

# 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. 12

December 2015

## WELCOMING OUR NEW STUDENTS

Lara K. (piano, voice, guitar)  
Emma F. (piano)  
Isabelle L. (flute)  
Arthy S. (piano)  
Olivia M. (piano)  
William V.F (guitar)  
Simon V.F (violin)  
Melody F. (piano)  
Jillaine Y. (voice)  
Dina B. (guitar)  
Leigh Anne F. (piano)  
Diana F. (piano)

## IMA STUDENTS BIRTHDAYS IN DECEMBER

Priyanka R., Daniel Y., Kimea J.B., Renee W., Caleb Y., Trevor T.,  
Rida A., Evangeline L., Jatynne R., Arjun K., Labros S., Aaron D.,  
Leigh Anne F., Charlotte L., Carson H., Celina M., Jake X., Rhea P.

## HAPPY BIRTHDAY!

## IMPORTANT DAYS IN DECEMBER

**December 1** - Canadian Music Competition Registrations deadline  
**December 3** - Peel Music Festival Registration deadline  
**December 6-14** - Hanukkah  
**December 11-12** - RCM Theory Examinations  
**December 12** - *Flato Markham Theatre. Kindred Spirits Orchestra.*  
*Winter Daydreams: Tchaikovsky, Bruch and Glinka.*  
**December 15** - RCM April session applications deadline  
**December 15** - iMA mid-year progress report cards  
**December 18-19** - iMA Winter Music Festival  
**December 21-January 1** - Winter Break. School is open.  
**December 25** - **Christmas Day. School is closed.**  
**December 26** - **Boxing Day. School is open.**

## NEWS

### GET A \$30 CREDIT ON YOUR NEXT MONTH TUITION

We have been very pleased with the continuous success of our students. They have improved a great deal and we share their excitement with their families, friends, neighbors, and schoolmates. We appreciate your interest towards our programs and services. We are always very happy to welcome new students of all ages, levels, and instruments to the iMA. **Please tell your friends about your experience with the International Music Academy.**

Do you know someone who is thinking of taking music lessons or who has **children** who may be interested in getting their hands on a musical instrument or singing? Do you know a **teenager** who needs a high school OAC credit? Do you know an **adult** who has wanted for a long time to learn how to play a musical instrument but has never had the time or inclination? **Please tell them about the IMA.**

As an appreciation for your referral, we will give you a **\$30 credit** for each new student who registers at the International Music Academy as a result of your referral. As we value your friends as much as we value you, we will offer to each referred student a **\$30 credit** as well.

## FOLLOW US ON

Stay in touch and follow the IMA latest news on Facebook. Visit <https://www.facebook.com/International-Music-Academy-33444769758/> and become a friend of the International Music Academy.

## PERSONALIZED IMA GIFT CARD

The IMA offers personalized Gift Cards that could be used as thoughtful birthday, holiday, bar/bat Mitzvah, graduation gift or for any other occasions as well as to encourage someone to start learning a musical instrument or singing. The card can be used for any products or services.

The gift card is available for any amount. As cards are personalized with the name of the person who will receive it as well as with the name of the person who purchase it, requests

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have to be made 1 day in advance. Cards can be ordered in person, by phone at 905.489.4620 or by e-mail at [info@InternationalMusicAcademy.ca](mailto:info@InternationalMusicAcademy.ca). At the time the card is ordered, a non-refundable \$5 deposit is required. The full value of the card is paid upon pick-up (and the deposit is credited towards the purchase price). Payments can be made by any major credit card, cheque or cash as well as through the accounts of the IMA Clients.



## COMPOSERS' ANNIVERSARIES IN DECEMBER

|            |   |
|------------|---|
| 2/12/1990  | American composer <b>Copland</b> died         |
| 4/12/1976  | British composer <b>Britten</b> died          |
| 5/12/1791  | Austrian composer <b>Mozart</b> died          |
| 7/12/1863  | Italian composer <b>Mascagni</b> was born     |
| 8/12/1865  | Finish composer <b>Sibelius</b> was born      |
| 8/12/1890  | Czech composer <b>Martinu</b> was born        |
| 10/12/1822 | Belgian composer <b>César Franck</b> was born |
| 10/12/1908 | French composer <b>Messiaen</b> was born      |
| 11/12/1803 | French composer <b>Berlioz</b> was born       |
| 16/12/1770 | German composer <b>Beethoven</b> was born     |
| 16/12/1921 | French composer <b>Saint-Saëns</b> died       |
| 22/12/1858 | Italian composer <b>Puccini</b> was born      |
| 25/12/1871 | Russia composer <b>Scriabin</b> was born      |
| 28/12/1937 | French composer <b>Ravel</b> 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](mailto:info@InternationalMusicAcademy.ca) to let us know.*

