

Volume

1

2GETHER PRODUCTIONS

Music Studio

Comprehensive Student Handbook

A FULL MUSIC PRODUCTION COMPANY



Andy and Kathryn Karg
2300 Mailand Road East
Maplewood, MN 55109
218-234-5001 (Kathryn)
615-497-3351 (Andy)

andy@2getherproductions.com
kathryn@2getherproductions.com

*With a deeply rooted musical background,
2gether Productions fosters the development of talent
with challenging instruction allowing students to accomplish
their musical dreams.*

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Welcome to the Studio!

“When words fail, music speaks.” Hans Christian Anderson

For nearly two decades we have been pouring our hearts into our music students with a desire to produce a passion for learning the beautiful skill of developing a musical talent. With a humble beginning of working with just a handful of families, we have seen our business blossom with countless families utilizing our services for weekly music lessons, and many others using our business for the wide array of other services we provide in the field of music. We take great pride in the lessons we provide and hope you can see the joy we find in teaching. We are so blessed that you have chosen 2gether Productions to fulfill your musical goals and are excited to embark on this highly fulfilling musical journey with you.



Note from Andy & Kathryn

The amount of joy and fulfillment we experience when we start with a student – whether brand new or one of our veterans - is immeasurable. While the joy of watching the final recital performances after a year of dedication always brings tears to our eyes, we find as much joy throughout the entire journey. Seeing the excitement in a beginner or a veteran when choosing a new piece of music, overcoming the obstacles side-by-side using the same encouragement we once received as young musicians, seeing the delight in our students when they once said “*I can’t*” but practice proved otherwise, to drilling to perfection...every bit of it brings us so much joy as music teachers. The vested interest we have in our students – not just musically, but as young people who are in the formative years of their development – knowing you have entrusted them in our care to be a positive influence in their life, makes our studio feel more like family.

Teaching Philosophy

Kathryn's Beginnings: Kathryn developed her musical talent with a deep seeded passion for teaching music through her Aunt Marcia's Studio in Thief River Falls, MN. At age 14, she passed all the required theory exams to become MMTA certified. Her musical ambitions brought her to study piano performance at Belmont University and music composition at St. Paul's McNally Smith, all while building her own piano studio. In 2010, Kathryn was crowned Miss Minnesota in the Miss America Organization. This gave her many opportunities to hone and showcase her talent in the live arena. She was a non-finalist talent winner and received the first ever instrumentalist talent award at Miss America 2011. She recorded "Blessed Beyond Measure, a CD of her original compositions, to raise \$18,000+ for Gillette Specialty Healthcare in St. Paul, MN. Kathryn also directed the Frazee Catholic Choir at Sacred Heart from 2009-2013. Recently, she added the role of choir teacher at Trinity Academy in Hudson, WI.

Andy's Beginnings: Andy also comes from a musical background. His father is a songwriter who also taught middle and high school bands for over 30 years in Nashville, Tennessee. While performing in local theatre and amusement park productions and competing at state level band competitions for saxophone studies, Andy taught himself guitar and began writing songs. As a Music Business graduate of Middle Tennessee State University, Andy was led to a publishing deal with Universal Music Group in 2004. After years of performing in theme parks, clubs, casinos, cruise ships, and at fairs, Andy joined Kathryn in Minnesota and started 2gether Productions to combine all their musical endeavors from teaching, producing, to composing, and performing.

Embodying some of the core principles that stem from each of our musical beginnings and two decades of working with our own students, we have formulated a teaching philosophy that captures the essence of our mission as 2gether Productions. Our teaching philosophy is as follows:

- Fill every music lesson with joy so our students LOVE the process of learning music.
- Be a place of encouragement where it is okay to make mistakes and where the "try again" spirit thrives.
- Challenge our students to strive for excellence in their talent development by being committed to daily practice and giving 100% during each lesson.
- Teach kids to persist through obstacles embodying an "I can do it!" spirit.
- Recognize musical talents as a God-given gift meant to be shared.
- Build confidence through performances.

Lesson Information

“Music is an outburst of the soul.” Frederick Delius

Perhaps the most common question we receive is, “How often should a student come for a lesson?” While every family situation is different, the best-case scenario is to meet with our students on a weekly basis. Our new students need the weekly check-in to avoid the development of unintended bad habits and to ensure accuracy just as much as our veteran students need weekly lessons to develop all the technique needed to perfect a challenging piece. We want to see our clients succeed and recognize that the weekly accountability has a drastic improvement on both short term and long-term success.



