pages in the music workbook. Be sure to include CD listening as a vital component of practice time.

Important note: Some time during the next few months, your child may say something like, "I don't want to practice," or "I'm too tired to go to my music class." Just be aware that your child's interest will probably not be consistent; but to be successful, you will need to be consistent in your encouragement and commitment to music instruction. In most cases, simply acknowledge your child's comments, but then go on with your normal routine just as you would if you heard the comment, "I don't want to brush my teeth," "I don't want to stop playing with my toys," or "I don't want to go to bed."

The more that music practice can be integrated into your child's daily routines, the more growth in musical ability you will see. Please talk with me about any frustrations or concerns you may have. I am the third essential part of our parent-child-teacher triangle for musical achievement. I am looking forward to hearing and watching your child blossom in the *Music for Little Mozarts* class.

Sincerely,

[Teacher's name]

For Parents: Frequently Asked Questions

What is my role in my child's music instruction?

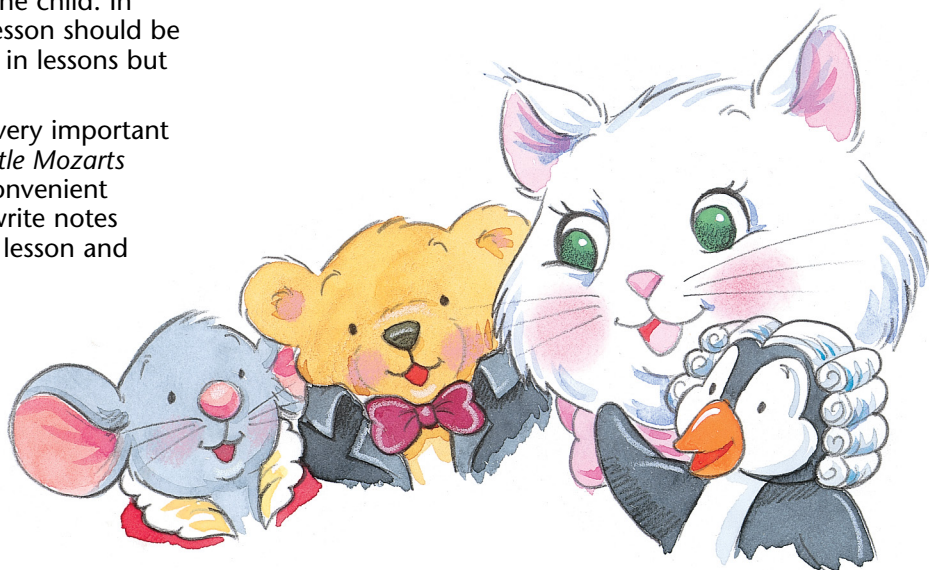
How can I help my child to have a positive experience with his or her lessons?

Parents play a very important role in music lessons for young children. Lessons are a total partnership between the child and the parents. The authors of the course recommend that parents attend lessons with their children. When this is not possible, many teachers will spend the last five minutes of the lesson time going through the assignment with you so that you know how to assist with practice during the week.

If you are able to attend the lesson, you can aid the child in locating the appropriate materials during the lesson and you will have a better understanding of how to help in practice at home. As a minimum, during practice time you will have to guide the order of things to practice and read directions to your child. The practice time is an important time for sharing and bonding between you and your child.

Additionally:

1. Parents are responsible for getting the child to the lesson on time with all the necessary materials. Regular attendance is very important for success.
2. At home, parents should look through the books with the child. They should discuss the pictures in the books with the child, read the story in the *Music Lesson Book* to him/her, and listen to the CD together as a family. Playing the CD in the car or playing it while the child is doing another quiet activity like artwork or playing with puzzles will help reinforce ear training.
3. Parents should understand that the child's interest in music lessons might not maintain a steady pace. Their interest will vary from week to week. Parents play a supportive role in encouraging this interest while understanding that it is normal for interest to waiver. Attendance at lessons and practice at home are required activities for the child. Parents should never ask the child if he/she wants to practice or go to the lesson.
4. When attending and participating in lessons with the child, parents must respond to the music themselves rather than "prodding" the child. In addition, adult conversation in the lesson should be restricted. Parents should participate in lessons but not dominate them.
5. Communication with the teacher is very important for student success. The *Music for Little Mozarts Lesson Assignment Book* provides a convenient section for parents and teachers to write notes to each other concerning the child's lesson and practice experience.
6. Parents should be supportive of lessons, yet be non-judgmental about the child's learning styles and abilities. Encourage your child while avoiding comparisons and competition with other children.
7. Parents are responsible for helping the child practice at home. The biggest challenges will be finding time for practice in today's busy life and keeping the practice exciting and fresh each day. Practice should be 10–15 minutes each day at a specific time with no interference from the TV, computer, or other family members. It is wise to practice as early in the day as possible, keep a record of practice time, and establish a reward system for effective practice. Two brief practice times are preferable to one longer session. The parent should sit near the child during the practice time, so that the child doesn't feel isolated. Parents (especially those who attend lessons) may want to practice the child's assignment without the child to develop a comfort factor with the material.





Policy Considerations

Set firm policies for your teaching studio, clearly stating your standards and expectations. A written policy statement will help to avoid potential problems by establishing thorough guidelines for the management of the teaching environment, as well as the business aspects of your studio. Address the following areas:

- Tuition/fees (what it covers)
- Materials fees
- Class length and schedule
- Calendar
- Lesson attendance
- Absences (student or teacher) and cancellation notice
- Make-up lessons
- Expectations for practicing
- Parental involvement in the learning process
- Termination of lessons
- Contact information: phone, e-mail, address, hours of operation, driving directions

You may also want to include statements about:

- Your goals and objectives
- Your availability for conferences or calls
- The benefits of piano study
- Recommendations for concert attendance

Fee Structures

Teaching groups of students is a way to increase the hourly teaching rate while simultaneously reducing teaching time. The fees can be slightly less per individual student than a private lesson rate, but with three or more children in a class, the combined fees will be more per hour than private instruction.

To determine the proper fee to charge, survey similar group programs in your area, such as children's dance or gym activities. Compare the length of the lesson, the number of students in the class, and whether "take home" equipment or materials are provided. Also look at the qualifications or certification levels of the teacher. When setting your fees, stay in a competitive price range while maintaining your profitability.

Payment Options and Discounts

You should also consider the benefits of offering payment options to parents so that there is some savings (generally 5–10%) if parents pay in increments of three months or more at a time. Some studios also offer small courtesy discounts to families with more than one child enrolled in the studio.

Establishing Tuition Rates

Prior to deciding tuition rates, you will need to weigh a number of financial factors including:

- Facility rent
- Utilities
- Equipment costs
- Marketing expenses
- Office supplies
- Teacher salaries including payroll taxes (or self-employment taxes)

Other factors that will affect the tuition rate:

- Number of students per class
- Length of the lesson and length of the session (number of classes per semester)
- Purpose of the class: A general music class, such as *Classroom Music for Little Mozarts* or *Meet the Music Friends*, is usually priced at a lower rate to introduce more students to music lessons. In addition, parents who have not yet invested in a piano or keyboard will expect to pay less for an introductory class.

Important Note: Alfred Music does not recommend or set any tuition rates. Each studio owner determines fees based on a complex matrix of individual factors in a particular market area.



