



Preschool Piano Kids!™ is a comprehensive early enrichment program for young children developed from nearly four decades of applied research and testing. I designed this program from the ground up using principles from social, behavioral, and developmental psychology. More recently, I've incorporated findings from cognitive neuroscience, and behavioral medicine. Typical issues that arise during the "journey" of learning piano are numerous and mostly psychological in nature. These issues include high threat perception during performance situations, acceptance of a daily practice regimen, task interfering beliefs and attitudes, individual differences with regard to attentional processes, motor-control, proprioceptive awareness, physical limitations, and the list goes on. As educators, it is important to identify these kinds of issues to increase the effectiveness of our teaching methods. However my clinical experience has shown me that young children who begin lessons early are much happier and at less risk to quit lessons prematurely due to these types of issues. Cognitive neuroscience refers to structural changes within the brain as "neuroplasticity." Research in this area confirms what parents have suspected for years: early exposure to enrichment activities has major implications for cultivating growth and development in young children. It is a most exciting time for you and your child. Thank you for considering Preschool Piano Kids! to meet your child's early educational needs.

--Dr. Marcie Zinn



- ♪ **Fully comprehensive piano curriculum for ages 2½ to 6 years old**
- ♪ **Generous Incentive System with Intervention Strategies**
- ♪ **Parent involvement in lesson & program activities**
- ♪ **Program suited to needs of EVERY child**



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Early Enrichment Piano Program

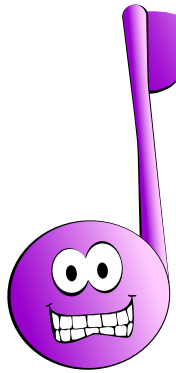
for piano kids age 3 to 6



Real Piano Lessons for Real Kids!

Preschool Piano Kids! is a partner of the
Dana Alliance for Brain Initiatives





“The ability to appreciate and compose music and to play a musical instrument represents a set of functions in which early input appears to be especially important.”

- Peter R. Huttenlocher, M.D., professor of Pediatrics and Neurology at the University of Chicago.

Children can begin learning how to play the piano as young as 2½ or 3 years old. If you look at biographies for most major performers, you will find that nearly all of them began training in early childhood. Many were highly skilled already in childhood. Research shows that to a large extent, human brain development is environmentally determined. Environmental input during childhood appears to be a crucial time for formation of specialized functions underlying musical ability. For example, some research suggests a time window with regard to formulation of absolute pitch and finger tapping performance. It is not that such skills cannot be learned later on, but that acquisition of them is *less likely*.

Preschool Piano Kids!™ is an early enrichment piano program, designed to cultivate greater life-long proficiency and, even more important, a genuine lifelong love of music. The PPK! program

recognizes that preschoolers can do and learn everything older children can learn. They easily learn the complexities of a piano and integrate this knowledge well into what they already know. Research based and “piano kid” tested, children who go through our program are much more likely to:

- Stay in piano much longer than average-age beginners.
- Enjoy piano much more throughout later years.
- Accept the difficult parts of piano more readily and “just do them.”
- Accept practice as part of the “routine” rather than seeing it as an intrusion into their lifestyle.
- Accept being a “beginner.” Older children take issue at being a “beginner” and the older the child is, the more difficult this status is.

PPK! takes developmental issues into account because it has critical implications for making appropriate decisions and choosing proper teaching interventions. As educators, it is crucial we understand how young children learn and perceive their world. We know that preschoolers learn, remember, and perceive very differently than their older counterparts. Developmental psychology research has found that these children operate at a “pre-operational” level. They are very strong in some areas and weak in others. Some of the differences we actively address here are:

Attention span—preschoolers have excellent attention *if the material is packaged correctly*. Without the “packaging,” forget the attention! They cannot attend just because we want them to.

Learning by doing—preschool children learn best by stimulating their senses. They feel, hear, smell, see and do so avidly. They learn with a *total experience*, not simply with one aspect of it.

Learning by watching others and “trying it out.” We all do this, but preschoolers don’t have our adult inhibitions and “what-if’s” going on. They just do it!!

Learning by reinforcement. Young children love rewards and they work best at an early age. We make use of incentives (toys, stickers and candy) to help them get through the hard parts of learning piano. Eventually, playing the instrument becomes self rewarding!

Self-Efficacy: Belief in one’s own capabilities. Young children don’t have self doubt (unless someone instills it in them).

PPK! program is highly influential to preschoolers. By the time they reach average age (age 7) typically the common issues we see in older children do not arise, or if they do, they are much easier to deal with. Preschoolers come to piano with enthusiasm and energy that far surpasses older children. They love playing in recitals. From their perspective, recitals are meant just for them; the audience is there just to see them play! They believe that adults have the same likes and dislikes as they do and they cannot take the perspective of another person (egocentric). The gifts of nature make them a delight to work with and teach!

