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'Every parent can':
musical strategies for parental engagement in child's musical learning

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This symposium offers an opportunity to the discussion of strategies to motivate parents to get involved in the development of their child's musical formation. In this opportunity we want to elaborate on the fact that by experiencing themselves Suzuki's teaching method parents can better understand it, thus facilitating the development of a domestic musical environment. Additionally, such a musical experience contributes to the enhancement of relationships among parents, teachers and students, a fact that contributes to broad even further the musical environment. In addition, this presentation will bring a moment of practicing, learning and/or reviewing musical concepts through dance and percussion.

1) Motivation, musical and extra-musical learning processes in the Suzuki Method context for parents

How could we engage and motivate parents to get more involved in their children's musical formation? Would it be possible to teach parents musical concepts in order to expand their knowledge and interest for music and, consequently, their participation on own children's education?

Parental efforts in teaching music to their children must be highly valued since they constitute a fundamental part of the 'Suzuki's triangle'. To them, musical knowledge - however basic – often represents more than acquisition of concepts. It also helps them to express and to communicate through the musical language, which despite its widely recognized importance for the transformation of life and relationships, is seldom used by most of them.

Thus, the involvement of parents through experiences with the Suzuki Method

- provides a relaxing and enjoyable manner of learning, the same provided to their children. Why parents could not learn music this way?;
- reinforces the idea that everyone can learn music. After all for this purpose we know that it is not necessary to be tuned, rhythmic secure or familiar with an instrument;
- provides them with different tools to build a rich domestic musical environment;
- recognizes them for their work with their children.

It is also important to remember that other abilities may as well be developed through music, such as the enhancement of sensitive and motor skills, of self-esteem and self-confidence, development of faster reasoning, of abilities to solve problems and to overcome fears and anxieties, development of communicative expression, of teamwork skills, etc.

These may also be experienced by parents!

2) Musical activities to be performed by the audience

The selected musical activities to be performed during this session aim to work musical and extra-musical notions and concepts such as rhythm, tempo, musicality, motor coordination, corporal memory, promptness and group work. They constitute examples of pedagogic activities which parents could perform with their children.

Such musical experiences will help parents to comprehend the way some musical aspects are difficult to be learned or performed. Through these difficulties it may become clear that patience, constant repetition, loving encouragement, patience, constant repetition, loving encouragement (yes, deliberately repeated) can lead to success and the conquest not only of the musical learning, but of valuable apprenticeship beyond music as well.

Now, parents: let's make music,

After all, **'every parent can'!**

Warm greetings from parents and Suzuki students from São Carlos (SP), Brazil !

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