Small Business Assistance

United States studio owners who want guidance in making financial and management decisions, can seek free assistance with the SCORE (Service Corps of Retired Executives) organization a U.S. nonprofit organization with a public service mission. SCORE volunteers provide small business counseling and training through a network of chapters, branches and their website www.score.org.

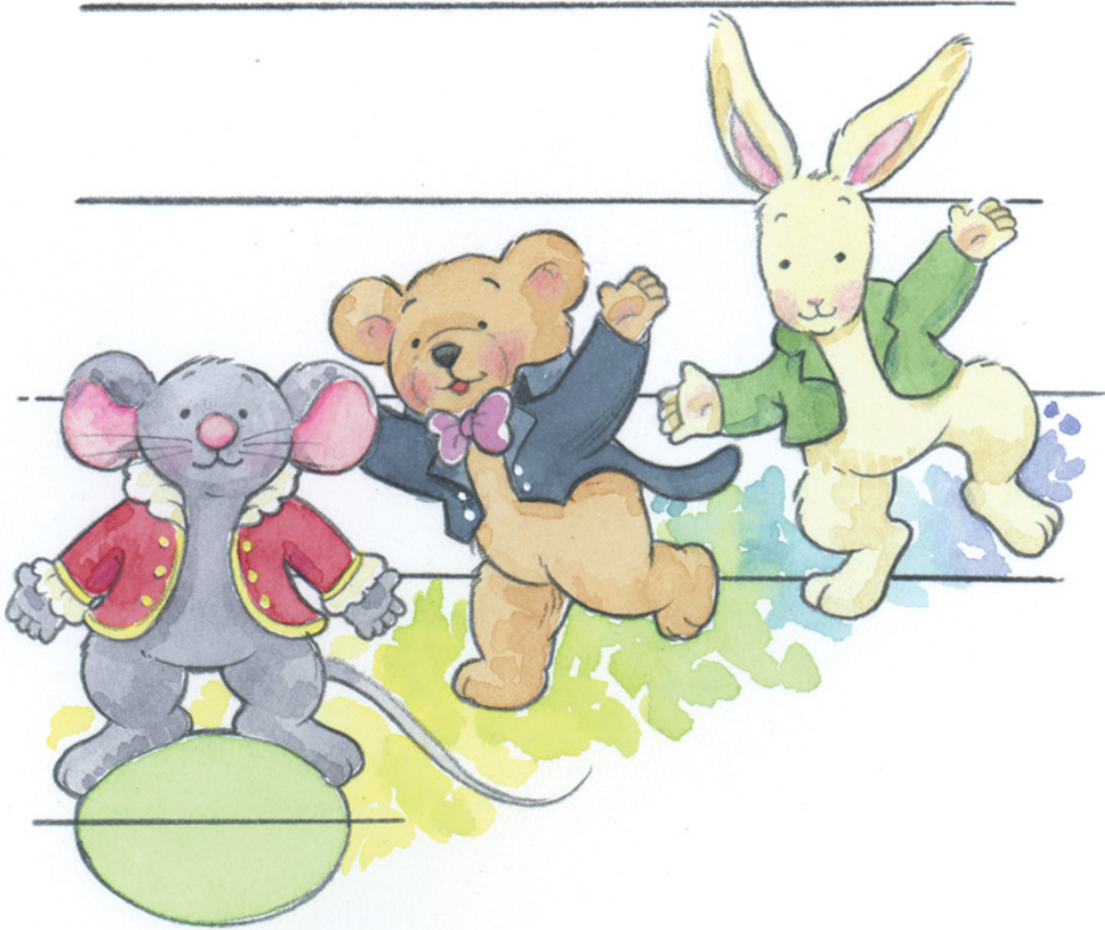
In Canada, studio owners can contact Canada Business, a government information service for businesses and start-up entrepreneurs in Canada. Check out their helpful website: www.canadabusiness.gc.ca.

Policy & Tuition Brochure

Rather than writing the usual mundane policy and tuition flyer, create an attractive brochure using a brochure template contained in popular graphics software programs. Include photos of your students* and graphics of the *Music for Little Mozarts* characters. To save layout and printing costs, you can project a professional business image by printing on coordinated business card and brochure papers available through paper suppliers. Through the use of these four-color paper sets, you can print smaller quantities and update tuition fees and calendars each year.

The sample brochure text on the following pages is written for a hypothetical *Music for Little Mozarts* studio with one or two teachers and one classroom. The pricing of the courses is not included. Add pricing and policies that are reasonable for your market.

**If you use photos of students, ask the parents to sign a media release form. Never use a photo for publication without the written permission of the parent.*



Classroom Music for Little Mozarts (Ages 4–6)

An Introduction to Music-Making

Class length: 30 minutes per week

Class size: 10 students

This comprehensive approach to musical learning develops singing, movement, and listening skills simultaneously with an introduction to musical styles and concepts. No keyboard instruction is included, but rhythm instruments are used to support basic musical concepts. Parents are encouraged to attend. Lesson 10 is a showcase for all parents to attend. No textbooks are required and children do not need a keyboard at home.

Classroom Music for Little Mozarts*

<i>Payment</i>	<i>Payment Due</i>	<i>**Payment Amount</i>
10-week session	Aug. 15	

**General music instruction, no piano required*

***Under "Payment amount," fill in your own pricing in the appropriate box.*

Meet the Music Friends (Ages 4–6)

An Introduction to the Keyboard

Class length: 45 minutes/session

Class size: 10 students

This course provides an introduction to music and the piano. It consists of a series of five lessons that include singing, listening, movement, rhythm activities, and beginning activities at the keyboard. The lessons center around the adventures of Beethoven Bear and Mozart Mouse, characters who live in the classroom of a music store, as they learn about music. No keyboard is required for home practice. Each student has a music workbook that reinforces each concept presented in the lesson through carefully designed pages for children to color, rhythms to clap, and keyboard activities. The pages are designed to be used in the classroom with guidance from the teacher. At the end of the lessons, the teacher and the parents will be able to assess whether the child is ready to continue with piano study.

Classroom Music for Little Mozarts*

<i>Payment</i>	<i>Payment Due</i>	<i>**Payment Amount</i>
5-week session	Aug. 15	

**General music instruction, no piano required*

***Under "Payment amount," fill in your own pricing in the appropriate box.*



Piano Course, *Music for Little Mozarts* (Ages 4–6)

Course description: *Music for Little Mozarts*, the premier piano education program for children ages 4–6, provides a balance between the discipline necessary for playing the piano and the enjoyment one receives from the process of music making. The course centers on the adventures of Beethoven Bear and Mozart Mouse as they learn about music.

Parent participation: Parents are encouraged to participate during class every week for the first month, then once a month after that. Parents will receive clear directions on how to assist with at-home practice.

Class size: Six students per class with a piano or keyboard for each student. Children are grouped according to grade level: Preschoolers or Kindergarten/First graders.

Class length: Classes meet one time each week for 50 minutes.

Calendar: The holiday schedule follows the county public school schedule. Weather closings also follow the public school procedures. When you enroll, you will receive a customized calendar with all your class days highlighted. Flexible summer school sessions will be available for registration in April.

Tuition plans: The school year runs for two 18-week sessions with one Saturday recital at the end of each semester. Semester fees are based on a total of 19 sessions per semester or 38 sessions per school year. Semester and quarterly payments receive tuition discounts. Tuition can be paid by cash, check, or credit card. [List brands of cards accepted.]



