

# PRESCHOOL PIANO KIDS!

**Real Piano Lessons for Real Kids!**

## Parent & Child Enrollment Packet



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# Preschool Piano Kids!

Thank you for applying to Preschool Piano Kids! We provide an optimal music education for everyone, ages 2.7 and older, regardless of age. We teach to all children regardless of any sort of difficulties that may arise. How can we state that we do not have to screen children? The difference is in the psychology. When one approaches every child based on psychological science, it is easy to ascertain, for any behavior, the source of the behavior. Once understood, the situation can be addressed. We also work with many developmental and acquired disabilities. Our program, built on years of research, is an elaborate, unique, and innovative program which addresses the common problems in traditional music education and fosters the best possible experiences in music learning. For example, instead of looking for ‘talent,’ we work with every individual student’s abilities, intellect and cognition. We support our students’ strengths and build their weaknesses to make them well-rounded in their skills, knowledge, and understanding of playing and performing music. We nurture our students sense of a true self. Student are not in lessons to please us, but rather they are in lessons to please themselves and do what they came to piano to do; *play piano!!* Our job is really simple—keep their focus in line with their expectation of simply playing the piano, and they are healthy, happy, and doing what they are supposed to be doing.

If you have read much of our literature, you may notice that we are bringing many aspects of psychology to music teaching. If you think back to the sport psychology movement in the mid-1980’s, you will immediately see the parallel. At that time, sports had paid little or no attention to the psychological side of sport. It was widely believed that psychology would make those in sports “soft,” and players would hurt their performance. The United States would begin to lose its place in World Championships, and it went on, and on and on. We now know that notion was unfounded. Today, psychology has made its way from the top Olympic athletes, all the way down to the soccer field level!

In 2005, Marcie Zinn founded the Arts equivalent of Sports Psychology—the Society for Psychology in the Performing Arts. It is a young society but it is finding its niche, since the same issues exist in the arts as existed in sports two decades ago; abusive teaching practices, miniscule or no research base, with talented musicians prevailing, doing the same jobs as trained psychologists or educators should be doing. The idea of Performing Arts Psychology is not new, but the Applied version is new. It has been slow to come about, but so is everything.

Caring for students and finding better ways to teach students is our #1 priority. As a classic example, there was a time when it was consider appropriate to hit the child over the knuckles with a ruler for making mistakes. Even today, we sometimes hear about it happening and we wonder if it is true. Maybe it was done to you. Since that is so plainly abusive, we can’t imagine any teacher would consider it (or even get away with it). The real problem is that the beliefs that underlie the ‘hitting.’ The attitudes about students being lazy, unmotivated, or untalented run deep in music education. We do not carry those beliefs or others like them We know that, when a student does not work for us in the lesson, that it is a problem to be solved. We need to find out why, then repair the problem. We do just that.

What do we do with *our* students? One aspect of our program is that we are sure to notice and acknowledge their initiatives. We validate their attempts with exclamations like, “WOW!! How did you learn that piece *so fast?*” or, “I didn’t know you even started that piece, now here it is memorized. How did you *do* that?” Stanford psychologist, Albert Bandura refers to this type of reinforcement as **verbal persuasion**. We validate their coping efforts and their own ability to self-soothe or deal with the “bumps” in life. Often students experience problems such as not playing as well as they want to. We help them learn to commit themselves to piano and to persevere to attain their goals despite obstacles. We help them be more independent from us, their teachers (we consider the ultimate goal of the teacher is to eliminate the teacher!). All of the interventions we use create spontaneity, or aliveness within our students, which is the capacity to experience their feelings deeply with liveliness, joy, vigor, excitement and spontaneity which comes through in their music. From that, comes mastery, coupled with outside acknowledgement and support of their emerging musician-self. This makes them feel entitled to more appropriate experiences of mastery, pleasure, more input from us, and the cycle begins again. Our **Comprehensive Musicianship Program** described on our website is what you will receive nowhere else. This is Clinical Psychology brought to piano lessons, in it’s full form, and your children will excel.