Lesson Times

With business booming, it is crucial to establish a consistent lesson schedule to ensure every student is getting the time they need. As we begin lessons with new students, we ask families to consider their best options each week and prioritize that commitment throughout the season. Our goal is to reconnect at the beginning of the school year and prior to summer as schedules change to ensure we still have the most ideal time slotted for your family.

Lessons are generally available Monday-Friday between 9am-9pm. Saturdays and Sundays may be available upon request.

Due to the advanced level of training our studio provides, in addition to year-round performances and competitions, we maintain weekly lessons with our students year-round, including the summer months. Most students struggle to retain all they have learned thus leading to set-backs after lengthy breaks. Because we want our students to continue to experience progress, it is important that our students know we expect year-round commitment. We recognize schedules change in the summer and some flexibility is needed due to family vacations; we are happy to accommodate provided effort is made by the students in practicing at home and maintaining some level of consistency in lessons. Because demands of business are high, a student who chooses to forego summer lessons will not be guaranteed a spot in the fall.



Lesson Fees & Other Expenses

2gether Productions provides beginning through advanced level instruction for Piano, Guitar/Ukele, and Voice. 2018-2019 rates are:

\$30 – 1/2 hour \$40 – 45 minutes \$50 – 1 hour

**Longer lessons (2-3 hours) are needed as students advance to higher level music.*

Rates will be discussed with each student at that time.

We request that all lessons fees are paid at the beginning of each lesson or on a monthly basis at the **beginning** of each month. Accepted payments include cash, check, Venmo or credit card (with a 3% fee).

In addition to lesson fees, students will also need to purchase music workbooks, theory workbooks, performance music, flashcards, etc. All of these can be purchased through 2gether Productions. Students will be notified when a new book will be needed with a note being written in the students' music notebook to allow families prior notice of the need and cost. Music books range in cost from \$8-\$15. Performance music ranges from \$3-\$10 (depending upon if it is part of a book or sheet music). Many performance books may also be borrowed from the studio. Flashcards are typically \$10. Other fees related to our annual recitals, competitions, and testing will be discussed in the related sections.



Lesson Cancellation

We understand that life is filled with the unexpected including illnesses, family emergencies, and other unforeseen events. We understand when unavoidable situations arise, but simply ask that you notify us as soon as possible if you must miss a lesson. If it is a non-emergency related cancellation, please cancel within 48 hours. If you must cancel with less notice and it is not an emergency, you will still be charged for that lesson.

We also ask our clients to make every effort to prioritize their lessons in the same way families prioritize sports practices and other extra-curricular school activities. Please arrive on time, if not a few minutes early, and make every effort to not miss lessons.

In the same way we aim to serve you with flexibility when life's unexpected moments arise, we also appreciate our students' flexibility when we must make schedule changes for occasional business needs and personal matters.

What to Expect at Your Lessons

First things first, the success of your lesson, with maximum growth potential, depends on our students' preparedness. Preparedness includes bringing all current music (books, performance pieces, theory books, etc.) and your music notebook. It also requires that your attitude is in the right place and ready for learning. And, of course, it requires substantial practice time leading up to the lesson.

Assuming you have arrived early to your lesson, feel free to allow yourself into our home studio and simply wait in the dining area to your left. We ask that shoes are removed, and food/beverages are only consumed in the dining area. Please take time to wash hands and make sure fingernails are short/trimmed (this is essential for piano students). Families are welcome to stay during lessons and may wait in the dining area or use the front or backyard. There is also a nice park just a few blocks down the street!

If possible, we HIGHLY encourage a parent to sit in the studio during the lesson to follow along with the teaching. Some of our most successful students have had heavy parental involvement in lessons and practice times. By being a part of the lesson, parents are equipped with all the knowledge necessary to help their student during the week. If you wish to maximize your child's success, this will be an important part of the equation.

Lessons will be adapted to the unique needs of each student, but generally the following will be covered: scales, review of the previous week's assignment, theory training, assigning new materials, practicing performance pieces, and setting goals.