Option 1		
<i>Semester Payment</i>	<i>Payment Due</i>	<i>**Payment Amount</i>
1 st Semester	Aug. 15	
2 nd Semester	Jan. 15	
Total	(saves \$XX.XX)	
Option 2		
<i>Quarterly Installments</i>	<i>Payment Due</i>	<i>**Payment Amount</i>
1 st Semester	Aug. 15	
	Oct. 15	
2 nd Semester	Jan. 15	
	Mar. 15	
Total	(saves \$XX.XX)	
Option 3		
<i>Monthly Installments</i>	<i>Payment Due</i>	<i>**Payment Amount</i>
1 st Semester	Aug. 15	
	Sep. 15	
	Oct. 15	
	Nov. 15	
	Dec. 15	
2 nd Semester	Jan. 15	
	Feb. 15	
	Mar. 15	
	Apr. 15	
	May. 15	
Total		

****Under "Payment amount," fill in your own pricing in the appropriate box.**

Materials fees for 1st semester:

Each new student is required to purchase a *Music for Little Mozarts Deluxe Starter Kit*. The kit includes two types of items, those used for the entire two-year course and those used for the first semester only.

Components used during entire course:

- Tote bag with a *Music for Little Mozarts* emblem
- Beethoven Bear plush animal
- Mozart Mouse plush animal
- Music activity board that functions as both a magnetic board and a dry erase board with one side featuring a grand staff and the other a keyboard with extra blank space for writing activities. Also includes 10 magnets and a dry erase pen with eraser.

Components used during 1st semester only:

- Music Lesson Book 1\$XX
- Music Workbook 1\$XX
- Music Discovery Book 1\$XX
- Flash Cards Set 1\$XX
- Compact Disc Recordings for Book 1 (2-disc set)\$XX

Total (before tax)\$XX

Materials fees for 2nd semester:

- Music Lesson Book 2\$XX
- Music Workbook 2\$XX
- Music Discovery Book 2\$XX
- Flash Cards Set 2\$XX
- Compact Disc Recordings for Book 2 (2-disc set)\$XX

Total (before tax)\$XX

Materials fees for 3rd semester:

- Music Lesson Book 3\$XX
- Music Workbook 3\$XX
- Music Discovery Book 3\$XX
- Flash Cards Set 3\$XX
- Compact Disc Recordings for Book 3 (2-disc set)\$XX

Total (before tax)\$XX

Materials fees for 4th semester:

- Music Lesson Book 4\$XX
- Music Workbook 4\$XX
- Music Discovery Book 4\$XX
- Flash Cards Set 4\$XX
- Compact Disc Recordings for Book 4 (2-disc set)\$XX

Total (before tax)\$XX

Optional textbooks: Based on the amount of at-home practice and the child's musical interest, additional materials are sometimes recommended but not required. For example, a child who wants to learn more pieces on the piano may enjoy a *Music for Little Mozarts Character Solo or Recital Book*. Your teacher can give you a detailed listing of all the books and educational support items available. Prices range from \$2.50 to \$8.99.

School procedures: Please remain with your child in the waiting area until the previous class has been dismissed. Children may use the crayons and colored pencils on the activity table while they are waiting. Please ask them to put their art supplies back in the baskets before leaving. For safety reasons, siblings who are not enrolled may not be left unattended in the waiting area.

Classroom procedures: To prevent disruption, only enrolled students and their parents are allowed in the classroom during the lesson. The teacher will handle all classroom discipline so that parents can remain in the role of learning partner.

Attendance: Consistent attendance is a key to musical success. If your child will be absent, please notify our office as soon as possible. If you leave your e-mail address, the instructor will e-mail the assignment. Whenever possible, we can arrange for your child to participate with another class at a similar level. Tuition is not reduced for missed classes. If the instructor must cancel class, the lesson will be made up.

Enrollment commitment: When a student enrolls, the financial commitment is for a minimum of one semester. Class time changes or regrouping are implemented at the start of the new semester only when needed. Most students retain their class time for the entire school year.

Summer classes: Near the end of April, registration for summer sessions begins. Currently enrolled families will have first choice of preferred class slots. Enrollment will be open to new students in May.

All summer sessions follow an eight-lesson format, with your choice of one of three options:

Session A: 4 sessions M–Th for 2 weeks.

Session B: 2 sessions twice a week for 4 weeks.

Session C: 1 session per week for 8 weeks.

(To accommodate vacations, you will be charged for only 7 sessions.)





Marketing Your Program

To establish a successful business, you must market it effectively. Develop the attitude of an entrepreneur, as you have a valuable, sought-after product. Many of your marketing endeavors will simply enhance your image and reputation in the community; this is called public relations. Other efforts will directly increase your enrollment; this is called promotion. To be successful in your *Music for Little Mozarts* program, you must always seek a balance between public relations and promotion activities.

To assist in your marketing efforts, Alfred Music has created downloadable templates, graphics, and associated files at: alfred.com/MLMMarketing

Logo Guidelines

The *Music for Little Mozarts* logo and associated artwork are to be used only to promote *Music for Little Mozarts* classes. Using these copyrighted files to promote other music programs is a violation of copyright law.

Student Lists

Keep your prospective student list and current student list up-to-date so that you can use them for targeted promotions.

Current and prospective students fall into four categories, each requiring slightly different treatment in terms of promotional mailings and phone calls.

1. **Active Students** are studying with you now. The type of information you may send them is lesson schedules, announcements regarding tuition or policy changes, and recital or concert invitations.
2. **Current Prospects** are potential customers who have expressed interest in your program, but for whatever reason, have not enrolled. They should be contacted for the next enrollment session. You can use a postcard, or email, and then phone. When recontacted, if they still don't enroll, recategorize them as future prospects. Always ask if they want to remain on your contact list.
3. **Future Prospects** are leads that fit the profile of potential students, but have not contacted you regarding enrollment. These leads may be purchased from a mailing list company or referrals. Send them flyers prior to the next semester's registration period.
4. **Inactive Students** are students who have been enrolled previously and have the potential for re-enrolling. When sending information to your "inactive students," include a personal note if you feel they truly want to re-enroll. Siblings of inactive students are often good prospects.

Poster

Available for download [here](#), this eye-catching 17" x 22" four-color poster is suitable for framing. Print this poster at a local printshop, and use it to publicize your program by posting it in the window of a music store, on the bulletin board at a preschool, or on a signboard at an off-site event.

Personalize this poster by adding enrollment and contact information in the star templates available on the website. Use double-sided removable tape to affix the stars to the poster.



Print Publications

Affordable outlets for advertising include the following:

- Local parenting magazines (often distributed free-of-charge to pediatrician's offices, preschools, day-care centers, and YMCA facilities).
- Back-to-school or summer camp editions of local newspapers.
- Concert programs (Ads are available based on the size of sponsorship or donation you provide).
- Display ads in arts, entertainment, or family section of local newspaper.

Business Cards

Choose one graphic element and a distinctive typeface. Purchase small acrylic business card holders and ask to place these holders in music stores, preschools, and day-care centers. Give your cards to people who are considered music experts by parents—school music teachers, piano tuners, professional musicians, and church pianists.

Flyers

Ask permission to post flyers on bulletin boards at preschools.

(Sample text #1) Editable templates and graphics can be downloaded at alfred.com/MLMMarketing



Meet Mozart Mouse™!

