

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 XX, No. 7

July 2016

WELCOMING OUR NEW STUDENTS

Daniel L. (guitar)
Jeffrey S. (piano)
Angela Z. (flute)
Kaden J. (piano)
Shreya R. (voice)
Georgie Y. (piano)
Rayya K. (piano)
Flor S. (trombone)
Olivia L. (piano)
Lucas B. L. (piano)

IMA STUDENTS BIRTHDAYS IN JULY

Michael L., Dina B., Calvin., Miguel B., Shantelle N., Mia G.,
Giorgina K., Anabelle W., Vincent L., Hayden C., Christian S.,
Sophie S., Matteus G., Matthew Finn., Aleksandr T., Alec D.,
Jedrick J., Kyra Sophie O., Deekshana S., Diana F., Arthy S., Daniel
L., Angela S., Ayushi P., Goldium T., Anujan K.

HAPPY BIRTHDAY!

IMPORTANT DAYS IN JULY

July 1. Canada Day. *School is open*
July 1. Unionville Millennium Bandstand (Markham). Canada Day
Celebration with the Kindred Spirits Orchestra.
July 2. CBC Glenn Gould Studio (Toronto). Majesty, Brilliance and
Power with American violinist Andrew Sords and the Kindred Spirits
Orchestra.

NEWS

GET A \$30 CREDIT ON YOUR NEXT MONTH TUITION

We have been very pleased with the continued 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 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. 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 JULY

1/07/1925 - Satie died
2/07/1714 - Gluck was born
3/07/1854 - Janacek was born
4/07/1623 - William Byrd died
7/07/1860 - Mahler was born
8/07/1882 - Percy Grainger was born
9/07/1879 - Respighi was born
10/07/1895 - Carl Orff was born
11/07/1937 - Gershwin died
13/07/1951 - Schoenberg died
23/07/1757 - Domenico Scarlatti died
29/07/1856 - Schumann died
28/07/1750 - J.S. Bach died
28/07/1741 - Vivaldi died
31/07/1886 - Liszt 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



John Mills, M.Mus., B.Ed.
Guitar Studies

Mr. Mills has earned his Bachelor of Education degree from York University and music certification from University of Toronto. He brings over 25 years of teaching experience to the International Music Academy in various guitar styles, music theory and numerous bluegrass instruments. For many years, Mr. Mills taught all the concert band instruments for the

Toronto District School Board. His youth stage bands performed at Ontario Place and numerous Community Centers, while his choirs were featured on children's television. He organized Master classes for the Scarborough night studies programs for many years, along with teaching at various music schools throughout the city. As a performer, he was lead guitarist for the Arrivals for two years before touring with the Elvis Memories retro show. His caring, unique, multi-resource approach to teaching has met with measured success throughout his instructional career. Mr. Mills is a registered teacher with the Royal Conservatory of Music.

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

1. What do you like most about teaching? Teaching is a dynamic time of sharing. The knowledge imparted by the teacher is but a small part of the overall procedure. As an instructor, I would be allowed to participate in the joy and excitement of the student's commitment to higher learning. Sharing in the active growth of

the student offers a window of observation into a learning progression which serves to enrich both participants. Self discovery and self fulfillment are ongoing processes that lend excitement to the overall development and serve to reinforce and validate the applied methods.

2. How do you inspire students to practice more? As an instructor I hope I would serve as a valuable role model to the student. Through demonstration and visible commitment, I am placed in the position of being able to encourage the students. The resultant effect often assists in the motivation of the student. Appropriate praise and critiquing are also a factor in inspiring the students to demand more of themselves. This often quickly translates into a greater dedication to their practice time. Offering suitable challenges to the student may also help to enrich their practice time and facilitate more productive results.

3. What roles does performance play in student's development? Performance offers the students an opportunity to justify and proudly display the results of all the hours put into perfecting their skills. It is a time to let peers know that total commitment is a quality to be admired and appreciated. It is also a time for the student to revel in their accomplishments as well as become aware of their own limitations. In effect, performance becomes a secondary learning device that hopefully serves to inspire and enrich their IMA experience.

4. Who are your favourite composers? John Dowland, J.S. Bach, Charlie Parker, Lennon/McCartney and various traditional blues composers are but a few of the artists the I draw inspiration from. There is something in the quality of their compositions which speaks to me at a profound level and inspires me to achieve greater success in my own arrangements.

5. What was the last piece of music (sheet music or a recording) you purchased for yourself? My most recent acquisition was the complete Verve works of Charlie Parker. It gives me pleasure to know that there are artists out there that can provide me with an opportunity to learn, experience and appreciate the depths to which the human spirit can reach.

FEATURED STUDENTS OF THE MONTH



Anujan Kandasami

What instrument do you play?
I play the piano and the recorder.

