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There are three main things that I want for all of my students:

1. To know that, regardless of skill or performance, they are valuable human beings who are uniquely respected and loved individuals.
2. To acquire the technique, confidence, understanding, and practicing skills that will allow them to become their own teachers and continue their musical progress at the conclusion of formal instruction.
3. To develop their own musical identity through creative musical decision-making and musical expression through playing and performance.

I am not a teacher who easily gives up on students or who assumes that the teaching process is a one-size-fits-all approach. I make an effort to customize lessons and teaching approaches to benefit each child individually.

Private and group lessons are typically structured to include three basic skill sets:

1. The training of muscles to create good habits (technique)

The technical tasks that I give to my students are always attainable and require many repetitions to convert a one-time success into a muscular habit. Muscles are often slow to learn and quick to forget.

2. The training of the ear

Ear training occurs through listening actively to music. Ear training is a regular part of lessons through rote learning, and students supplement this training with daily listening at home.

3. The development of musical identity

I provide opportunities for my students to engage actively in musical decision-making, particularly at the upper level. These musical decisions include (but are not limited to) fingerings, bowings, phrase shapes, dynamics, and tempo alterations. In engaging in creative decision-making, students will develop a set of musical preferences informing who they are as a creative individual.