Music for Little Mozarts is a piano, music, and movement curriculum specifically designed for preschoolers. The course centers on the adventures of Mozart Mouse and Beethoven Bear as they learn about music. As their adventures unfold throughout each book, they introduce the students to new musical concepts and piano performance pieces.

[Your studio] will be hosting "Meet Mozart Mouse" day.
Saturday, September 9 • 1:00 p.m. • 2:30 p.m. • 4:00 p.m.

Mozart Mouse will introduce you and your child to our teachers, show you how to play our instruments, and lead a group sing-along.

Karen Music, MM

Pianist and piano teacher
Certified by Music Teachers National Association

[Your address]

(555) 555-5555
karenmusic@xyz.com



(Sample text #2)



Beethoven Bear invites you to Piano Preschool Day!

Saturday, September 9
1:00 p.m. • 2:30 p.m. • 4:00 p.m.

Beethoven Bear and his friend, Mozart Mouse™ learn about music and the piano in **Music for Little Mozarts**, a piano, music, and movement curriculum designed for preschoolers. Let Beethoven Bear and Mozart Mouse™ introduce you and your child to the Music for Little Mozarts teachers, show you how to play instruments, and lead a sing-along. Mark your favorite time on your calendar today!

Karen Music, MM

Pianist and piano teacher
Certified by Music Teachers National Association

Hosted by [Your studio]

[Your address]

(555) 555-5555
karenmusic@xyz.com

Image Brochure

The purpose of an image brochure is to present your professional image to the public. Write it in a conversational style that is parent-friendly, yet professional. You are providing general information to a public who may not know who you are. After customers read your brochure, they should want to meet you.

Purchase acrylic brochure holders from your local office supply store and ask some of your friends who own businesses or provide services to place the holders in their waiting areas, on counters, or in employee lounges. In addition, always have your brochures available at recitals and in your waiting area so that your own customers—who are always your best ambassadors—can use them to refer friends.

Most pre-printed brochures feature a 6-panel vertical layout. For counter displays, a vertical layout is easiest to read. The simple grid shown here will be used as reference for placement of topics.

Brochures are usually read in a certain order, so place your topics sequentially on the panels based on the importance to the reader. Each panel should have a focal point and can include clip art from the *Music for Little Mozarts* graphics pack. While you are welcome to pull sample copy from numerous places in this marketing kit, you are encouraged to give your brochure a personal touch.

1–Front Cover Panel

Place one simple headline, clip art of Beethoven Bear and/or Mozart Mouse, and the course name, *Music for Little Mozarts*.

2–Inside Left Panel

Place your professional bio. Include a paragraph on why you love teaching music to small children. Insert an attractive photo of yourself either posed or showing you working with a child.

3 & 4–Inside Center Panel and Inside Right Panel

Describe your school location and give driving directions if necessary. Describe the basic course offerings, your generic class schedules, and hours of operation. Mention the parental involvement. Focus on the semester aspect and note that a variety of payment options are offered. Omit all pricing. Do not get too specific; just give enough information to motivate parents to contact you. Photos of students playing music add visual interest.

5–Outside Back Flap

List all the materials available for the course. Focus on items used during the First Semester. Omit pricing. Include all pertinent contact information and school hours.

6–Outside Center Panel

If you plan to use the brochure as a self-mailer, you will lay out this panel horizontally. Check with the post office for exact dimensions, postage requirements, and copy positioning.

Include your complete return address and phone number. On the lower left side, include a one-line school slogan, a key feature of your school, or a sample headline such as those listed in the right column.

5 Outside Back Flap <i>(folds to</i> <i>inside)</i>	6 Back Panel for Mailing	1 Front Cover Panel
--	---	--

2 Inside Left Panel	3 Inside Center Panel	4 Inside Right Panel
--	--	---

Sample Headlines for Your Image Brochure Cover

Enhance your child's development through music!

•

Make Music with Mozart Mouse!

•

**The Premier Preschool Music Program...
*Music for Little Mozarts***

•

Preschoolers, Parents, and Pianos

•

Innovative Instruction for Imaginative Little Mozarts

•

Make Music with Mozart Mouse, Beethoven Bear, and Friends

Layout and Copy Guidelines for Display Advertising

This section gives specific tips on preparing display advertising. Display ads are used in printed publications such as newspapers, magazines, and concert program booklets.

Headline

Be bold and grab attention. Intrigue your reader. See sample headlines in the right column.

Graphic or photo

One graphic element is enough in a small ad. Beethoven Bear or Mozart Mouse will draw attention; you do not need both. If you use a photo of children performing in your studio, make sure the child/children are close enough to be clearly seen. Choose a photo with distinct contrasts.

If you are just opening your studio, ask two or three of your friends who have preschoolers to stage some photos for you. Engage the children in musical activities with Mozart Mouse and Beethoven Bear. Ask a friend who is a good photographer to shoot a variety of candid photos to provide photos for your brochures and ads. See Media Release Form on page 26 for more guidelines on using photos.

Body copy

Be succinct and specific. Simple words and terms are best. When describing a feature of the program, tell how it will benefit the reader.

Consistency

Develop a consistent look in your advertising—use a similar layout, integrate the same graphic, or retain the same typeface in each printed piece. A uniform look will increase public recognition by “branding your business.” Always aim for simplicity and clarity.

Call to action

Your ad should invite the reader to respond. Use phrases that require immediate action.

Sample Headlines
Choose only one or write your own.

**Beethoven Bear
Invites You to Music Class**

•

**Mozart Mouse presents
Music for Little Mozarts**

•

**Make Music
with Mozart Mouse**

•

**Play the Piano Today
with Beethoven Bear**

•

**Your Preschooler
Can Play Piano**

Studio Location

Group all the key elements of your location and contact information in one convenient location in the ad. Make sure to include:

- Location
- Phone number
- E-mail address or website
- Business hours
- Driving directions and parking information

Elicits immediate response	Generates no response
Classes begin January 21. Call today to register.	Classes beginning soon.
Beethoven Bear will meet your child on Monday, August 5. Call today to reserve your interview time.	Now accepting new students.
Enroll by Saturday, January 5 to guarantee best class schedules.	Limited space available.
Enroll for summer session by Saturday, June 4 to receive a 10% tuition discount.	Reasonable tuition prices.
Purchase classroom supplies by March 10 and receive a music activity book FREE.	Appealing textbooks and materials.

Developing your Ad

The best way to help a newspaper or other publication develop the ad that you envision is to provide a detailed mock-up of what you have in mind. Also supply clear copies of your artwork. If you are using a photo, clearly mark any necessary cropping. Provide a typed copy of your written text, including any directions regarding font size and type. Lastly, provide a camera-ready copy of your logo.

Classified Ad

Classified ads are typically placed in newspapers. Other publications, such as magazines and program booklets, also offer a classified section. Because the ads are small and contain print only, they are also inexpensive. Place your ad in one of these categories:

- Instruction
- Music Instruction
- Piano Instruction
- Used Musical Instruments for Sale

You will be surprised at how many people who are searching for a used piano are also searching for a music teacher.

After the Ad runs

When customers respond to your marketing efforts, always ask how they heard about your program, so you can track your results.

