

IMA Newsletter



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International Music Academy

Voted **top 100 educators in the world** by the International Biographical Centre
Winner of the **Consumers' Choice Award** for best music school in the GTA.
Winner of the Royal Conservatory of Music **Gold Medal for Teaching Excellence**.
Winner of the **York Region Character Community Award**.
Markham Board of Trade **Business Excellence Award** finalist.

Year XIX, No. 4

April 2015

WELCOMING OUR NEW STUDENTS

Ethan Wong (piano)
Linda Gu (piano)
Eric Wen (violin)
Ronnie Huang (piano)

IMA STUDENTS BIRTHDAYS IN APRIL

Daniel R., Deejesh S., Annika T., Anayraj G., Jaisen W.M., Enoch T., Mutian L., Zeynep S., Bernice C., Sophie S., Jennifer L.

HAPPY BIRTHDAY!

IMPORTANT DAYS IN APRIL

April 3-11: Passover
April 3: Good Friday. **School is open.**
April 3: Spring Fever: the music of Schumann, Liszt and Weber with Kindred Spirits Orchestra. Markham Theatre.
April 5: Easter Sunday. **School is open.**
April 6: Easter Monday. **School is open.**
April 10: Good Friday (Orthodox)
April 10-May 3: North York Music Festival
April 12: Easter Sunday (Orthodox)
April 13-18: RCM practical examinations (piano only).
April 23: IMA Client Appreciation Day.
April 26: Toronto Symphony Youth Orchestra Spring Concert (Macmillan Theatre)

NEWS



IMA STUDENTS RECIVE GREAT AWARDS AT THE KIWANIS MUSIC FESTIVAL OF THE GTA

Richard Zhang – 1st Award (RCM clarinet, Grade 7)
Jackie Xu - 1st Award (RCM clarinet, Grade 6)
Katherine Lee – 1st Award (RCM clarinet, Grade 3)
Garrett Kawabata – Silver Award (RCM piano, Grade 8)
Garrett Kawabata – Silver Award (RCM piano, Grade 7)
Karter Kawabata – Bronze Award (RCM piano, Grade 4)

CONGRATULATIONS!



WINNER OF THE NORTH YORK MUSIC FESTIVAL

Kenneth Yu – 1st Award (RCM clarinet, Grade 4)

SPLENDID! WELL DONE!



IMA SPRING PRACTICING CONTEST

On April 6, in the presence of IMA teachers, staff, clients and students we did the draw for the IMA Spring Practicing Contest. **Matteus Garabedian** came as the winner of the contest and the prize of \$60 (which he will use as a credit towards his tuition fee in April). Congratulations!



ROYAL CONSERVATORY OF MUSIC WINTER EXAMINATIONS SESSION ACHIEVEMENTS

Student	Subject	Mark	Teacher
Anjali Mistry	Music Theory II	93	Ms. Marfise
Michael Lee	Music Theory II	92	Ms. Grigoryan
David Yap	Grade 2 Violin	92	Mr. Gangurean
Alena Parkinson	Grade 6 Piano	84	Ms. de Wolfe
Kyra Sophie Oszlai	Grade 1 Piano	83	Ms. de Wolfe
Kyle Omari Miller	Grade 1 Piano	80	Ms. de Wolfe

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IMA CLIENTS APPRECIATION DINNER GALA

The annual IMA dinner gala will take place on **Thursday, April 23, 2015** at Le Parc Banquet Centre (located at 8432 Leslie St, at HWY 7). This splendid evening, part of the Gala for Giving supported by the City of Markham, includes a reception at 6:00 p.m., a dinner at 7:00 p.m., a silent auction, a live auction, raffles, table prizes and many performances of light classical music, jazz, and dance.