We provide the appropriate education and support experiences to your child or children and your family to make this happen. Whatever challenges we meet, we can work them out and your child can grow in this environment into a fully functioning musician.

# Preschool Piano Kids! Beginner and Transfer Student program.

Preschool Piano Kids! offers a core curriculum for young child beginners (ages 2.7 through 6 years old) which we have standardized to address and/or prevent all “learning gaps.” Basically, it prepares students for **our full comprehensive musicianship program**. PPK students learn the basics of music notation, then reading; they learn to play the piano impressively, and eventually learn to improvise and transpose in all 24 keys. It This includes technique training and monitoring of stress reactions. **Students will later go to Level 1, which is simply a continuation of Pre-Level 1, with more elaborate learning and playing.**

## Individualized Age Groups

When beginning here, your child will be placed according to his Cognitive Developmental Level. This is a good way to begin because we are working with your child in accordance with his or her capabilities at any given age.

### **Preschool Piano for 2.7 to 4 year-olds:**

Piano is imaginative play for this age group! A relaxed atmosphere that supports their learning style is most conducive to learning. Every week, children will learn new pieces and new concepts about music making, pre-reading (introduction to music reading), fundamental theory, movements, rhythm and more. This program also keeps previous learning alive for continuing students.

### **Kindergarten Piano Preparation, age 4-5:**

Four-year-olds can learn more elaborate music and build upon previously learned concepts from their prior experiences in music. Children who are beginning will master the beginning concepts more easily then move on. Students learn more precise motor movements, ear training, theory, pre-reading, and of course, they are able to get to the more elaborate pieces than 3-year-olds can master. Students improve their concentration and attention spans are increased with our teaching methods.

### **Kindergarten Piano, ages 5-6:**

PPK's program targets the learning capability of children in the 5 to 7 year shift. By fall, these children will be on their way to more rational thought capability. Advanced intellectual performance of older children is a careful combination of learning and developmental processes. PPK utilizes these developmental advances and aligns the child's curriculum with his or her developmental capability. Our program prepares them well for lessons continuing well into their school-age years, and all the while they are having a great time in their music education!

### **Elementary Preparation, ages 6-7:**

Do 7-year-olds learn and behave differently from 5-year-olds? If so, are their behaviors and learning ability *qualitative* or *quantitative*? Do children give up what was learned earlier, or do they incorporate prior learning into new learning? PPK prepares children for Level 1 piano instruction by introducing new and more challenging concepts, performance practice, theory, sightreading and technique (movement). This carefully designed section of our program piques what your child already knows and redefines it to fit this age group's growing cognitive, linguistic and perceptual capabilities. All students are actively involved in the Private Lessons, Computer Music Instruction and Music Classes that are unique to PPK.

Your child will go into the section that works best for him or her. We determine that during the first lesson, then ask you to purchase the appropriate materials (books).

# **Preschool Piano Kids!**

## **21st Century Piano Instruction**

Will the teacher you go to for piano this year provide these important things for your child?

- Competency in Social Cognition, Mind-body issues, Attachment theory and good old caring for children so that your child receives the best possible packaging of his or her music instruction?
- Understanding of your child's thinking style and how your child relates to the world as a result of his or her style?
- The ability to think divergently—to think of multiple possible causes for a single problem, then be able to refer to child development literature and learning literature so as to attain the best possible outcome for YOUR child?
- A program that utilizes the very best teaching skills from clinical psychology so that your child is in the hands of someone who is thinking on the level of an empathic, helping person?
- A piano program that integrates that best from traditional piano lessons, yet also integrates self-psychology in a way that every child grows into his or her true self, setting the stage for a successful future?
- Individualized, one-on-one attention built into a peer-oriented, social learning environment constructed by a psychologist who truly understands social learning and what people get out of it?