(Sample format)

Certified piano teacher, preschool specialist,
experienced, private & group lessons
Karen Music, MM (555) 555-5555
karenmusic@xyz.com

Display Ad (Sample format for piano curriculum)

★ Enrich your child with
preschool Music Classes
featuring



Music for Little Mozarts



- Innovative piano method for children ages 4–6
- Imaginative, enjoyable learning experiences
 - Private and group lessons available

Karen Music, MM

Pianist and piano teacher
Certified by Music Teachers National Association

[Studio Name]

[Your Address]

(555) 555-5555

karenmusic@xyz.com

Introduce Your Child to the Piano with **Mozart Mouse™** and **Beethoven Bear!**

- 5 lessons; no keyboard needed at home
- Singing, Listening, Movement, and Rhythm Games to Bring Out the Music in Your Child Age 4–6
- Help discover if your child is ready for piano lessons

Karen Music, MM

Pianist and piano teacher
Certified by Music Teachers National Association



[Studio Name]
[Your Address]
(555) 555-5555
karenmusic@xyz.com

Editable templates and graphics can be downloaded at alfred.com/MLMMarketing

Newspaper Articles and Press Releases

The best time to get article space in a local newspaper is when you first open your studio or when you expand your horizons—like entering the early childhood world by using *Music for Little Mozarts*!

The second best time to get space is when you are sponsoring a special event like a recital, parent night, or student performance at a community event.

When preparing an article, use a press release format that highlights the unique aspects of your program, your background, innovative plans you have for the future and exceptional students you teach. Use enthusiastic language and very confident wording. Answer the following questions when writing your press release:

- **Who** is the target audience? (Usually parents of young children.)
- **Who** will benefit? Describe who is eligible to participate.
- **Who** is the sponsor? (Your studio, with you as it's representative.)
- **What** is your goal in sponsoring this event? Keep your answer in mind as you write, so you don't become sidetracked.
- **What** is interesting about the event? Find a unique and special angle to the story to help it stand out. Parents and children making music together is always an interesting angle.

- **How** can readers participate or take advantage of the program? Include a telephone number or e-mail address that readers can contact for more information on the program.
- **When** will the event occur? Include all details of the date and starting time as well as the ending time of the event. Allow plenty of advance notice.
- **Where** will the event take place? Include the name and address of the location of the event.
- **Why** is it happening? Here you can expound upon your enthusiasm for music education and your humanitarian reasons for hosting the event.
- **What** photo should you use? Find a child with an adorable face or a parent and child making music together. Close-ups are always more eye-catching than group shots that don't reveal facial expression.

Always use double spacing in formatting the body copy of the document. Position your contact information prominently, date it on the day you send it, and insert the comment, "for immediate release."
(See *Press Release* on page 34.)

Create a Newsworthy Happening

All music teachers hold private recitals for audiences of appreciative parents and grandparents. Why not go to the next level and schedule a variety of public appearances for you or your students?

Senior Center Performance

Even though you will not be able to recruit students for your preschool class at a senior center or assisted living residence, you will give your parents and students an enriching experience. By presenting a narrated story recital and including lots of singing, you will capture the hearts of the residents and create tremendous community good will. Newspapers—and sometimes TV stations—are usually eager to cover these types of events because they can get eye-catching photos. Inter-generational events have broad appeal.



Coordinate all details of your visit with the activity director. Ask how much interaction the staff would like students to have with the residents after the performance.

Music Store Promotion

Most keyboard stores sponsor outside promotions at places like home shows, shopping malls, community craft fairs, and arts days. They often display the latest in digital pianos. Usually the salespeople give demos on the instruments throughout the day. Many dealers would be eager to intersperse these demos with student performances.

Ask your students to perform a few pieces. Because accompaniment CDs and MP3s are available for the *Music for Little Mozarts* books, your students can



rehearse with the CDs or MP3s for a few weeks prior to the event. On the day of the event, bring all your CDs or MP3 files to the store booth and let your students perform with the orchestrated disks.

Post a sign with your studio name and the performance times. Display your brochure holder in a prominent place. If possible, place Mozart Mouse and Beethoven Bear on the keyboard.

Getting Publicity

After you have written your press release, contact the editor of your local newspaper to notify him/her of your event. Other publishing resources are community newspapers and local parent or child newspapers that are published on a monthly basis. Again, be sure to provide them with plenty of advance notice. In speaking to the editor, share your enthusiasm and passion for why this event will be exciting to the general public. Identify sections of the paper where your story might fit—family lifestyle, education, music, or business, and brief the editor on your event. Explain why this event is newsworthy and why the readers will be interested in this article.

After the article appears, ask for permission to copy the article so you can enclose it in informational mailings to new and potential customers. Enlarge and frame the article for your studio.

Media Release Form (Sample text)

If you use photos of students, ask the parents to sign a media release form. Never use a photo for publication without the written permission of the parent. [Editable templates and graphics are available at alfred.com/MLMMarketing](http://alfred.com/MLMMarketing)

Media Release Form

I grant permission for my child's photo and name to be used in a publicity item about
[Your Music Studio Name].

Child's name (please print) _____

Signature of parent or legal guardian _____ Date _____

For Immediate Release

Date: [Current Date]

Event: [Your Music Studio] Introduces New Piano Program for Preschoolers

Contact: [Your Name, School Owner]
[Phone, E-mail Address]
[School Address]

What is even more beneficial than computer instruction in enhancing a child's abstract reasoning skills (necessary for learning science and math)? Piano instruction! Beginning in September, [Your Music Studio] will offer the premier program for music, movement, and piano—*Music for Little Mozarts*.

Created out of a love for both children and music by experts in the field of preschool piano, *Music for Little Mozarts* is based on cutting-edge early childhood music research and the authors' numerous years of teaching experience. Imaginative and delightful, *Music for Little Mozarts* is an age-appropriate, pedagogically sound piano curriculum specifically written for children ages four to six.

This course will be taught by [Your name], who has lived in the [your town] area for [x] years and is a pianist as well as a piano teacher. [Your name] has performed with [career highlights]. [Your name] earned a [Bachelor of Music] degree from [XYZ] University and has a [Master of Music degree with an emphasis in piano pedagogy (the science of teaching)] from [ABC] University. [Your name] is certified by the Music Teachers National Association.

[Your studio], located at [Address, Your Town], will be hosting "Meet Mozart Mouse" day on Saturday, September 9, at 1:00 p.m., 2:30 p.m., and 4:00 p.m. Mozart Mouse will introduce prospective pianists and their parents to the [Your studio] teachers. Guests will find out how to play the instruments and can participate in a children's sing-along. Refreshments will be served. Call [phone] or e-mail [your e-mail address] for more information or to make a reservation.

Direct Mail

Direct mail can be a very effective way to publicize your program if the mailing list is carefully chosen and meets the criteria of your target customer. If you have never done bulk mailing before, work with a mail house and the post office to create a piece that is cost-efficient, yet meets all postal regulations.

Postcard (Sample 4" x 6" format)



(Postcard Back)



Preschool Presentation

Introduce your program to a preschool. Most preschools will treasure a music lesson by a qualified music teacher. Use *Classroom Music for Little Mozarts Lesson 1*, pp. 16–22 or *Meet the Music Friends Lesson 1*, pp. 4–13. **Editable templates and graphics are available at alfred.com/MLMMarketing**

Letter to Preschool Director (Sample format)

I would like to offer an “in-school music field trip” to your four- and five-year-old classes. I will bring my fuzzy musical friends, Mozart Mouse and Beethoven Bear, to your school and present 30 minutes of musical storytelling, movement, rhythm activities, and singing. I guarantee that your children will be enchanted and enthused during this unique presentation.