COMPOSERS' ANNIVERSARIES IN APRIL

01/04/1873	Rachmaninoff born
01/04/1917	Scott Joplin died
03/04/1897	Brahms died
06/04/1971	Stravinsky died
08/04/1848	Donizetti died
14/04/1759	Handel died
18/04/1936	Respighi died
27/04/1891	Prokofiev born
27/04/1915	Scriabin died
27/04/1992	Messiaen died

Where you born or do you know someone who was born on the same day as these famous composers? Drop us e-mail at info@InternationalMusicAcademy.ca to let us know.

FEATURED TEACHER OF THE MONTH

Lili Imastounian, D.Mus., B.F.A.
Piano Studies, Music Theory



Mrs. Imastounian has earned a Bachelor of Fine Arts (with Honours) from York University (Toronto), along with a Diploma in Musicology, a Diploma in Piano Pedagogy, and a Diploma in Piano Performance. She brings to the International Music Academy over 25 years of valuable

experience teaching piano and theory to students of all ages and levels. Mrs. Imastounian has been on the Faculty of New Conservatory of Music, Federal Conservatory of Music, Scarborough Parks and Recreation, and School for Music and Art. In addition to a great passion for teaching music she also has a passion for languages; she speaks fluently English, French, Russian, Armenian, and Arabic. During the past almost three decades, Mrs. Imastounian has prepared over 1,000 students for various competitions, recitals, concerts, and examinations. Mrs. Imastounian is a registered teacher with the Royal

Conservatory of Music.

Ms. Imastounian was happy to answer a few questions for our students and parents:

1. What do you like most about teaching? One of the guiding principles for me as a music educator is Japanese violinist and music educator Shin'ichi Suzuki's statement: "Teaching music is not my main purpose. I want to make good citizens. If children hear fine music from the day of their birth and learn to play it, they develop sensitivity, discipline and endurance. They get a beautiful heart." Suzuki believed that creating the right environment for learning music would also help foster character. Various teaching methods themselves do not create a music educator. As a music educator, in addition to teaching, I try to create a world of musical experiences and foster musicianship in students, in order to create love and appreciation of music. Teaching music requires patience, perseverance and determination, combined with a genuine interest in the uniqueness of each student. Teaching music is a rewarding journey through life.

2. How do you inspire students to practice more? Each student has a variety of strengths and weaknesses; therefore, teaching methods should adjust to the learning style and personality of the student. As a teacher, I strive to facilitate the learning process and make it more efficient, assisting students in building a strong foundation and developing different areas of skill development. Through music study, students learn the value of sustained efforts, in order to achieve excellence. As a teacher, my task is to provide students with appropriate practical goals, assisting them with suggestions for the most effective ways to practice a new composition, identifying interesting musical features, isolating different challenges, and selecting appropriate practice strategies. In addition, dividing the piece into more manageable and smaller sections makes practicing easier. It is also important to relate basic theoretical concepts to repertoire study. Practicing could sometimes lead to automatic and mindless repetition; therefore, a creative approach is necessary when organizing students' learning stages.

3. What roles does performance play in student's development? Performance is a very important part of students' development. Students are encouraged to participate in a variety of performance opportunities. Performance creates a stimulus for achieving excellence. It provides students with concrete rewards of hard work and a feeling of accomplishment. Performance requires in advance mental and motional preparation. Memorization is also an important part of performance preparation. As a music educator, I strive to support students in the process of performance preparation, with the goal of obtaining a technically secure and expressive performance. Among the many benefits of performance are the development of students' commitment and discipline, perseverance and determination, confidence and self-esteem.

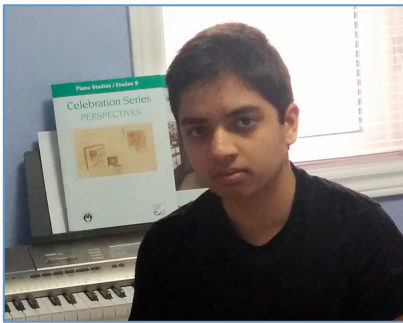
4. Who are your favourite composers? My favourite composers are J.S. Bach, one of the main composers of the

baroque period, G. Verdi, the Italian romantic composer, and the German composer R. Wagner. Bach's role in music is uncontested; the musical and pedagogical value of his works is invaluable. Verdi transformed the Italian opera and Wagner greatly influenced the development of classical music and transformed operatic thought.