## FEATURED TEACHER OF THE MONTH

### Alex Gauvin, B.Mus.

Guitar studies



Alex Gauvin has recently moved to southern Ontario after completing his B.A. in jazz guitar at Laurentian University in Sudbury, Ontario. In addition to guitar he also became proficient at bass and drums, having performed on all three in various university's ensembles, where he became the bandleader in his upper years, and his own bands where he

also often took on a leadership role. Alex Gauvin is not just experienced in jazz, but has taken a special interest in contemporary music in all its iterations, including hip-hop, rock, folk, funk, blues, musical theatre and modern forms of classical music. He is also proficient in teaching history, theory, composition, improvising, recording, instrument construction, forming and sustaining a band large or small, researching and critiquing, and promoting.

*Mr. Gauvin was happy to answer a few questions for our students and parents:*

**1. What do you like most about teaching?** I like meeting all sorts of interesting people from different backgrounds, of different ages and with different musical interests. Its intriguing to see the ways people approach and think about music, the different roles it can play in peoples lives and a lot of fun to use what I know about music to help them achieve their goals. This also challenges me to expand my own pallet to incorporate the interests of students, getting me to appreciate music that I might not have considered otherwise.

**2. How do you inspire students to practice more?** I try to incorporate music that they like already or an interest that they have, the theme song from their favourite movie or tv show for example and use it to structure long term and short term goals. A long term goal might be a piece of music too advanced for them to play at the time, but I make clear the different elements that go into making it what it is. This not only makes it more approachable but then those individual elements (a particular scale, chord progression, rhythm etc.) become short term goals to be worked on individually at first. This way this way the student can see the path laid out infant of them and they are motivated to follow through to he end.

**3. What roles does performance play in student's development?** Performance has many benefits even to those not interested in doing it professionally. It if fantastic for building confidence, managing stress as well as numerous other social skills. It is in some ways a unique experience that not everyone gets to have or gets a chance to try out in a more controlled context before possibly needing those skills in their professional life for things like public speaking. It is also good practice in setting and achieving goals, picking a piece or even a whole program, putting in the work to prepare them, seeing or participating in the preparations for the event itself and finally putting on the performance and reflecting on it afterwards.

**4. Who are your favourite composers?** As a consider of jazz music my answer would have to be Charles Mingus, who was in many ways the Stravinsky of the jazz world. His approach to composition was in many ways unique, while his ties to the jazz cannon are clear, so are the ways in which he departed from it, and expanded upon it. However he did so in a very balanced way, incorporating both the classic and the contemporary. His music, like his personality was larger than life, in a world of music based primarily on improvising over relatively short structures, he produced comparatively monolithic compositions, aspiring to a more symphonic sound and lengthier, more complex forms. He

stands out as having a highly original compositional voice in 20th century music.

**5. What was the last piece of music (sheet music or a recording) you purchased for yourself?** I recently purchased an anthology of folk music that I actually found at a yard sale, and interesting find! It includes the sheet music for piano and vocals as well as chord symbols and diagrams for guitar. It contains nearly a hundred songs at a variety of skill level which makes it very useful for quickly finding approachable examples of all sorts of musical elements that can be applied to guitar, piano or even bass.

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## FEATURED STUDENTS OF THE MONTH

### Emily Jong



**What instrument do you play?**

I play piano, clarinet, and a little bit of guitar.

**How long have you taken lessons?**

I've been with the International Music Academy for almost 4 years now.

**Who are your favourite musical artists?**

My favourite artists are Radiohead, The Smashing Pumpkins, Norah Jones, Enya, Ludovico Einaudi, Yiruma, Soko, Lana Del Rey, Garbage...

**What are your other hobbies, besides music?**

I like skateboarding, art, writing, reading, filmmaking, travelling, and pursuing new hobbies

**Favorite food?**

My favorite foods are Japanese and Moroccan.