After receiving my degree in piano pedagogy at Eastern College in 2002, I opened a piano studio for students from age four to adult. I also serve as the children’s choir director at Grace Worship Center. Recently, I began offering *Music for Little Mozarts*, the premier preschool piano curriculum from Alfred Music, a leader in the music education field since 1922.

My purpose in offering this presentation at no charge to your school is to allow more children to experience the joys of making music and to create community awareness of the marvelous program I now offer in my studio. I have enclosed a copy of my school brochure and business card. I will bring enough brochures so that one may be placed in each student’s cubby for interested parents who may want to contact me.

During my field trip, I am requesting that a certified teacher or aide remain in the room with me at all times. I prefer to teach one class at a time, so if you have, for example, three classes of four-year-olds, I would conduct three half-hour presentations in a row. I have the following field trip time slots open for the month of October:

Monday, October 10, between 9:00–11:00 a.m.

Wednesday, October 12, between 2:00–3:30 p.m.

Thursday, October 20, between 9:00–11:00 a.m.

Please contact me by September 8 with your preferred field trip times and the number of classes you’d like me to visit. (Please note that I do not present this lesson to classes below the age of four.) My e-mail is abcdefg@123.com and my phone is (555) 555-9999. I will send you a written confirmation of this field trip. Thank you for your willingness to share this musical opportunity with your students and faculty.



Library Presentation

Offer to be the guest reader at your community library’s regular preschool story time. Bring your plush friends, Beethoven Bear and Mozart Mouse, to assist you in reading storybooks with a musical or keyboard theme.

The children’s librarian can assist you with excellent selections of literature. You could also choose selections from a nursery rhyme collection that would lend themselves to the addition of movement or clapping patterns. Stories from the *Music Lesson Books* or *Music Recital Books* can be adapted for such programs.



Referrals

One of the best ways to increase the size of your studio is through referrals. When parents are happy, they are likely to refer their friends to you. You may want to offer some small incentive to encourage them to do so, such as a *Music for Little Mozarts Coloring Book* or even one of the plush toys. Send a personalized note thanking the parent or customer who referred you.

Meet the Music Friends Summer Course

Offer *Meet the Music Friends* during the summer as an introduction to music and the piano. The five lessons are the perfect introduction for parents who want their children to try lessons before they purchase a piano. Some teachers will want the class to meet once a week for five weeks; others may schedule the classes daily for five days. This program can serve as a recruitment tool for a piano studio or a classroom program. At the end of the five classes, have an individual conference with parents to discuss whether the child is ready to continue with the *Music for Little Mozarts* piano curriculum. If children are not ready for piano study, they could continue learning about music with the *Classroom Music for Little Mozarts* program.



Maintaining Enrollment

Student Retention Techniques

Now that you have wonderful new students enrolled in your studio, you want to maintain their initial enthusiasm and support their parents' commitments by providing performance opportunities that showcase what the children have learned. Parents like to see that their financial and time investments have been productive. As musicians, we love to see our students experience the intrinsic rewards from the act of creating beautiful music. Children, however, also like to receive more tangible rewards. The art of fulfilling the needs and wants of the children and their parents is called retention.



Student Showcase (Mini-Recital)



Every eight weeks, plan a Student Showcase during the last 15–20 minutes of the lesson. Between each musical performance and activity presented by the children, interject practice hints to the parents. The mini-recital format allows you to showcase the

students' achievements while fulfilling your need to give the parents important instructions about how to help their children at home. Applaud their excellent decision to enroll their children in music study by quoting from studies showing the benefits of a musical education beginning at an early age.

Consider telling some of the music stories using the Music Friends™ to give momentum to your showcase and to create a more relaxed atmosphere during the performance time.

Greeting Cards and Postcards

Simple gestures, such as sending a card or postcard, remind the students and parents that you care about them. Because young children rarely receive mail, they are delighted to receive a card from a teacher. They are equally delighted to receive a note from Beethoven Bear or Mozart Mouse. Cards are available for download at alfred.com/MLMMarketing

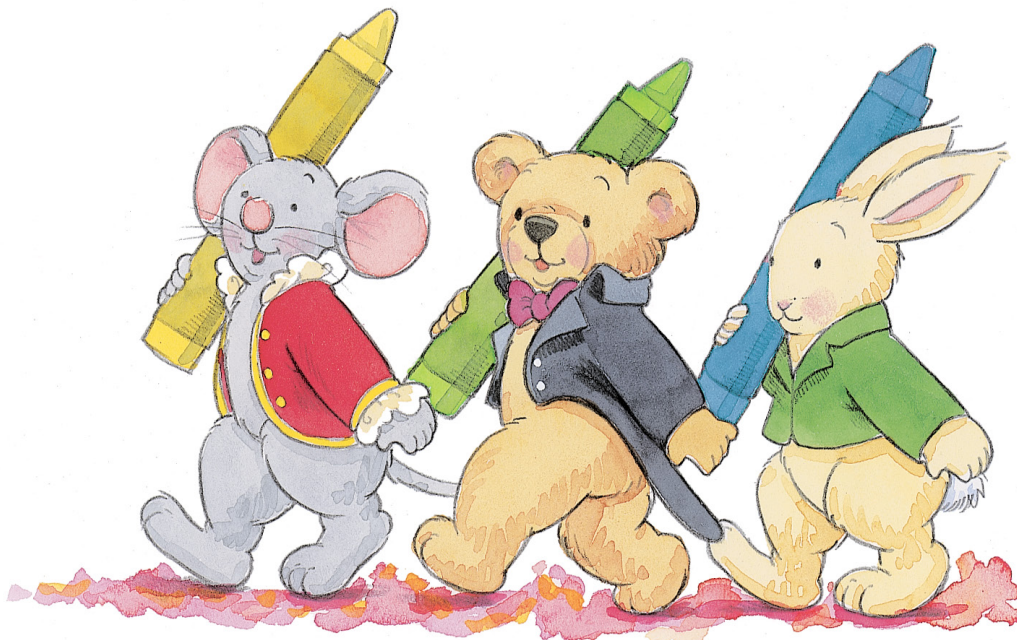


Birthday cards or holiday

cards: When a student enrolls, enter the student's birth date in a simple calendar program on your computer and set the calendar to give you a reminder one week before the special day. When

sending a greeting card for a specific holiday, make sure that you send one appropriate to the holiday the student's family celebrates.

Postcard praise: Children can also be encouraged when they receive a postcard praising consistent at-home work or an excellent attendance record.

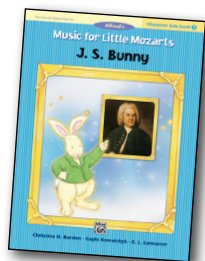


Absences: Send a postcard or email outlining the practice assignment for the following week to help the student stay current with the rest of the class and to let the student know that you missed him or her in class.

Gift Boutique and Music Book Display

Set up a small display case or bookshelf in your waiting area that displays all the Music Friends™ plush characters, and the *Fun with Music Friends™ Coloring Books*. Encourage the parents to use these items as practice incentives, to reward positive behavior, as a fun birthday present or a stocking stuffer.