5. What was the last piece of music (sheet music or a recording) you purchased for yourself? I have bought one of the recordings of Korean Grammy award winning, lyric coloratura soprano Sumi Jo, who is one of my favourite opera singers. Her voice has been praised for its remarkable agility and flexibility, and it has been claimed as "a voice from above" by Maestro Herbert von Karajan. Apart from her famous interpretations of opera arias, she has also performed for the movie soundtracks of "Eat, Pray, Love" and "The Ninth Gate."

FEATURED STUDENTS OF THE MONTH

ADIT KRISHNAN



What instrument do you play? - I play the piano.

How long have you taken lessons? - I have taken lessons at the IMA for 4 years.

Who are your favourite musical artists? - My favorite music artists that music I have played is Christopher Norton and Mike Schoenmehl. In general, I listen to rap music and some of my favorite artists include Kendrick Lamar and Kanye West.

What are your other hobbies, besides music? - I play golf with my father during the summer and I personally love swimming. I am currently attending courses to become a lifeguard.

Favorite food? - My favorite type of food is Chinese food. My personal favorite is Chow Mein.

What is the coolest thing you've learnt in your lessons in the past three months? - The coolest thing that I've learnt from my lessons in the past three months is the functions of the three pedals that are on the piano.

Do you have any performance coming up? - I will be attending my RCM exam on April 14 for grade 5.

E-mail to info@InternationalMusicAcademy.ca a photo of yourself (or your child) together with the answers of the questions above. The deadline for submissions is the 15th of every month. We will feature you in one of the next issues of the newsletter.

PET OF THE MONTH

Send a photo of your pet together with following information and we will publish it in one of the next issues of the IMA newsletter. What is the name of your pet? How old is he/she? What kind of breed our pet is (if applicable)? How long have you had him/her for? Any special circumstances around getting the pet (i.e. a gift, foster pet, etc.)? The funniest story about you pet? Any special skills or abilities.

FEATURED ARTICLE

MUSIC EDUCATION BENEFITS

By Edward Droscher

Music is a very powerful subject - It has been used since the Greek times for healing, communication, relaxation and for enjoyment. Even before birth we are aware of our mother's heartbeat and during infancy are relaxed by the song of a lullaby. Every day everybody hears some form of musical pitch or rhythm and it can even be found in nature such as how birds communicate through a song-like speech.

Music is such a powerful force, it creates deep emotions in humans - it is played at weddings for happiness, in horror films and during war for fear and at home for happiness and because of this lends itself to relaxation, stress relief and health therapy - and the connection between music, body, and soul has even been shown to improve physical and mental health.

Skills such as working in teams, communication, self-esteem, creative thinking, calmer attitudes, imagination, discipline, study skills and invention are learnt and improved through the study of music and by focusing on the fact that young children are mostly highly receptive to pitch and rhythm - one of the main ways a child learns its language - that we can drive education in music to children to help them with benefits ranging success in society and in life.

"We believe the skills the arts teach -creative thinking, problem-solving, risk-taking, teamwork and communications - are precisely the tools the workforce of tomorrow will need. If we don't encourage students to master these skills through quality arts instruction today, how can we ever expect them to succeed in their highly competitive business careers tomorrow?" - Richard Gurin, Chief Executive Officer, Binney and Smith, maker of Crayola crayons

Music is a part of our society and a part of all communities - every human culture uses music to carry forward its ideas and ideals. A study of the arts provides children with an internal glimpse of other cultures and teaches them to be empathetic towards the people of these cultures. This development of compassion and empathy, as opposed to developing greed and a selfish attitude, provides bridges across different cultures that lead to a respect of other races at an early age.

