



## COMPANY OVERVIEW



Baby Music Masters  
Music Masters 1  
Music Masters 2  
Music Masters 3  
Family Music Masters



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# COMPANY HISTORY

**MEREDITH HAYNES - Founder/Owner:** *Meredith Haynes developed the unique Music-in-the-Box curriculum kit program while hunting for a music education experience for her 9 month old son. Since 1997, she worked to combine her two favorite things—love of music and love of literature—into an attractive package for all children. Her company "Music Masters" was the foundation for all the materials and curriculum presented in each class.*

*Her goals are simple:*

- ❑ *Make music indispensable*
- ❑ *Empower parents to "do" music at home*
- ❑ *Use excellent books, poetry, music and carefully-selected tactile materials*
- ❑ *Provide information and resources to encourage families to do music—always*
- ❑ *Launch children into a lasting relationship with music*

*Her curriculum has been put to the test with hundreds of children and has proven to be a powerful tool appreciated by parents, music Motivators and—most of all—the children. A graduate of University of Redlands in California, she holds a Masters in Management. She has extensively studied flute, piano and voice and is trained to teach the beginning Suzuki flute method.*

# Executive Summary

Owners, Meredith Haynes & Ginger Acopiado

**Meredith Haynes, President and Founder of Music-in-the-Box**, is also a Music Motivator maintaining a teaching presence with the children, as well as leading the growth of the company. She is currently working the specialists of Kids Therapy of Libertyville and Barrington to develop a unique curriculum for children with special needs. Meredith created the Music-in-the-Box curriculum in the hopes that respect, love and learning combine to make a magical music experience for all that join. Meredith's energy and enthusiasm are reflected in her unyielding desire to reach children musically and she has been featured in both the Libertyville Review and the Chicago Tribune as a result of her dedication to the children of the Chicago area. Meredith's studies of the methods and principles contained in the Suzuki, Montessori and Feirabend educational methods are used in the presentation of materials in Music Masters classrooms. Meredith has a Masters Degree in Business Management from the University of Redlands in California. She is trained in piano and voice, and has been trained to teach Suzuki Flute.



**Ginger Acopiado, Vice President and Creative Director for Music-in-the-Box** joined Meredith in 2002 as a Motivator and business partner in 2004. Their partnership has enabled Music-in-the-Box to become the fastest growing music education program in Lake County, Illinois. Ginger is another one of the Music Motivators for various Lake County park districts and pre-schools. Ginger began her own publishing company, Tike Time, Inc., now a partner company in the Music-in-the-Box organization, in 2002 focusing on music-related books and stimulating, child-centered educational curriculum. TikeTime, Inc's debut publication "Over The Rainbow With Joey" is a staple in the Baby Music Masters program. Music & Memories' curriculum - Mini-Memory Makers For Toddlers®, a TikeTime, Inc. curriculum- has been tested on hundreds of children for "do-ability". Ginger's love of teaching, development and children culminate in an energetic and stimulating classroom environment. Ginger has a bachelor's degree in Family And Consumer Studies from Northern Illinois University with 30+ hours in psychology and has studied voice and performed professionally. She is currently involved in the Suzuki piano program.



## WHAT IS MUSIC MASTERS?

**Music Masters** is a literature-based approach to teaching music to young children. Using the Music-in-the-Box curriculum kit, it uniquely employs books, poetry and music to teach children the basic concepts of music such as rhythm, beat, pitch, dynamics, tempo, patterns, etc. Music and reading work together to encourage children's abilities to concentrate, listen, decode symbols, follow directions, and desire beauty. Very young children subtly experience these concepts through timeless parent-tot play like tickles, bouncing, finger plays and nursery rhymes. Children who are ready for cognitive learning experience musical concepts through play coupled with vocabulary. The format and materials are carefully chosen to encourage "doing music" in the home.

Meredith's studies of the methods and principles contained in the Suzuki, and Montessori educational methods are used in the presentation of materials in Music Masters. Those familiar with E. D. Hirsch, Jr., and John Holdren's What Your Kindergartner Needs to Know will appreciate the fact that many suggested selections for language and literature are included in the Music Masters format.

Ginger's studies of the needs of children in all development phases through each of the physical and emotional channels helps Music Masters enhance each child's music experience. Her educational consultant, Dr. Jacqueline High, a Professor of Education at Columbia College in Missouri, keeps her current with the latest studies in the field of child development. Parents will appreciate the articles in the Music Matters newsletter for their compassion and educational value.

Most families are familiar with the scientific studies indicating the importance of music in young children's lives. Few families are equipped to strategically provide their very-young children with a complete musical experience. Music Masters curriculum provides parents with a base-knowledge upon which to build a lifetime of music enjoyment. The class activities will find their way into your daily routines at home.