Make sure to display supplementary music such as the *Music for Little Mozarts Character Solos*, *Halloween Fun!*, *Christmas Fun!*, *Little Mozarts Go To Church*, *Little Mozarts Go to Hollywood*, and the *Music Recital Books* so that those parents who want to provide additional music can easily choose solos and books at the appropriate level.

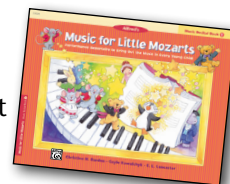


Piano Camp (For continuing students)

Music for Little Mozarts can be easily adapted for a summer camp in a group setting. It is a great way to give yourself a break from the usual routine and inject fresh creativity into your teaching. To accommodate summer vacations, try innovative scheduling like this:

- **8-4-2 Camp Special**
Eight lessons, four days in a row for two weeks (Monday through Thursday)
- **2 x 4 = 8 Camp Special**
Eight lessons, two days a week for four weeks (Monday/Wednesday or Tuesday/Thursday)
- **Buy 4, Get 1 Free Camp Special**
Five lessons, one day a week for five weeks, but charge for only four weeks. This allows parents to take a one-week vacation at any time and feel grateful that they didn't have to pay for the week they were gone.

The *Music for Little Mozarts Music Recital Books* can function as core curriculum for these camps. Younger students can benefit from reinforcement of the concepts they covered during the previous semester. The format of the *Music Recital Books* provides a motivating vehicle for the concept review using an all-new tale of the adventures of the music friends coupled with challenge pieces. Schedule a performance showcase the last day of camp to share the children's accomplishments with parents. Invite some *Music for Little Mozarts* graduates to perform so that parents and students can envision the musical goals they will soon achieve.



Graduation from *Music for Little Mozarts*

After students complete the course, they will usually want to continue taking piano lessons. Course options vary depending on age, school grade level, ability, and interest level.

Private lesson options:

- For ages six and under, *Alfred's Basic Prep Course, Level C*
- For ages seven and above, *Alfred's Premier Piano Course, Level 1B* or *Alfred's Basic Piano Library, Level 1B*

Group lesson options:

- For ages six and under, or for a student who needs additional reinforcement, *Alfred's Basic Group Piano Course, Book 2*
- For ages seven and older, or for a student who has a strong grasp of piano technique and music reading, *Alfred's Basic Group Piano Course, Book 3*



Classroom Management

If you have taught piano privately, and are comfortable with the one-on-one format, you may have hesitated to begin teaching students in groups because of apprehension about classroom management (including discipline). If you have a well-organized lesson plan, and clearly defined expectations for classroom behavior, then teaching students in a group can be a very satisfying and effective way to teach piano to more students.

Planning the Lesson

The suggestions that follow will aid in making group teaching more efficient, effective, and enjoyable.

1. **Use the *Music for Little Mozarts Teacher's Handbooks*.** Lesson outlines are included for each lesson in the curriculum. Use each outline as a guide and adapt it to the needs of your students.
2. **Plan ahead.** Be completely organized for each class. Plan more activities than you will need for the class and establish a priority order for them. Do not be afraid to alter the lesson plan if the class needs to move in a different direction.
3. **Plan shifts in pace and mood.** Alternate high-energy teaching with more subdued segments. Alternate piano playing with doing activities in other parts of the room away from the piano, such as games, movement, listening, music appreciation, and ear training.
4. **Combine new and review concepts in your lesson plan.** Introduce major points early in the lesson and then work to refine them later in the lesson.
5. **Post your lesson plan for easy viewing.** Write a brief outline of your plan on an erasable marker board or "Post-it" lined poster paper so you can see it from anywhere in the room. You can also write your plan on a 5½" x 8½" card and keep it with you as you interact with the students around the room.
6. **Determine your classroom rules.** Set a minimum of rules, but be consistent about enforcing them. Establish your routine during the first class and continue to adhere to it. Post your rules using a graphic image, when possible, to explain the rule.

If you are unsure about what the rules should be, ask the students to help make a list on the first day of class. Students enjoy being included in the process and will supply good rules that they can adhere to. You can then choose the most important ones to post permanently.

Teaching the Lesson

1. **Begin and end on time.** Start promptly and end the class on time. This action is a courtesy to those who have arrived on time and it provides subtle correction to those who have arrived late.
2. **Greet the students at the door.** Use Mozart Mouse or another character to greet the children as they enter. Make sure the room is ready for the class—CD cued to the correct track, books, and materials in place.
3. **Maintain eye contact with your students.** Avoid getting so involved with the equipment or the lesson plan that you lose eye contact with the children.
4. **Give specific feedback.** Give concrete suggestions rather than vague ones like "that needs more practice." Tell students what and how to practice. Be liberal with praise when it is warranted.

I am very happy that you know how to clap this rhythm pattern.



5. **Avoid too much talking.** Keep instructions and suggestions short, specific, and directed toward the student and the music. “Show it” or “do it” to stay away from over-explaining. Let Beethoven Bear and Mozart Mouse give the instructions and handle discipline.



6. **Use specific praise.**



7. **Always include everyone.** Make sure that every child is included in each activity. Provide challenges for those who are more able and assign easier tasks to those who are not as ready. For example, if you want each child to play for you individually during the class, move Clara Schumann-Cat from keyboard to keyboard indicating whose turn it is to play. Even a very shy child will be more willing to perform for Clara.
8. **Use humor.** Humor can add interest to the class and alleviate difficult situations. Never use sarcasm or ridicule; young children do not understand sarcasm.

9. **Let the adventure story of Beethoven Bear, Mozart Mouse, and their Music Friends set the stage.** Let Clara Schumann-Cat whisper secret messages in your ear that you then convey to the children.
10. **Cultivate enthusiasm.** Generate contagious enthusiasm for music and piano through your voice, facial expressions, and your gestures and motions. Use this enthusiasm to insure that students leave the class feeling positive about music and themselves.



11. **Encourage self-discipline.** Encourage parents to establish regular practice routines that will help develop self-discipline in the children.

Additional Considerations

1. **Establish a parent communication format.** Use the *Lesson Assignment Book* to establish a written dialogue with the parent. To prevent wasting class time, limit all non-musical tasks and do not discuss studio business during the lesson.
2. **Create non-verbal communication signals for the students.** Hand signals or brief rhythmic, melodic, or harmonic patterns can be coded as secret messages to tell the students whether to sit, stand, listen, move, or play.

For Teachers: Frequently Asked Questions

If students are taking private lessons only, do they need to use the *Music Discovery Book*?

The answer to this question is definitely yes for at least three reasons.

1. A student can learn to play the piano using only the *Music Lesson Book* and the *Music Workbook*, but the activities included in the *Music Discovery Book* help them become well-rounded musicians through singing, movement, response to rhythm patterns, music appreciation activities, and melodies that aid in matching pitch. By not using the *Music Discovery Book*, students are being denied the opportunity to experience many of the expressive and aural elements of music, not to mention many fun aspects of learning.

2. Young students have a short attention span and find it difficult to sit on the bench for 30 minutes. The activities in the *Music Discovery Book* provide opportunities to get up and move to music through a variety of free exploration and structured dances. The teacher should create a relaxed environment and do each activity with the student as a fully participating partner. Parents can also join in the activities. By breaking up the lesson in this way, students will be able to focus more during their time at the piano.
3. The *Music Discovery Book* should be a book that parents and students share at home. Parents and students can sing the songs together in the car or at bedtime and discuss the pictures in the book. Parents can also read about famous composers to students at home and follow up with activities from the book that have been covered in the lesson. While the student will learn the words to songs by listening to the CD, parents can use the words that are written in the music in the book to learn them.