**What will you do for your child's musical future this year?**



# Preschool Piano Kids!

www.preschoolpianokids.com

## PARENT & CHILD ENROLLMENT APPLICATION

### Parent Applicant:

Information for the enrollment application is required and used for admission purposes only. This information will be kept strictly confidential.

**Please complete the following:**

Fill out the information below concerning each child. If you have more than two children to enroll, write on the back of this page.

1. Child Name: _____ (First) (Middle) (Last) Age: _____ Date of Birth: _____ <input type="checkbox"/> My child has had previous piano instruction.. Indicate time in lessons _____ Currently living with: ___BOTH PARENTS ___ MOTHER ___FATHER ___OTHER	
2. Child Name: _____ (First) (Middle) (Last) Age _____ Date of Birth: _____ <input type="checkbox"/> My child has had previous piano instruction.. Indicate time in lessons _____ Currently living with: ___BOTH PARENTS ___ MOTHER ___FATHER ___OTHER	
<b>Parent / Guardian 1</b> Name: _____ (First) (Last) Street Address: _____ (Number & Street) (Apt.) City: _____ Zip Code: _____ Home Phone: _____ Work Phone: _____ Ext: _____ Cell Phone: _____ E-mail: _____	<b>Parent / Guardian 2</b> Name: _____ (First) (Last) Street Address: _____ (Number & Street) (Apt.) City: _____ Zip Code: _____ Home Phone: _____ Work Phone: _____ Ext: _____ Cell Phone: _____ E-mail: _____

*Preschool Piano Kids! does not carry medical insurance for its students. It is required that all students be covered by their own family insurance policies and if injury occurs, it is understood that the student's own policy is your only source for reimbursement. This school, its faculty, principles and directors are released from all liability.*

*What medical problems does your child have that we need to be aware of?*

List allergies: \_\_\_\_\_

Medical Issues: \_\_\_\_\_

Medications: \_\_\_\_\_

Disabilities: \_\_\_\_\_

Is there anything else you believe we should know about your child that would help us understand him or her?  
Remember that these records are completely confidential.

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Emergency Release: Pursuant to the provisions of Section 25.8 of the California Civil Code, I hereby authorize the Zinn Piano Academy and/or and adult assistant of the academy to obtain medical, hospital or dental care for my child in the event that it is needed in my absence. I understand and agree that I am financially responsible for any care obtained for the benefit of my child.

Name and phone number of the child's Primary Care Physician: \_\_\_\_\_

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Please check off the following:

- I understand that the Preschool Piano Kids! never identifies children personally or places them at risk in any other manner. *All information given remains entirely confidential and is shared with no one for any reason.*
- I give the Preschool Piano Kids! permission to photograph or videotape my children) during recitals and piano lessons for educational and/or promotional purposes.
- I understand that Preschool Piano Kids! is a research-based school and that my child will be participating in research directly pertaining to enhancement of music teaching and performance.

Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_

## Practicing

(Please indicate either “Yes”, or “No” for each response)

- Yes / No      If you have a sibling between ages 1 and 3, *please indicate whether you will make arrangements to leave that sibling with someone else during the lesson.*
- Yes / No      Children need a **minimum** of 5 days per week, **most weeks**, to learn piano effectively. We say “most weeks” because occasionally an illness or another family disruption will reduce the number of days. *Please indicate whether your child can practice 5 days per week, on most weeks.*
- Yes / No      We have a teaching model whereby one of the parents, a grandparent or a nanny, etc., be the “home piano coach.” This mentoring relationship **greatly reduces** the huge amounts of error in a child completing the assignment on his or her own. It also helps the child in many other ways. Indicate whether you will arrange for someone *to be the “piano parent” to mentor my child during the home practice.*
- Yes / No      Left to themselves, children will leave out parts that appear more difficult for them, and often they honestly forget what to do. Other problems are interpretation of teacher intent, reading the instructions, etc. *Please indicate whether you will make sure that your child completes the lesson assignment on each day of practice.*
- Yes / No      Nearly all children complain or become upset about some aspect of lessons at one time or another. **Learning how to work around these issues and still complete the practice will be the most important aspect of your child’s success in lessons.** *Please indicate whether you understand that these issues are requisite to successful study and that you will tell us when your child acts out concerning practicing at home.*