When a student comes into a lesson, we generally expect that any assignments from the previous lesson will be ready to "pass." We try to assign only as much as we believe a student can perfect in between lessons assuming they will be committed to adequate practice time.

While we expect preparedness, we also understand that sometimes "life happens" preventing students from completing adequate practice time. While this cannot become a habit, please don't feel discouraged if there is an occasional lesson when you feel ill-prepared. We will use the lesson to get the student back on track and provide the guidance to help the student move forward.

Maximizing Practice Time

“Music can change the world because it can change people.” Bono

Another one of the most commonly asked questions is how much a student should practice each day. While every situation is different, we do recognize offering some guidelines can help families to implement a set of expectations within their family. We must also add that while time is important, how that time is used is even more important.



How to Practice Effectively

In the most preferred situations, a parent will check in with us at the end of a lesson to review the assigned material. This will provide accountability within the home for the student and ensure that the parent understands the assignments to help the student as needed.

Everything expected of the student for the next lesson will be included in the student's music notebook. This should be reviewed daily and used as a guide throughout every practice. We advise using your notebook to make checkmarks next to each thing you practice and then add a star when you feel like the assignment is mastered.

Beginning with the Essentials! Scales and a Metronome: At the beginning of every practice our students should grab their metronome (this will become an instrumentalists best friend!) and get warmed up with scales. Scales are the heart of becoming a solid musician. Simple scales will be taught during the early years of instruction and gradual progression will be made with more complex scales as the student progresses. We cannot stress enough the importance of consistently using the metronome as our pianists progress into full four-octave scales.

Learning New Material * Four-Times Perfect: Whether you are a pianist, guitarist, or vocalist, using our method of “Four-Times Perfect” is going to ensure our students are prepared to work diligently in their practice sessions to ensure they are mastering the material. It is not uncommon for a young musician to think that if they simply play the assigned music once, they have practiced sufficiently. On the contrary, to truly master material, music must not only be played multiple times, but it must be played accurately

multiple times. Thus, our approach requires students to take each assigned section, practice all the details, and then – once perfect – repeat the assigned section four times in a row. Using this approach, will improve the student’s success rate, lead to quicker advancement, and ensure they are truly prepared for their lessons.

Dynamics: While learning how to play notes accurately is of utmost importance in music, paying attention to the dynamics is what makes a piece truly musical. Learn to pay attention to the dynamics, watching every detail, to build the base for becoming an excellent musician. This skill is just as important for new musician as it is for advanced musicians; beginning the habit of noting and applying details as a beginner will make you more aware and attentive to details as pieces become more complex.

For Instrumentalists - Counting: We cannot stress enough the importance of counting aloud EVERY single time you play. If you are not performing, you should be counting. This is a habit that must be formed early on and must be adhered to into the most advanced levels of playing. Counting with a metronome will ensure the accuracy of rhythms while also keeping an even tempo.

For Pianists: When a student is learning any new piece of music, whether in the lesson book or a performance piece, we suggest sight-playing each hand separately to gain familiarity. Do this as many times as necessary in order to gain comfort with each hand’s part. Then, phrase by phrase (whether this is a measure, two measures, line, etc.) begin practicing hands together. Practice each phrase until it is solid and can be performed 4x perfect. Once a phrase is mastered, add in the next phrase using the same method until the piece is complete.

General Guidelines for Practice Time

While we generally prefer not to give a set practice schedule due to the uniqueness of each family, child, technical level, and passion, this is indeed one of the most common questions we receive. Thus, the following general guidelines can be used as a starting point with the understanding that more is always better!

The general rule of thumb is that a student’s practice time at home should match the amount of time spent in lessons each week. For example, if a student has a 30-minute lesson each week, he/she should be practicing 30 minutes/day most days of the week.