By using the *Music Discovery Book*, each student is assured of a comprehensive approach to music—not just piano performance. Students will become better listeners in performance, have a solid rhythmic foundation by experiencing rhythms through whole body movement, and develop an appreciation for the various styles of music throughout history.

How do you integrate the story into lessons on a regular basis? Is it even necessary to use the story with all students?

The order of musical concepts and the music in *Music for Little Mozarts* stand alone as a piano method, so it is not necessary to use the story if one chooses not to do so. Before making that decision, the purpose of the story and the learning characteristics of young students should be considered.

The story is designed to set the stage for music study at the beginning and continues throughout the *Music Lesson Books* in the series. The story itself is an adventure that piques the interest of young students—providing built-in motivation for music study. The names of the characters introduce students to famous composers and the plot of the story augments the introduction of concepts. In several places, the story sets the stage for the words of the piece that follows. By not using the story, some reinforcement of musical concepts is eliminated.

The authors of the course use the story in two different ways. First, they encourage parents to read the entire story to students when they first begin a new level. Often parents put the CD with the narrated story in the car and listen to it like a “book on tape” while driving children to various activities. Some parents also use the story as bedtime reading to children.

Since young children enjoy repetition, they like hearing the story over and over. Parents then become more involved with the entire lesson experience. In the lesson itself, the authors quickly read the section prior to each piece to the student. Some teachers report that young students have learned to read (or at least improved their beginning reading skills) through the story. This sets the stage for learning the new piece. If students have already listened to it on the CD, they often enjoy telling the teacher (or other class members in group lessons) what is happening on the page. Since young students have limited attention spans, the story also helps break up the lesson time.

In lessons for young children, activities need to change every two to three minutes. Students can gain new energy for piano activities after having a little break to listen to or discuss the story. How teachers use the story with students is an individual decision. If lesson time is at a premium (as it often is), the teacher can ask the parents to be responsible for reading the story at home. Otherwise, it can be integrated into the lesson to provide motivation, concept reinforcement or variety. Either way, it sparks the imagination of the children and piques their interest in composers and their music.

Do the students need their own stuffed animal toys to learn using the *Music for Little Mozarts* series?

The students can use the books without owning the characters, but they will be missing out on the added motivation of incorporating an interactive story into their musical adventure. The authors especially recommend that students own *Beethoven Bear* and *Mozart Mouse™* since they frequently are used during instruction and practice of *Music Lesson Book 1*. Owning stuffed toys is a long-standing, cherished childhood tradition. When the toys have names and star as the featured characters in imaginative stories, then the characters are “alive” to the children. Parents can purchase the plush characters as they are introduced in the story, as a gift for completion of each level, or to celebrate a special occasion. The authors of this series recommend including the composer characters in the lesson and practice time.

The Non-Musical Benefits of Piano Study

The study of piano provides growth to children in many areas of development other than musical. Some of these benefits are listed below.

The Non-Musical Benefits of Piano Study

- ❑ **Patience:** The process of learning effective practice skills aids the child in developing patience.
- ❑ **Confidence and Poise:** Frequent performance helps the child develop confidence and poise that will be useful in dealing with many situations in life.
- ❑ **Perseverance and Commitment:** The demands of piano study teach children to develop a commitment to projects and follow them through to completion.
- ❑ **Friendships:** Music study provides opportunities for interaction with peers to establish new friendships.
- ❑ **Coordination:** The coordination of both small and large muscles is strengthened through piano playing.
- ❑ **Self-Esteem and Satisfaction:** As musical skills are developed, students feel a strong sense of satisfaction in their progress and develop a feeling of self-esteem that transfers to other situations in life.
- ❑ **Creativity and Self-Expression:** Music study provides a forum for communicating feelings and using imagination for creative endeavors.
- ❑ **Pride in Achievement:** Students develop a sense of pride in their abilities through musical achievements.
- ❑ **Concentration:** The study of piano fosters concentration that can carry over into learning other subjects.
- ❑ **Fun and Relaxation:** Playing piano and listening to music is fun. This skill can provide hours of entertainment and relaxation throughout one's entire life.



The benefits listed above could be printed up as a small poster displayed on the wall of the classroom. Each week, you could post a different benefit to serve as a reminder to parents as to why they have made a commitment to music instruction. Editable templates and graphics are available at alfred.com/MLMMarketing



About the Authors

About the Authors of the *Music for Little Mozarts Marketing Kit for Teachers*



Janet Steen holds a Bachelor's degree in Music Education from the University of Northern Iowa and a Master's degree in Management from the College of Notre Dame of Maryland.

She is Piano Instructor and Education Director at GreaterNashville Arts Academy. She previously served as Director of Keyboard Marketing at Alfred Music and managed two large dealer-owned music schools in Florida. As a national marketing manager for the Yamaha Music Education System, she spent 11 years advising dealer and teacher-owned music schools on marketing and management strategies.



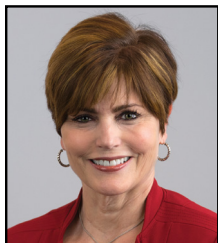
Karen Farnum Surmani is on the music faculty at California State University Northridge, previously served as Early Childhood, Classroom, and Vocal editor at Alfred Music, and is a co-author of *Classroom Music for Little Mozarts*, *Essentials of Music Theory* software, books and ear training CDs, *Sing at First Sight*, and numerous other publications.

Karen taught general music in pre-kindergarten and elementary classrooms in the Los Angeles Unified School District for several years. She received a Bachelor of Music degree from California State University, Northridge and a Masters in Music Education from the University of Southern California.

About the Authors of *Music for Little Mozarts*



Christine H. Barden is an internationally recognized authority on early childhood music. She is currently an independent piano teacher in Reno, Nevada, where she teaches piano and composition students, in addition to *Music for Little Mozarts* preschool classes. Christine received her degree in piano performance from San Francisco State University and served as a national instructor for the Yamaha Music Education System for 17 years.



Dr. Gayle Kowalchyk is on the piano faculty at California State University, Northridge. Gayle holds degrees from Ohio University, Northwestern University, and an Ed.D. in piano pedagogy from Teachers College, Columbia University. She has been on the piano faculty of Eastern Illinois University, Oklahoma Baptist University, and the University of Oklahoma.



Dr. E. L. Lancaster is Executive Keyboard Editor at Alfred Music. He holds degrees from Murray (KY) University, the University of Illinois, and a Ph.D. from Northwestern University. Prior to joining Alfred, Dr. Lancaster was Professor of Piano Pedagogy at the University of Oklahoma, Norman. During that time, he and his wife, Gayle Kowalchyk, operated a large independent piano studio in Norman, Oklahoma. Together, they have co-authored more than 300 publications designed for students of all ages, including Premier Piano Course.

About the Author of *Classroom Music for Little Mozarts*



Donna Brink Fox is Eastman School of Music's Eisenhart Professor of Music Education and Senior Associate Dean of Academic and Student Affairs. She earned a PhD in Music Education from The Ohio State University, an MM from Ohio University, and a BA in music from Calvin College.

Dr. Fox is a co-author of *Classroom Music for Little Mozarts*, an early childhood classroom music course from Alfred Music.