## Essential Equipment

(Please indicate with either “Yes” or “No” for each response)

- Yes / No      I own or will buy a Digital Piano or an acoustic piano. ***The Zinn piano Academy recommends the Yamaha CVP Series Digital Pianos due to the Learning Environment they provide.***
- Yes / No      I have a CD player “boom box” that can be entirely devoted to the piano. I’m able to leave it on or near the piano, to be used exclusively for piano practice.
- Yes / No      My piano is in a place that is free of distractions such as TV, siblings, etc. and has adequate lighting (i.e. a piano lamp on the piano for seeing music and a floor light right next to the piano that has at least 60 watt light bulb in it).
- Yes / No      My piano is in good working order (no sticky keys, in tune, good regulation, etc.)
- Yes / No      Acoustic piano owners: I have my piano maintained *at least 3 times each year* (tuning, regulation, repair of any broken parts)

## Scheduling (very important)

(Please indicate with either “Yes” or “No” for each response)

- Yes / No      *Indicate whether your family tends to go on vacations that last more than 3 weeks.*
- Yes / No      **We schedule everyone’s time slots for private lessons twice each year (once beginning Fall, once beginning Summer). Once set, we cannot change the schedule.** The reason is that all potential lesson times are booked and sold. *I agree not to ask about schedule changes especially because it creates bad feelings on both sides.*
- Yes / No      Up constructing a schedule twice each year, everyone’s schedule needs to be flexible enough to allow for at least **6 hours of possible times during the week** for scheduling their child’s permanent lesson time during both of these time periods. *Please indicate whether you will be able to give us 6 hours of potential lesson time from which we can choose your child’s lesson time.*
- Yes / No      We are sorry, but no one receives the perfect lesson time; it is probably not possible. *Please indicate whether you agree to stick with your assigned time even though if it is not ideal.*
- Yes / No      Saturday Piano Classes are monthly and are equally as important as private lessons, **not** less important. **We expect consistent Saturday Morning Piano Class attendance.** It is part of our program. *Indicate whether you can set aside two (2) Saturdays (approx. 45-minutes each) per month for group attendance, if you know the date ahead of time.*
- Yes / No      We do **not** take many of the Monday holidays off. *Please indicate whether having to come in for a lesson during the Monday holidays is a problem for you.*
- Yes / No      Every mentor must plan into the students’ schedule to stay at least 15 minutes beyond their private lesson time. Older and/or more experienced students should stay longer, up to 45 minutes. This will be for peer interaction time, using the computers, playing the digital pianos, etc. *Please indicate whether you can stay at least 15 minutes beyond your allotted lesson time.*
- Yes / No      We also pay close attention to Child Development here at our academy. To that end, we recruit at least one piano parent to mentor each child through piano lessons. We follow the child developmental psychologists *Please indicated whether you can aid your child through sometimes difficult situations that arise concerning piano practice.*
- Yes / No      We publish a yearly calendar and put it on our website. However, we put it behind our protected area to protect your children; we don’t want unwanted ‘guests’ hanging around any of our events. To that end, our calendar may be inconvenient to access, but there is no other way. Please indicate that *you will agree to access it regularly without having to be reminded of the dates and times.*
- Yes / No      *I understand that once my child assigned a lesson time, it cannot be changed until the next time the schedule changes, even if subsequent activities my child is involved in turn out to be in conflict with piano.*

Date: \_\_\_\_\_ Parent’s Signature: \_\_\_\_\_

Please bring this application to your scheduled parent meeting. To schedule your meeting, call us at (866) 733-3129