Another set of general guidelines, based on age/level and the typical developmental stage of each group, suggests:

Age Group	Level	Suggested Practice Time
Age 4-5	Beginning	15-20 minutes/day
Age 6-7	Beginning	20-30 minutes/day

Age 8-9	Elementary	30 minutes/day
Age 10-11	Elementary/Intermediate	30-45 minutes/day
Age 12-13	Intermediate Serious/Passionate Student	60minutes/day 90-120 minutes/day
Age 14-15	Intermediate/ Advanced	60-90minutes/day 2-3 hours/day*
Age 16+	Advanced/High School/College	3 hours+/day*

** Please do not allow these potential daily practice suggestions to intimidate you, deter you from seeking advanced levels, or cause you to think that we have an expectation that this amount of time must be spent to continue in our studio. Our goal is simply to provide an idea of what would be expected/necessary for those who are very serious about music and wish to pursue it in higher education or professional pursuits. Very few students will actually commit to this level of practice; however, the most successful musicians who are pursuing scholarships, national competitions, and careers in music will have a passion to invest this amount of time.*

Motivational Reward System

“Music is like a dream. One that I cannot bear.” Beethoven

To inspire a deeper love for and commitment to each student’s musical gift (and, to make it easier on parents to encourage students to practice), we have a motivational reward system that will track our student’s progress in four key areas: exceptional lessons, at-home practice minutes, advancing gifts through tests and competitions, and using your gift through blessing and service projects. Progress in each of these four areas will be tracked in our lesson waiting area. Our hope is that the motivational program will provide intrinsic motivation (ie. motivation within oneself) as well as extrinsic motivation (ie. motivation gained by seeing the accomplishments of musical peers). This is not a competition among students; however, it should serve as a means to help motivate each individual to reach his or her own personal goals while receiving the pleasure of a special award once achieved.

Reward: Prizes will be earned as students reach 25, 50, 75, and 100 stars.



Exceptional Lessons

There is nothing more fulfilling than having a student come into a lesson both fully prepared and armed with a great attitude to meet any challenge presented and a zest to continue learning. Working with students who have done their homework and are filled with joy about whatever the lesson has to offer produces a contagious atmosphere that transfers through to other students, coming or going, and to us, as the teachers. We want to reward those who exhibit preparedness and an exceptional attitude throughout their lesson. This is the one area of the Motivational Reward System that is determined by us; the others are all within the control of the student!

1 Star will be awarded for each exceptional lesson

Recording Your Practice Minutes

The essence of becoming an exceptional musician lies in the amount of time students are willing to commit to practice. Anyone who has a dream knows they must prioritize and put forth extra effort to accomplish their dreams. Our dream is to work with serious musicians, young and old, who want to take their music with them in life whether in their professional careers, volunteer service opportunities, or personal development goals (like competitions). Life is full, with many options for families to invest time, but we know musical giftings can be used throughout all of life so we hope our students and their families will determine to prioritize the time invested in developing musical gifts. And, of course, we want to provide motivation for the time invested at home to further that talent. In between lessons, we encourage students to fill out our practice minutes worksheet and return it at the next lesson. This is not required, but highly recommended as we know it will help keep students on track and motivated. The minutes logged on the worksheet will then be tracked on our practice minute progress chart.

For beginning students, every 100 minutes = 1 star.

For intermediate students, every 200 minutes = 1 star.

For advanced students, every 300 minutes = 1 star.

Advancing Your Gift (tests, competitions)

Another fundamental piece for our students in helping them become a well-rounded and prepared musician is to challenge them to develop a deeper understanding of music through theory work and to take opportunities to gain confidence through performance “tests/competitions.” For our pianists, we do this through encouraging our students to take theory tests through the Minnesota Music Teachers Association and to take advantage of the MMTA Competitions (see section 6). For all our musicians, we encourage students to seek out other competition opportunities and also provide information when we learn about new opportunities. This allows our students to gain confidence under pressure and gives them something to strive for. We have a Test/Competition form for students to complete after an opportunity, which we will post in our lesson waiting area so other students can see what their musical peers have chosen to be a part of. We hope this will help students to feel less nervous about engaging in competitions as they see other students, both young and old, being put to the “test,” and provide ideas for the array of opportunities available to aspiring musicians.

1 Star will be awarded for each completed test or competition

Using Your Gift (service, blessing, and other performances)

To have a gift and not use it is like receiving a present and not opening it. God has gifted each of our students in a special way; not only with musical talents, but also with hearts to use their music to bring joy to the world. We want to encourage our students to seek out opportunities to give the gift of music to their families, churches, schools, communities, etc. We know incredible fulfillment and motivation comes through using our gifts in service. After each performance, we ask students to fill out our performance form, which will allow the student to write about: what they performed, where they performed, how it made them feel, the impact it had, and, ideally, share a picture. Please talk to us if you are interested in learning more about musical performance or volunteer opportunities.