How long have you taken lessons?
I started about 5 years ago.

Who are your favourite musical artists? My favourite composer is Ludwig van Beethoven

What are your other hobbies, besides music? I like to play basketball

Favorite food? Pizza!

What is the coolest thing you've learnt in your lessons in the past three months? No in the summer.

Do you have any performance coming up? Yes – the iMA Summer Music Festival in June!

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 instruction improves cognitive, socio-emotional development in young children

Music instruction appears to accelerate brain development in young children, particularly in the areas of the brain that are responsible for processing sound, language development, speech perception and reading skills, according to initial results of a five-year study by USC neuroscientists.

The **Brain and Creativity Institute at USC** began the five-year study in 2012 in partnership with the **Los Angeles Philharmonic Association** and the **Heart of Los Angeles** to study the impact of music instruction on children's social, emotional and cognitive development.

These initial study results, published recently in the journal **Developmental Cognitive Neuroscience**, provide evidence of the benefits of music education at a time when many schools around the nation have either eliminated or reduced music and arts programs. The study shows music instruction speeds up the maturation of the auditory pathway in the brain and increases its efficiency.



LA Philharmonic conductor Gustavo Dudamel leads children in the Youth Orchestra of Los Angeles. PHOTO by Mathew.

"We are broadly interested in the impact of music training on cognitive, socio-emotional and brain development of children," said Assal Habibi, the study's lead author and a senior research associate at the BCI in USC Dornsife College of Letters, Arts and Sciences. "These results reflect that children with music training, compared with the two other comparison groups, were more accurate in processing sound."

Study details

For this longitudinal study, the neuroscientists are monitoring brain development and behavior in a group of 37 children from underprivileged neighborhoods of Los Angeles.

Thirteen of the children, at 6 or 7 years old, began to receive music instruction through the Youth Orchestra Los Angeles program at HOLA. The community music training program was inspired by the El Sistema method, one that LA Philharmonic conductor Gustavo Dudamel had been in when he was growing up in Venezuela.

The children in YOLA learn to play instruments, such as the violin, in ensembles and groups, and they practice up to seven hours a week.

The scientists are comparing the budding musicians with peers in two other groups: 11 children in a community soccer program, and 13 children who are not involved in any specific after-school programs.

The neuroscientists are using several tools to monitor changes in them as they grow: MRI to monitor changes through brain scans, EEG to track electrical activity in the brains, behavioral testing and other such techniques.

Research results

Within two years of the study, the neuroscientists found the auditory systems of children in the music program were maturing faster in them than in the other children. The fine-tuning of their auditory pathway could accelerate their development of language and reading, as well as other abilities – a potential effect which the scientists are continuing to study.

The enhanced maturity reflects an increase in neuroplasticity – a physiological change in the brain in response to its environment – in this case, exposure to music and music instruction.

“The auditory system is stimulated by music,” Habibi said. “This system is also engaged in general sound processing that is fundamental to language development, reading skills and successful communication.”

The auditory system connects our ear to our brain to process sound. When we hear something, our ears receive it in the form of vibrations that it converts into a neural signal. That signal is then sent to the brainstem, up to the thalamus at the center of the brain, and outward to its final destination, the primary auditory cortex, located near the sides of the brain.

The progress of a child’s developing auditory pathway can be measured by EEG, which tracks electrical signals, specifically those referred to as “auditory evoked potentials.”

In this study, the scientists focused on an evoked potential called P1. They tracked amplitude – the number of neurons firing – as well as latency – the speed that the signal is transmitted. Both measures infer the maturity of the brain’s auditory pathways. As children develop, both amplitude and the latency of P1 tend to decrease. This means that that they are becoming more efficient at processing sound.

At the beginning of the study and again two years later, the children completed a task measuring their abilities to distinguish tone. As the EEG was recording their electrical signals, they listened to violin tones, piano tones, and single-frequency (pure) tones played.

The children also competed a tonal and rhythm discrimination task in which they were asked to identify similar and different melodies. Twice, they heard 24 melodies in randomized order and were asked to identify which ones differed in tone and rhythm, and which were the same in tone and rhythm.

Children who were in the youth orchestra program were more accurate at detecting pitch changes in the melodies than the other two groups. All three groups were able to identify easily when the melodies were the same. However, children with music training had smaller P1 potential amplitude compared to the other children, indicating a faster rate of maturation.

“We observed a decrease in P1 amplitude and latency that was the largest in the music group compared to age-matched control groups after two years of training,” the scientists wrote. “In addition, focusing just on the (second) year data, the music group showed the smallest amplitude of P1 compared to both the control and sports group, in combination with the accelerated development of the N1 component.”

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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 soooooo beautiful!

Register for lessons by
July 26, 2016 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.