

WHY WE TEACH MUSIC

Music is scientific.

It is precise, specific, and demands accurate acoustics. A conductor's score is a complex chart that indicates frequency, intensity, volume, melody, and harmony, all at once and with the most exact control of time.

Music is mathematical.

It is rhythmically based on the subdivisions of time into fractions that must be calculated, interpreted, and applied instantaneously.

Music is foreign language.

Most of the terms are in Italian, German, or French, and notation is a highly developed kind of shorthand based on symbols that represent ideas. The semantics of music is the most complete and universal language known.

Music is history.

It reflects the environment and times of its creation, including the cultural and social values.

Music is physical education.

It requires exceptional coordination of fingers, hands, arms, lips, cheeks, and facial muscles. It also takes extraordinary control of the diaphragm, which in turns uses the back, stomach, and chest muscles.

Music is philosophy.

It demands research and develops insight and perspective.

Music is art.

It allows a human being to take dry, boring, and often difficult techniques and use them to create emotion.

Music is the human experience.

Music pieces are as complex and varied as life itself. Music inspires thought, reflection and emotion-- much like human relations do. Rhythm and tone simulate moods-- such as joy, sorrow or anger. Music relates to us the stories of human experience. We do not teach music because we expect you to major in music or become a professional musician. Nor do we teach music because we expect you to play or sing all your life (although you might).

We teach music so you will recognize beauty.

We teach music so you will have more compassion.

We teach music so you can be fully human.