**What is the coolest thing you've learnt in your lessons in the past three months?**

I've learnt that people learn in different ways and it is important to find your own. You also have to develop your own style and discover what music means to you. There's no set time to practice, but you have to really devote yourself to it. You have to make learning a musical instrument a part of your lifestyle.

**Do you have any performance coming up?**

Nothing coming up for the next few months, just learning more and practicing...

*E-mail to [info@InternationalMusicAcademy.ca](mailto: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.*

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## 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.

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## FEATURED ARTICLE



The Humanist

18 March, 2015

## The Importance of Music Education

By Alexis Kalivretenos

What if there was one activity that could benefit every student in every school across the nation? An activity that could improve grades and scores on standardized testing? An activity that would allow students to form lasting friendships? An activity that would help students become more disciplined and confident?

Fortunately, there is such an activity. Unfortunately, many schools will not make it a part of their curriculum, due to issues of funding and scheduling. This activity is something that everyone is aware of, but not everyone has a chance to participate in. This activity is music.

For years, music classes have been the ugly ducklings of school curriculums—the last courses to be added, the first courses to be cut. They have always taken second place to traditional academic classes. Music, however, has proved itself to be extremely beneficial time and time again, from the undeniable improvement in grades regarding traditional academic classes to the glowing remarks from music students everywhere. In an ever-changing world, the addition of music education in schools needs to be next on the academic agenda. Music education should be a required component in all schools due to the proven academic, social, and personal benefits that it provides.

According to the No Child Left Behind Act, the following are defined as, “core academic subjects”: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, the arts [emphasis added], history, and geography (Benefits of the Study 1). Although music, being a part of the arts, is supposedly on the same level as other academic subjects, it is not being treated as such.

Music education greatly enhances students' understanding and achievement in non-musical subjects. For example, a ten-year study, which tracked over 25,000 middle and high school students, showed that students in music classes receive higher scores on standardized tests than students with little to no musical involvement. The musical students scored, on average, sixty-three points higher on the verbal section and forty-four points higher on the math sections of the SATs than non-music students (Judson). When applying to colleges, these points could be the difference between an acceptance letter and a rejection letter.

Furthermore, certain areas of musical training are tied to specific areas of academics; this concept is called transfer. According to Susan Hallam, "Transfer between tasks is a function of the degree to which the tasks share cognitive processes" (5-6). To put this simply, the more related two subjects are, the more transfer will ensue. This can be evidenced with the correlation between rhythm instruction and spatial-temporal reasoning, which is integral in the acquisition of important math skills. The transfer can be explained by the fact that rhythm training emphasizes proportions, patterns, fractions, and ratios, which are expressed as mathematical relations (Judson). Transfer can be seen in other academic subjects as well. For example, in a 2000 study of 162 sixth graders, Ron Butzlaff concluded that students with two or three years of instrumental music experience had significantly better results on the Stanford Achievement Test (a verbal and reading skills test) than their non-musical counterparts (qtd. in Judson). This experiment demonstrates that music can affect improvement in many different academic subjects. All in all, it can be shown that music education is a worthwhile investment for improving students' understanding and achievement in academic subjects.

Related to academic achievement is success in the workforce. The Backstreet Boys state that, "Practicing music reinforces teamwork, communication skills, self-discipline, and creativity" (Why Music?). These qualities are all highly sought out in the workplace. Creativity, for example, is, "one of the top-five skills important for success in the workforce," according to Lichtenberg, Woock, and Wright (Arts Education Partnership 5). Participation in music enhances a student's creativeness. Willie Jolley, a world-class professional speaker, states that his experience with musical improvisation has benefited him greatly regarding business. Because situations do not always go as planned, one has to improvise, and come up with new strategies (Thiers, et. al). This type of situation can happen in any job; and when it does, creativity is key. Similarly, music strengthens a person's perseverance and self-esteem—both qualities that are essential in having a successful career (Arts Education Partnership 5). Thus, music education can

contribute to students' future careers and occupational endeavors.

Participation in music also boasts social benefits for students. Music is a way to make friends. Dimitra Kokotsaki and Susan Hallam completed a study dealing with the perceived benefits of music; in their findings they wrote, "Participating in ensembles was also perceived as an opportunity to socialize with like-minded people, make new friends and meet interesting people, who without the musical engagement they would not have had the opportunity to meet" (11). Every time a student is involved in music, they have the chance to meet new people, and form lasting friendships.