Music has a great value to our economy - it creates jobs, increase's tax base, boosts tourism and spurs growth in related businesses. Music study develops skills that are necessary in the workplace such as teamwork skills and discipline - during musical performances all members must work together to create the sounds they wish to achieve and for this regular practice is also required. Music favors working and 'doing' as opposed to observing, and these are the ethics employers are looking for.

Because of music's ability to relax, calm and heal, and its optimal platform for emotions, the involvement with music helps to carve brighter attitudes - more optimism towards the future, less TV and non productive activities, low use of alcohol, tobacco and illicit drugs and desire to develop individual abilities.

Music requires study skills, communication skills, and cognitive skills and as these are learnt and developed they expand the student's abilities in other academic areas and help them become better students. - Students with coursework/experience in music performance and music appreciation scored higher on the SAT : students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the math, than did students with no arts participation. — College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton , NJ : The College

The discipline of music, particularly through participation in ensembles, helps students learn to work effectively in the school environment without resorting to violent or inappropriate behavior - According to statistics compiled by the National Data Resource Center, students who can be classified as "disruptive" (based on factors such as frequent skipping of classes, times in trouble, in-school suspensions, disciplinary reasons given, arrests, and drop-outs) total 12.14 percent of the total school population. In contrast, only 8.08 percent of students involved in music classes meet the same criteria as "disruptive." — Based on data from the NELS:88 (National Education Longitudinal Study), second follow-up, 1992..

Many studies have been conducted on the effects of music in the brain. Scientists say that children who are exposed to music or those who play an instrument do better in school than those who don't. Recent research suggests exposure to music may benefit a child's reading age, IQ and the development of certain parts of the brain.

It can be shown that some measures of a child's intelligence are increased with music instruction - a connection between music and spatial intelligence (the ability to perceive the world accurately and to form mental pictures of things) helps people to visualize and imagine solutions. This helps people to solve problems creatively and is critical to the sort of thinking necessary for solving mathematical problems and even general daily tasks.

"The musician is constantly adjusting decisions on tempo, tone, style, rhythm, phrasing, and feeling--training the brain to become incredibly good at organizing and conducting numerous activities at once. Dedicated practice of this orchestration can have a great payoff for lifelong attention skills, intelligence, and an ability for self-knowledge and expression." — Rater John J., MD. A User's Guide to the Brain. New York : Pantheon Books, 2001.

Along with mental development music study can support the brain's physical development - it has been indicated that musical training physically develops the parts of the brain known to be involved with processing language and reasoning, and can actually wire the brain's circuits in specific ways. Memory can be improved through the linking of familiar songs with objects just as linking images can - past memories and emotions can be triggered by audio.

"Why arts in education? Why education at all? The purpose of education is not simply to inform but to enrich and enlighten, to provide insights into life as it has been led and as it may be led. No element of the curriculum is better suited to that task than arts education." -David Kearns, Now retired Chairman and Chief Executive Officer of Xerox Corporation

Ideally we want our children to experience "success" throughout life itself. The benefits may be psychological, spiritual and physical and with the challenge of making life meaningful and fulfilled and to reach a higher state of development by participating in music we develop self expression which in turn leads to self esteem – ultimately helping us to succeed at these challenges.

"Casals says music fills him with the wonder of life and the 'incredible marvel' of being a human. Ives says it expands his mind and challenges him to be a true individual. Bernstein says it is enriching and ennobling. To me, that sounds like a good cause for making music an integral part of every child's education. Studying music and the arts elevates children's education, expands students' horizons, and teaches them to appreciate the wonder of life." - U.S. Secretary of Education Richard W. Riley, July 1999.

Music is a powerful tool and as seen can dramatically improve and enrich everybody. It makes sense to push music education and to allow young generations to gain these wonderful benefits - higher intelligence through increased creative thinking, problem solving and physically stronger brains, a higher perception of life including better attitudes, strong desires to achieve and fulfill and higher self esteem, better developed discipline, study skills, concentration, communication and team skills which transfer from education through to career and a better understanding of communities and society.

To comment on this story or anything else you have read in the Newsletter, head over to the IMA Facebook page or message us on Twitter.

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