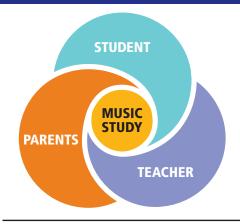
Structured Music Education: The Pathway to Success

MUSIC IS AN ESSENTIAL PART OF THE HUMAN EXPERIENCE. The strongest foundation for realizing musical potential is provided by following a path of structured learning.



THE BENEFITS OF STRUCTURE

Structured programs conducted by passionate, qualified teachers inspire students and lead to deep understanding of musical language. A strong collaborative team of **students**, **parents**, and teacher is the foundation for a lifetime of music-making. The best programs involve regular evaluation to help motivate students, instilling a sense of accomplishment as they complete each level.

COMPONENTS OF WELL-ROUNDED **MUSIC STUDY**

To achieve musical proficiency requires essential skills balanced within a program of study that is sequentially structured and systematic. These four pillars allow students to cultivate the skills to fully experience music for their entire lifetimes.

PHYSICAL DEVELOPMENT

Developing comfort in playing helps students secure a reliable technique, allowing them to flourish as musicians.

AURAL DEVELOPMENT

Developing critical listening skills contributes to successful selfassessment, and brings a deeper appreciation of music.

MUSICAL LITERACY

The study of music theory leads to the acquisition of skills that empower students to learn music efficiently and independently.

CREATIVITY, IMAGINATION, **EXPRESSION**

Studying an instrument or voice nurtures creativity and imagination, helping students discover their innate artistry.

WHY FOLLOW THE RCM CERTIFICATE PROGRAM OF MUSIC STUDY?

Internationally renowned standard of assessment

Available for 21 different instruments plus Speech Arts and Voice

Integrated approach to learning theory develops music literacy

Effectively sequenced system of music study for all ability levels

Formal 3rd party assessments evaluate progress and celebrate success

"Used with skill, assessment can motivate the unmotivated, restore the desire to learn, and encourage students to keep learning, and it can actually create – not simply measure – increased achievement."

Richard Stiggins, Judith A Arter, Jan Chappuis and Stephen Chappuis, Classroom assessment for Student Learning, C 2004 Assessment Training Institute, Inc., Portland, Oregon



