

Calendar

Vacations

Mon. Sep 5 Labor Day - no classes

Thu. Sep 23 - No classes for Miss Laurie's students

Oct 17-22 NO CLASSES due to performances (see Events)

Events

Oct 17 & 20 6 - 8pm AND

Oct 22 10am - noon: 'Five Minutes of Fame' Music Celebration

September Birthdays

02 Amelia Dolton
04 Jensyn Goss
04 Laura Spieler
06 John Menghini
11 Daphne Fossler
13 Catherine Kolmaya
13 Cheryl White
13 Gabrielle White
14 Adam Chaloupka
17 Julie Menghini
17 Cindy Wiese
18 Chris Stone
25 Olivia Glock
26 Amanda Baker
30 Brian Huh

Pianos are Unhappy in Rainforests and Deserts

Not that we really have that particular concern here in NE, but we do have wide swings in temperature and humidity, eh? And these are the two culprits which cause (acoustic) pianos to go out of tune.

When humidity is high (60% or more), the soundboard swells as it absorbs moisture from the air. This places the strings under greater tension. When strings are pulled tighter, their pitch increases. Sticking keys, sluggish action, and rusting strings are other consequences of high humidity.

When humidity is low (34% or less), the soundboard contracts as moisture is given up to the air. String tension is lower, and the piano goes flat. Other effects of low humidity include rattling (loose) keys, slipping tuning pins, and cracks in the soundboard.

Here are the ideal conditions for your piano:

- humidity range of 35-55%
- temperature of 68 degrees Fahrenheit
- placed away from areas where temperatures vary widely during a 24-hour period or where extremes of outside temperature occur: in front of/below windows, skylights or other sources of direct sunlight; by woodstoves or fireplaces; near air conditioning or heating vents; or against an outside wall

Doing your best to create ideal conditions will help your piano hold its tune. However, it is still important to have a piano technician regularly tune your piano (twice per year is recommended). Your piano will be happy and sound beautiful.

Inspiring Student Stories

Simply Music teachers all over the world are privileged to share stories, ask questions and offer support with one another through an e-mail network. Often teachers share inspiring stories about their students and studio families. Joanne Jones from Perth, Western Australia recently posted this:

"I had this experience a few weeks ago with one of my 10-year-old students who is challenged with autism. Into second term I really thought we were on a road to nowhere as he didn't seem to want to be in the lesson, would not engage with me at all, and I truly wondered how long we should persevere.

"I was on the brink of sharing my deep concerns with his mother who, by the way, is totally engaged in the SM process, when at the end of his lesson he threw his arms around me and said "Thank you Joanne" with the biggest smile, and then hurriedly left the room, leaving me struggling to control the tears. His Mum stayed back and

explained to me that his teacher had asked him to play for his school class that week, which he did (he played Ode to Joy), did it beautifully apparently and was wildly applauded. His Mum asked him how that made him feel - WONDERFUL - was the joyful reply. He has been a different boy ever since, plays for his class weekly - God bless his teacher - and is now loving his music lessons!

"How often we have no idea just how much is being taken in and processed to be delivered beautifully when they deem the moment worthwhile, and what a wonderful gift music is at every level.

"For the thousandth time - THANK YOU NEIL!"

It's exciting to be part of something that has far-reaching potential for everyone, regardless of his or her circumstances. We always love to hear your stories about how being involved in music has made a difference in your lives, so feel free to share them any time!

Sign up for your Five Minutes of Fame

Our big fall studio event will be held in mid-October. This will be our "rotating crowd" scenario: students will sign up for a 5-minute time slot to play. Come 10-15 minutes early and stay 10-15 minutes after playing to hear others play. Bring a snack to share, and enjoy eating during the performances!

This format allows us to accommodate everyone at the studio and gives students a chance to play for a medium-sized crowd in a relaxed atmosphere. It would be fun if some of our students include something slightly wacky in their performance. We'll share some ideas.

A portion of the times will be set aside for adult students only.

Dates and times are tentatively set for:

Monday 10/17, 6 - 8pm

Thursday 10/20, 6 - 8pm

Saturday 10/22, 10 - 1pm

Please note that there will be no regular classes 10/17 - 10/22. The performances will replace these. Stay tuned for more details!

STUDENT LYRICS

Lyrics to I'll Be There

by Max Peterson

What will I do
What will I do
When will I lose
Tooth number two?
Oh when oh when
Will it be gone!
Then I'll get money

Lyrics to The Pipes

by Kaya Pleiss

Crickets hopping through the field
Chirping their hearts out
Butterflies spread out their wings
And flutter all about
Springtime's here,
Oh springtime's here,
Get out and play: oh yay!
Children running through the
grass and give a little shout!
Hooray!

If you need to contact your teacher for any reason:

All teacher e-mail addresses are on our website
(keystoharmony.com) on the Contact Us page.

A Few Reasons for Students to Participate in Performance Events

1. It's an event of recognition.

Unlike other instrumentalists, piano students do not usually go into school to participate in an ensemble experience. The performance gives the students and teacher an opportunity to celebrate their accomplishments!

2. It's fun!

Presented in a low-key, low-pressure environment, students usually enjoy the opportunity to share their music with others and hear the applause that supports their efforts.

3. It instills confidence.

Performing at a recital in which effort is more important than performance allows a student to learn how to relax in front of a group of strangers. From an early age, we can support the personal growth of our students by allowing them the opportunity to feel "good enough" in front of anybody. What a bonus lesson!

4. It's an opportunity to share music with others.

Music allows for an incredible sharing of emotions. It is a language that speaks beyond the barriers of a person's native tongue. It allows the performer to transport each member of his/her audience to a place that is private and shared at the same time. What an incredible gift!

5. Advanced students see where they came from, beginners hear where they are going.

Including both advanced and beginner students provides a more relaxed environment and allows less experienced students to be exposed to new "more advanced" literature. Advanced students get to reminisce about when they were musically younger and played the "easy" pieces. It unites "young and old."

6. Performances can motivate students into a post- performance "frenzy"!

Many students, after performing, become extremely excited about studying their instrument. They may have heard a piece that moved them and that they really want to learn. They may have heard a performance that was so clean that they too want to sound like that student. Alternately, they may have heard a student who was "nipping at their heels" and thus may want to re-secure their position as the "biggest fish in the pond". Either way, it's a win-win situation.

7. Performances are an opportunity to celebrate.

Don't focus on the mistakes; we know and students know what they were. Instead, celebrate the incredible amount of courage and self-confidence it takes to get up in front of a room of strangers and share his/her music. That, in its own right, is an incredible accomplishment. Celebrate - it's good for the heart and soul!

8. It's an opportunity to reward effort and not outcome.

The only way a student will learn to handle the clamor of his/her mind during a performance opportunity is to perform...a lot! So, while the student is learning this skill, rewarding the effort will allow a student to gain greater comfort and eventually learn how to control the noise in his/her mind.