Music Masters differs from KinderMusic and Music Together in very specific ways. We focus on traditional American materials rather than multicultural selections or music composed by the owners. We celebrate what brings us together, rather than what makes us different. Our teaching methods are very animated, active, easily-taken home, maintain the children's interests and the children learn an amazing amount of music theory. Our waiting lists are an indication of the strength of our program. Perhaps best of all, the cost is significantly less than other programs so families can afford to continue session after session providing the continuity children crave

## MUSIC MASTER CLASS STRUCTURE

### ***BABY MUSIC MASTERS (developmentally - reactive)***

- *learn interactive "games" for parents and older siblings to do with baby*
- *show the parent how to do music with their baby at home*
- *learn ways to play with baby at an older age*
- *suggest specific books, songs and materials worth having at home*
- *teach parents how to take the tears out of tummy time with peek-a-boos and games.*
- *provide a beginning of family traditions through song for your family*
- *learn how certain movements benefit your baby's physical growth*
- *learn how language used in song and rhythm can benefit a baby's language and emotional development.*
- *meet other new parents*
- *encourage abandon in emotional expression with your baby*

"Without some degree of this ecstatic wooing by at least one adult who adores her, a child may never know the powerful intoxication of human closeness, never abandon herself to the magnetic pull of human relationships, never see other people as full human beings like herself, capable of feeling what she feels...such a child is at risk of becoming self-absorbed or an unfeeling, self-centered, aggressive individual who can inflict injury without qualm or remorse." Greenspan, Stanley, *The Growth of the Mind*. P. 51.

### ***MUSIC MASTERS 1 (developmentally - reactively interactive)***

- *give the parent and young child a structured, fun environment to interact together.*
- *open up the world of social possibilities for young children.*
- *encourage the exploration of the child's senses through music, movement, and tactile objects.*
- *instill confidence in a child's ability to succeed.*
- *offer ways to learn self-control.*
- *learn simple rules of etiquette.*
- *learn to follow simple directions*
- *opportunity for gross motor skill development*
- *experience the arm crossing the center line of the body*
- *use both sides of the brain*
- *provide ways to do music at home*

"Listening to and making music form strong connections in the brain. These are the same connections that are used to solve math problems. So enjoying music together now can help prepare your child to learn math later in school." **BUILDING YOUR BABY'S BRAIN; A GUIDE TO THE FIRST FIVE YEARS**, by Diane Trister Dodge & Cate Heroman

***MUSIC MASTERS 2 (in addition to objectives of MM1) (developmentally - interactive)***

- *provide a social outlet for children*
- *stretch the child's knowledge of the fundamentals of music*
- *build a desire for further music education*
- *encourage a two-way music interaction in the classroom*
- *steer children toward a love of quality literature, art and music*

"Singing songs over and over will help prepare his brain for listening and speaking... help(s) your child with learning, and it can also create a bond that will last a lifetime...If your child has a language delay, singing familiar songs is a good way to learn new words. It is sometimes easier to sing songs that have rhythm and repetition than to say some words. When your baby crawls, your toddler plays patty-cake, or your preschooler dances with scarves, both sides of the brain are put to work." *This research comes from the 1997 study by Rauscher, Frances H., Gordon Shaw, Linda Levine, Eric Wright, Wendy Dennis, and Robert Newcomb. 1997. "Music Training Causes Long-term Enhancement of Preschool Children's Spatial-Temporal Reasoning." Neurological Research, 2-8.*

***MUSIC MASTERS 3 (enhancing objectives in MM1 and MM2) (developmentally - involved in their learning process)***

***Certified Suzuki, Vocal Instructors or personally trained MITB Music Teachers only may teach this class.***

- *provide music variety with instruments, dance and vocal instruction*
- *encourage social development such as turn taking and applauding other's success.*
- *further develop and simple understanding of music theory*
- *further develop counting skills found in rhythm and music theory*
- *further encourage independent activity and music performance*
- *significant music readiness through music games and basic musicianship*
- *significantly ready children for instrument instruction*

"[We must]...prepare an environment [for preschoolers] so that it provides a variety of stimulating, challenging materials and activities" (*National Network for Child Care - NNCC*).

***FAMILY MUSIC MASTERS***

- *held in evening or weekend classes to assist working parents*
- *provide families with multi-age children an inclusive music environment*
- *adapts current curriculum of MM1, MM2 & MM3 to fit the ages of the class*
- *borrowes the Montessori philosophy of multi-age learning to enlist older students' help with younger students building self-esteem and responsibility*
- *offering age appropriate materials to each child within the program context*



## MOTIVATOR'S COMMITMENT TO EXCELLENCE

The partnership between the Music Masters Program and its Motivators is a special relationship not to be entered into lightly. Each Motivator is hand chosen by a Music Master partner or participant for their love of children, respect of self and others and genuine desire to impart empathy and compassion in the classroom.

By signing below, you are agreeing that to the best of your ability you will provide a safe, loving and quality music experience for the registrants in your care. You are also agreeing to maintain the integrity of the Music Masters program by following the format provided and using only the materials selected for each session within the Music Masters Curriculum.

Your signature also confirms your willingness to share yourself with the children in accordance to the standards set forth in this manual. It signifies that you have read the Motivator handbook and are willing to meet the guidelines within.

*I am interested in talking to you about becoming a Music Motivator for Music-in-the-Box and agree to hold copyrighted information confidential upon signing this contract.*

\_\_\_\_\_  
signature - teacher

\_\_\_\_\_  
date

Received by MITB on \_\_\_\_\_

Signed: \_\_\_\_\_

*Music-in-the-Box Authorized Signature*

**If you were referred by another Music-in-the-Box Motivator, please list them here:**

\_\_\_\_\_

**Return this page and a video recording / vocal recording to Music-in-the-Box -  
Attn: Ginger Acopiado - 872 S. Milwaukee Ave. #125 Libertyville, IL 60048**