



## GROUP CLASS POLICY

Updated July 22, 2024

### A. ATTENDANCE

Group classes are a vital part of a violin student's development. Students who sign up as private students with Joanna must enroll in group classes. Students are expected to attend as many group classes as possible. Regular attendance in group class demonstrates commitment. I am interested in reserving time to work with students and families who are committed to this education. Should you choose to miss a group lesson, please inform me via text before the group to be missed. Absence from group classes undermines the power of our work and demoralizes other members of the class. If the class can be told that a student's absence is due to illness or family emergency, they will understand your absence not as lack of interest or that you are letting them down. If absences are not explained, they are understood to indicate weak commitment.

Please realize that when your child misses a group class, the group moves on without them. Then when the child returns to class the class is diminished by that child's lack of informed preparation. If you must miss a class, ask another student or family to report to you the assignments from that class right after the class for use in the week's practice.

### B. ARRIVAL AND DEPARTURE

Please arrive to The Four Hour Day Lutherie five minutes early for class with the violin tuned prior to arrival. When the 7+ year olds arrive, they need to quietly integrate themselves into the group class. When the 3–6-year-olds leave, they need to quietly exit the class. Conversations and connection between parents is encouraged prior to 11:30am and after 1:00pm.

### C. FAMILY INVOLVEMENT

Parents of students ages 3-6 are expected to stay for the class. Parents of students ages 7+ are highly encouraged to stay for the class. Parents are welcome to take notes in their "how" book during the group class. Through the class, you'll have the opportunity to observe your child in this specialized setting. By watching, you'll learn strategies for home practice such as games and exercises that make learning the violin fun. Also, if there are issues with your child, if they get upset, injured, or need support in some way, it is good to be there for them. Since I will not have a helper teacher, I cannot leave the group when a student needs individual attention.

Parents of children ages 3-6 are expected to sit right behind their child to aid with putting the violin up and down as needed. While I typically would do this in a private lesson, I am not able to do it with all the kids during group classes.

Siblings are allowed to come to classes provided they are not too distracting. Parents and siblings are expected to remain quiet during the class. Consider a situation where a student is being disruptive. It is distracting to have instruction coming from two places (parent and teacher) and that situation often leads to longer time before resolution. I'll indicate to you if you need to intervene in a situation.

### D. STUDENT BEHAVIORS AND ENGAGEMENT

If you need to intervene, please pull your child aside and rub their back. The goal is not to reprimand but to recollect them. When they have recentered themselves, invite them to go rejoin the group with something like: "Hey that looks like fun. Why don't you rejoin."

If a child is reluctant to participate, parents can sit/stand with them to offer support, or they are allowed to observe the class and participate with their presence. It is ok to leave before class time is over, but I'd like to encourage use of these other ways of dealing with the situation first.

### E. PARTICIPATION

Children need to get my initials checked off on each piece during individual lessons before they are allowed to play the piece in group class. They are not allowed to play their working pieces. I will be clear in individual lessons when a piece we cover is ready to be played in group class. Not every child will be able to play every piece in the class. That's ok. Children learn from watching other children. This policy is to ensure that children have thoroughly mastered their pieces before the pressure of playing them with or in front of other people. It also serves as incentive for students to practice their pieces to achieve mastery.

There will be a recital for solos and group performances at the end of the semester that includes pieces and exercises (games) that are played within the group. Children will be encouraged to perform, but a child will never be forced to perform. Performances should be good experiences. In individual lessons, I will assess when a student is prepared enough with a piece to be ready to perform it. That is, some pieces may be group class ready but not performance ready. This policy is to ensure the performance is a success and the children feel good about their contributions afterward.

## F. OBSERVATIONS

New students who enter the studio must first observe individual and group classes. If there are unfamiliar faces watching class, this is likely the reason. Please be welcoming to them.