

MUSICALES AT MUSIC WORKS COMMUNITY

Performance Opportunities

All Musicales are held at Music Works Community.

Musicales are held quarterly | Sunday - Wednesday | October, December, March and May.

No lessons are held during Musicales Week.

The December Holiday Musicales has refreshments after each performance.

Musicales provide students with short-term performance goals.

There is no program - students announce their names and what they will be performing.

Parents and friends are invited to MWC Musicales.

Musicales

Instructors host their own Musicales. Dates and times are listed on the MWC Musicales Website page. Each Musicales is limited to 10 - 15 students and lasts approximately 60 minutes. Parents and students are asked to stay for the entire Musicales. We encourage parents who have students with busy schedules to register early to guarantee room in their preferred time slot.

This medium provides an opportunity for students to play before a small group of peers. Our aim is to make this class a low-key, friendly atmosphere where the goal is to help alleviate performance anxiety, distribute quarterly awards, and learn how to have *fun with performance*. Ask any of our adult students how frustrating it is to know that you can play a piece well, only to fall apart when asked to perform for family or friends. Students with extreme performance anxiety are encouraged to attend; watching and listening helps the anxious performer get accustomed to the atmosphere of a performance setting...this is certainly less threatening than playing for parents and peers in a yearly formal recital!

Why Musicales?

Students need to work toward defined goals. Excitement about what they have worked hard to accomplish plus sharing their enthusiasm makes their hard work have value. Intrinsic motivation can blossom from these small group performance opportunities.

- 1) The quarterly Musicales is a *"Show and Tell" opportunity*, a time to be recognized for achievement. The school system provides little or no support of private music instruction!
- 2) The quarterly Musicales provides a *break in the weekly lesson-routine*. The monotony for both student and teacher that occurs when there is no break in the weekly lesson routine or no goal to work toward hampers learning and enthusiasm.
- 3) Since the Musicales size is limited, the performance class provides opportunity for *teacher and/or student demonstration*. This is a time for *coaching and commentary on performance etiquette and repertoire interpretation* where students can learn by watching and listening to their peers. If a student has not completed an entire piece, they can perform a section(s) of their piece.
- 4) The Musicales is an opportune time for students to *hear each other* and to *get excited about a piece or performance they hear*. This is best illustrated by sharing one comment from a 4th grader after hearing a 5th grader play:

“I want to be able to play like that; how long will it take me?” There was needless concern that the younger student would be intimidated by a more advanced player near his own age!

5) The quarterly Musicales are a time for *performance strategies and skills* to emerge: a) to learn how to make mistakes and remain ‘cool and collected’; b) to learn how to gracefully exit an ‘uncomfortable’ performance; and, c) to hear others not be ‘perfect’ and thus be better able to accept their own mistakes during a performance.

6) And last, but certainly not least, the Musicale is a *deadline date* for students to be held accountable for follow-through of their weekly assignments.

Accountability

The Musicale is our attempt to hold students accountable...and we need parental support. As music instructors, we do not have the ‘power’ that is inherent in the schools with a grading system. Just watch what happens to a student who enrolls at Arizona Academy of the Arts and receives a quarterly grade in guitar or piano! If a fellow student plays four pieces and your student has barely finished a section of his/her piece, the ‘peer’ influence is more dynamic than any verbal or non-verbal message from the parent or the teacher. Our well-meaning ‘encouragement’ can easily end up being interpreted as pressure, nagging, disappointment, etc. Even our little ones can understand that “before Halloween” they are working to finish xxxx pieces(s) to share with their piano friends *The most important time for your student to attend a Musicale is when they are not completely prepared! whether they perform or not!*

Performance Notebooks

We encourage each family to compile a Performance Notebook. A 3-ring binder contains a photocopy of the piece(s) they play at the Musicales. We highly recommend using sheet protectors for the photocopies and not 3-hole punching the original copy. This notebook serves two purposes: 1) “Old” pieces will be played if they are easily accessible. Your students are taking lessons to learn how to “play”; practice is the routine that everyone wishes they could avoid. Having the ‘fruits of their labor’ waiting for attention keeps students *playing* while the ‘practice’ of new material unfolds. 2) Their notebook is tangible proof of musical growth and can serve as a valuable deterrent to upset and frustration. The “I want to quit” syndrome that every student experiences at some point can be massaged with this visible collection of accomplishment.

Our students are developing a musical skill.

Performance is most usually a learned skill....

to be able to share this skill is part of their musical training.

The self-esteem that comes with performance

is more valuable than the piece(s) they have mastered!