

# Second-Year Student Options: Student Mentor Program & Independent Study

Program structure and expectations for returning violin students

Second-year students at Soundpost Studio have two pathways to continue their violin studies: the Student Mentor Program or Independent Study. Students may choose either option or participate in both.

Participation in the weekly group class requires serving as a Student Mentor. This role asks for increased focus, preparation, and responsibility. Students who prefer a more flexible or independent approach may choose the Independent Study option.

## Independent Study

Independent Study involves learning Suzuki Book 1 pieces at home using YouTube demonstrations, recordings, and Suzuki materials. Students send periodic video check-ins to the teacher, who reviews the performance and provides guidance.

Independent Study students may attend class for the purpose of performing a fully learned piece. The goal is for this to happen at least once per month. Students should be able to play their piece at a steady tempo without stopping and should notify the teacher several days in advance when they plan to attend and perform. Their performance will inspire the other students, and the performing student will receive both positive and constructive feedback.

## Student Mentor Program

Student Mentors continue to attend weekly group classes and support beginners while strengthening their own technique. This role requires reliability and preparation—not perfection.

Student Mentors help younger students by:

- Demonstrating basic techniques
- Modeling organized practice and focused work habits
- Offering simple, clear guidance during common challenges

## Setting the Tone

Student Mentors help establish a class environment that is focused, respectful, and open to mistakes. Their behavior models steady improvement, problem-solving, and comfort with performing in front of others.

## Demonstration Requirement

Mentors must be able to demonstrate any technique they describe using their own current piece. This keeps guidance practical and allows beginners to see real examples of how skills are developed through consistent practice.

## **Mentor Expectations**

- Practice consistently and review skills they may demonstrate
- Arrive prepared and ready to assist
- Show steady progress in their own playing
- Maintain focus and professional behavior
- Support beginners respectfully without taking over instruction

## **Benefits of the Mentor Role**

Mentors strengthen their own technique, deepen their understanding of fundamentals, and develop leadership and communication skills.

———— Additional Program Component ————

## **Ensemble Playing Responsibilities**

During part of each class, advanced students rehearse together independently while the teacher works with beginners. They must organize rehearsal time, collaborate effectively, and work toward accurate rhythm, intonation, and unified musical decisions.

If the ensemble encounters challenges they cannot solve independently, they may return a few minutes early to the beginner group to demonstrate the issue, receive guidance, and show how they apply the correction. This allows beginners to observe real problem-solving strategies.

At the end of each rehearsal period, the ensemble performs their progress. All students must remain focused, collaborative, and respectful. The teacher assists with resolving challenges and guiding effective rehearsal habits.