1 Star will be awarded for each service or blessing performance

MMTA Challenge Awards

In addition to our 2gether Production Reward System, we are also going to begin implementing the MMTA Challenge Awards. The MMTA Challenge Award program rewards students for their participation in MMTA events. Participation in this program requires just 3 easy steps:

1. Student participates in an MMTA event. (This means that some of your events will allow you to earn a 2gether Production star point **AND** MMTA Challenge points!)
2. Student's teacher records the date and type of event, plus number of points earned for that event
3. Student's teacher presents student with a Challenge Award based on the total points they have earned. Challenge awards include various levels of ribbons, pins, and trophies. Awards include:
 - 300 Points - Rosette Ribbon
 - 700 Points - Bronze Pin
 - 1200 Points - Silver Pin
 - 1800 Points - Gold Pin
 - 2500 Points - The Challenge Award Trophy
 - 3500 Points - Raised Bronze Star Pin
 - 4500 Points - Raised Silver Star Pin
 - 6000 Points - Grand Challenge Award Trophy
 - 8500 Points - Raised Gold Star Pin
 - 10,000 Points - Ultimate Challenge Award Trophy

Recitals

“Music is the best communication in the world. Even if people don’t understand the language you are singing in, they still know good music when they hear it.” Lou Rawls

A primary focus in our studio is preparing our students to perform, specifically in recitals. While a great deal of work goes into preparing for our annual recitals, there are few things more fulfilling than watching our students master material, seeing them overcome fears related to performing, witnessing the encouragement they provide their studio peers, and seeing the inspiration that comes from watching the others who are at a different level. We expect that all our students will participate in our annual recitals and ask that these special and momentous events are prioritized.



Recital Basics

Anyone who has been to one of our year end events will tell you we make a BIG DEAL out of our recitals. We take great pride in producing a quality event for our audience as well as a memorable event for our students, and we are only able to do this with the support of our students and their families as our recitals require a greater investment in time in the months leading up to the recital and a shared expense. As recital time draws near, here is what our students should expect:

Recital Fee: In order to provide for the physical needs of the recital (for example, renting additional grand pianos) as well as the additional practice needs for group and individual rehearsals, we ask each student to contribute with a recital fee. **The fee for the spring recital is the equivalent of the student’s normal lesson fee. The fee for the Christmas recital is \$10/student.** Our recitals are open to the public so there are no tickets or fees for those attending.

Wardrobe: Our recitals are a formal affair! We love getting dressed up and seeing all of our students dressed in their best. For girls, we ask that a formal dress is worn. Younger girls may wear dresses between knee and floor length. Older girls should wear floor length gowns. For boys, we ask that slacks and a tie are worn, but we also encourage

suits. Over the years, we have collected a plethora of dresses with sizes ranging from little girls to women's sizes, so please feel free to check our dress closet to borrow before investing any money. We don't want families to feel like they must spend money! Also, if our students have any formal dresses or suits they wish to contribute to the "dress closet," we welcome new additions.

Lessons and Rehearsals: In the months leading up to our Annual Spring Concert Recital Series, consistency with lessons is imperative. Further, we ask families to be prepared for extra rehearsal time if their student is participating in any of the group duets. We do our best to accommodate schedules, but we need families to prioritize these rehearsals and offer flexibility. Individual rehearsals will also be scheduled the week of the recital at the church so every student has the opportunity to do a practice performance before the big night. We can definitely attest to the fact that these rehearsals create greater confidence and comfort in our students, and allow us to put together a Concert Recital that people will want to return to.

Recital Reception: After each recital, including at Christmas and in the Spring, a reception will follow. We ask each family to bring a finger food snack or treat to share.



Christmas Recital

Who doesn't love Christmas music! We love our intimate Christmas recitals that help get our students warmed up for their January competitions and allow them to get used to performing before the big Spring Concert Recital. Each of our students will play a Christmas piece and, if they are performing in the MMTA Contest, they will also perform that piece. **The fee for performing in the Christmas recital is \$10/student.** Our Christmas recital generally takes place on one of the two weekends preceding Christmas.