Likewise, in a study by Columbia University, it was revealed that students who participate in the arts are often more cooperative with teachers and peers, have more self-confidence, and are better able to express themselves (Judson). Through one activity, a student can reap all of these benefits, as well as numerous others. Moreover, the social benefits of music education can continue throughout a student's life in ways one would never suspect. An example of this would be that "students who participate in school band or orchestra have the lowest levels of current and lifelong use of alcohol, tobacco, and illicit drugs among any other group in our society" (Judson). By just participating in a fun school activity, students can change their lives for the better. Music education can help students on their journey to success.

Chinese philosopher Confucius once stated, "Music produces a kind of pleasure which human nature cannot do without" (Arts Education Partnership 1). Music education provides personal benefits to students that enrich their lives. In the study of perceived benefits of music by Dimitra Kokotsaki and Susan Hallam, it was found that "participating in an ensemble enhanced feelings of self-achievement for the study's participants, assisted individuals in overcoming challenges, built self-confidence, and raised determination to make more effort to meet group expectations regarding standards of playing" (12). In an ensemble, every member is equally important, from the first chair to the last chair. Thus every person must be able to play all of their music and be ready for anything. When one person does not practice their music and comes to rehearsal unprepared, it reflects upon the whole ensemble. Needless to say, no one wants to be that person. So students take it upon themselves to show that they want to be there and come prepared. This type of attitude continues throughout students' lives.

Furthermore, group participation in music activities can assist in the development of leadership skills (Kokotsaki and Hallam 13). One participant in the perceived benefits of

music study stated that, "I have gained confidence in my leadership skills through conducting the Concert Band" (Kokotsaki and Hallam 28). Conducting an ensemble is just one of the many leadership opportunities available to music students.

Even though it has been proven that music education benefits students, many people argue that it still should not be required in schools. They state that with the increasing importance placed on standardized testing, there is not enough class time to include music classes (Abril and Gault 68). However, it has been shown that the time students spend in music classes does not hinder their academic success. A study by Hodges and O'Connell found that "being excused from non-musical classes to attend instrumental lessons does not adversely affect academic performance" (Hallam 14). Thus, in reality, having students enroll in music classes would not be detrimental to their academic performance, and the students would then be able to reap all of the benefits that come with music education. Furthermore, funding for music education is an issue at many schools. The people in charge of determining funding for schools often choose to fund traditional academic classes over arts programs. Paul Harvey states, "Presently, we are spending twenty-nine times more on science than on the arts, and the result so far is worldwide intellectual embarrassment" (Hale 8). Clearly, the current system for the allocation of funds for schools is not adequate. By transferring some of the funding from traditional academic classes to music classes, this embarrassment could be avoided. Evidently, although some may try to argue against it, music education should be required in all schools.

What would life be like without music? Imagine it for a moment. No listening to music on the radio on a long drive. No music to dance to. There would not be any soundtracks in movies, and concerts and musicals would be nonexistent. Eventually, no one would even remember what music is. Many people do not realize it, but music has a bigger effect on their lives than they may think, and they would definitely care if it was to disappear. Without music, life would never be the same. To keep music alive, students must be educated about it in schools. Students will not only get to experience and enjoy what music has to offer, but will reap the innumerable benefits that come with music. Ancient Greek philosopher and teacher Plato said it best: "Music gives a soul to the universe, wings to the mind, flight to imagination, and life to everything."

*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.*

International Music Academy

## **GIFT CERTIFICATE**

for new students only

### **ONE FREE LESSON**

Call the IMA Office at **905.489.4620**  
to schedule your first lesson.

Once scheduled, the lesson cannot be rescheduled. Cannot be combined with any other offer. No refunds, no exchanges.



**Music is soooooooooo beautiful!**

Register for lessons by  
**December 15, 2015** and receive

# **\$30 off**

New students only.

**Cannot be combined with any other offer.**

## **REFER A NEW STUDENT and GET ONE FREE LESSON!**

When you refer a new student to the IMA, who registers for lesson, you will get one free lesson for every new student. So, if you refer the IMA to 2 new students, we will give you 2 free lessons; for 3 new students – 3 free lessons etc. Fill in the coupon below and leave it with the IMA Office administrator.

Your name: \_\_\_\_\_

Name of the new student: \_\_\_\_\_

*You can print or photocopy this coupon as many times as you need.*

**Cannot be combined with any other offer.**