Spring Concert Recital Series

Due to the large number of students we are blessed to teach, our Spring Concert Recital Series will be split into two days/evenings. Each student will play a solo piece (younger students will perform a duet) and will participate in a group duet, if they are able to commit to the group rehearsal schedules. Our Spring Concert Recital Series generally takes place the final week/weekend of April.



Campfire Jam

In 2018, we added a new opportunity for our guitar and ukulele students that allows us to put the relaxation of summer, the beauty of music, and the ambiance of the campfire all together! These students will delight each other in a relaxed backyard performance opportunity that will generally take place at the end of August.

Minnesota Music Teachers Association (MMTA) – FOR PIANISTS

*“Music is a moral law. It gives soul to the universe,
wings to the mind, flight to the imagination,
and charm and gaiety to life and to everything.” Plato*

At the age of 14, Kathryn became the youngest teacher ever in the Minnesota Music Teachers Association. Participating in the MMTA Tests and Competitions gave her opportunities to bring her musical knowledge to another level and receive feedback from other instructors. She has valued the MMTA both as a student and as a teacher and has encouraged her piano students to take advantage of the multiple opportunities it affords.



Tests

The MMTA offers a wide array of tests that range from Theory 1-8 (allowing students to become certified as an MMTA teacher themselves!) as well as a myriad of other tests to advance skills. These tests take place between November and April and have a small fee associated with each (usually around \$25/test). During the summer and fall, we will determine which tests our students will pursue in the year to follow and will incorporate theory training for these tests during our lessons. Additional time must be spent at home by the student to prepare for these tests, and extra lessons may also be helpful. Tests must be scheduled through 2gether Productions.

If a student wishes to participate in the MMTA Competitions, they must have taken and passed Theory 2 by the time they are 11 years of age.

Fees related to the MMTA Tests and Competitions are the responsibility of the student. MMTA requires the teacher to complete the registration for each student and submit the fee, which will then be reimbursed to 2gether Productions by the student.

Competitions

Each January, MMTA offers a performance contest that allows students across Minnesota to showcase a performance piece within their district (Twin Cities, St. Cloud, Detroit Lakes, etc.).

MMTA distributes a list of pieces each summer for the following competition year. These pieces are broken down into age groups/levels from Pre-primary (ages 5-6) all the way through Senior B (age 17-18). We help each of our students choose their contest piece in the summer/early fall. We want our students to love the piece they select as it will be one of the pieces they develop over the whole year and played at each recital. For all levels and stages of this competition, the pieces must be memorized, and dressy attire must be worn. A copy of the music will need to be purchased and brought with to the competition. Measures must be marked, but no other markings should be on the music.

District Competition: The district level competition takes place in January at Bethel University in St. Paul. For students who wish to compete, but aren't available the weekend of the competition held in the Twin Cities, arrangements can be made to travel to another district competition. The MMTA fee for participating in the district competition is around \$23, and must be paid to 2gether Productions at the time of registration.

State Competition: Within one week of the district competition, students will receive a critique offering suggestions for improvement and their final score, which may advance them to the State Level Competition. Students must register within a week for this competition, which takes place at the University of Minnesota in March. The state level also has a fee of \$23.

Honors Concert: Similar to the district competition, students participating in state will receive a critique of their performance and notification of whether they will advance to the Honors Concert. This is a big deal! There are thousands of kids who compete across the state and only 660 are chosen to showcase their talent at the concert held in May or June. If chosen to go to the Honors Concert, students must be prepared for a high level of commitment. They must register within 1 week. They will then receive the name of the piece for the group duet within their level that they are assigned to. This music must be memorized within 4-6 weeks. There are three Saturday rehearsals that must be attended in Brooklyn Park, and a final rehearsal in Minneapolis on the day of the concert. There is no fee for participating in the Honors Concert, but family members who wish to attend must purchase tickets (\$13-\$15/ticket).

Attire for the Honors Concert participants is formal. Girls must wear dresses to the ankle or below. Boys must wear a dress shirt and tie, however many wear a suit or tuxedo.

This is such a great privilege and honor for the kids who advance! Those who do reach this level are required to compete at the next level, regardless of age, the following year.

Service Project Opportunities

“Music expresses that which cannot said and on which it is impossible to be silent.” Victor Hugo

It brings us great satisfaction to use our music to bring joy to others. We began sharing our music as a blessing in churches, nursing homes, etc. when we were young, and love seeing our students motivated to do the same. These performance opportunities serve to bless others while also helping to build the character and confidence of our students. We offer several studio service project opportunities each year, but we also encourage students to seek their own opportunities within their personal networks.



MusicLink Foundation

For the last 9 years, our students have participated in the MusicLink Play-a-thon hosted at the Mall of America each February. The fee for entry (around \$25) supports the mission of MusicLink to provide lessons and instruments to students who could not otherwise afford them. This event has been such a great way for families to support a worthy cause while giving our students a chance to perform in an exciting venue! Every year our studio has raised the most money for MusicLink during this event and we hope to continue this tradition! Registrations for this event take place in January with performance options given for either a Saturday or Sunday performance. A maximum of 2 songs may be performed. This event generally takes place in February. We also support and participate in other fundraising events offered through MusicLink.

Nursing Home Performance

We are delighted to bring our studio into local nursing homes to share the gift of music with our senior citizens. We will have several opportunities throughout the year to perform at Carondalet Village in St. Paul and Polar Ridge Senior Living in North St. Paul. Watch for specific dates to serve in our quarterly newsletter.

Young Inspiring Musicians' Group

“The most exciting rhythms seem unexpected and complex, the most beautiful melodies simple and inevitable.” — W.H. Auden

In 2017, we piloted the Young Inspiring Musicians' Group within our studio for advanced and passionate students who are eager to bring their music to the next level. This group meets on a monthly basis and provides a group learning atmosphere where new material is taught, relationships are forged, and students engage in challenging assignments and prepare for group performances.

Each year, we will invite students to join us who are showing a serious commitment to music and have the maturity to be engaged in a two-hour group training session.

The cost for each YIMG group session is \$10/participant.



Expectations of Participants

Those who are invited to participate must meet the following criteria/expectations:

- Due to the length of the session and complexity of the assignments, students must be middle-school age (7th grade/age 12) or older to be considered.
- Students must be willing to commit to a once a month group session.
- Students must be willing to invest time in between each group session doing assignments, which may include: researching, preparing reports, doing presentations, and preparing additional music.
- Students must be prepared to learn new music and willing to perform at additional events throughout the year.

Referrals

*“Music is ... A higher revelation than all Wisdom & Philosophy” —
Ludwig van Beethoven*

We appreciate our studio families so much and ask you to spread the word about our business if you see value in what we do and the relationships we develop with our students.



Social Media Promotions

With the influence of social media, we would appreciate your help in sharing about our business events and what our students (your children!) are doing with music.

Help spread the word:

Like us on Facebook @2getherProductions

Tag us in your post about your child's experience (competitions, recitals, etc.)

Share 2gether Productions posts

Follow us on Instagram at 2getherproductions

Visit our website for more information: www.2getherproductions.com

Resources

*“The music is not in the notes, but in the silence between.” —
Wolfgang Amadeus Mozart*

As you are making decisions to enhance the musical possibilities within your home, we wanted to address a few of the other frequently asked questions and provide a few of our favorite resources to consider.



Frequently Asked Questions:

If I don't have a piano, will a keyboard work? A keyboard will work, but it needs to be full-sized (88 keys) and the keys must be weighted. Brand is also very important for long-term durability of the instrument. Our favorite brands are Yamaha and Kawai.

Should I start with a guitar or ukulele? We generally say a ukulele is going to be easier for a beginner being there are less strings and the instrument is simply easier to manage; however, we do not require a new student to start with a ukulele.

Are used instruments okay? Absolutely, the important thing is that you do your research and thoroughly understand the instrument you are buying. If you know the make and model of the instrument, we would encourage you to look up reviews for the product as though it were new. Then, thoroughly inspect the instrument and try playing it to ensure there is no damage. Used instruments are great to start with to cut down on costs while students are determining their level of passion and commitment.



Where to Find...

Instruments: Guitar Center, Craigslist or Facebook Marketplace (but be sure to do your research and don't hesitate to contact us with questions)

Music: Schmitt Music, Sheet Music Plus (website), Alfred Music (website)

Other Services offered by 2gether Productions

While our music lessons are a big part of what we do, 2gether Productions is a full music production company. We perform at weddings and an array of other events/locations, offer custom tracks, record performing artists, and more. If you or someone you know could benefit from our services, please pass our name along.