



SPOTLIGHT SERIES

Music at WPNY

At WPNY, Music is an integral and joyful part of school life. Whether it is the sound of recorders, a violin ensemble, a private piano lesson or a teacher happily whistling in a stairwell (apparently, Miss Bailey and Mr Kinsey are very tuneful whistlers!), music resonates throughout 7 East 96th Street. It enlivens and embodies the spirit of the school. The incredibly well thought out and carefully crafted curriculum, designed by Founding Director of Music, Mr Hassan Anderson, helps develop the whole child through their experience and study of Music. The aim is to inspire a lifelong passion for it and for each child to embrace music as a natural part of daily life. It exemplifies the Alpha Plus approach to studying Music whilst providing a bespoke program that delivers the optimal learning experience of Music here, in the context of New York City. At WPNY, Music is seen as a way to celebrate individual learning styles and abilities whilst offering the opportunity to realise and enjoy the wonderful results working collaboratively can bring.



Above, Mr Anderson is conducting the children during a **singing assembly**. These take place every Wednesday in the Founders' Hall from 9:00am until 9:30am. A wide variety of music is sung, from musical theatre repertoire to traditional hymns. The assemblies are highly valued as a wonderful way to come together and build a strong sense of community through music.



Mr Hassan Anderson is Founding Director of Music at WPNY. Named the *Yale School of Music 2019 Distinguished Teaching Artist of the Year*, Mr Anderson is an American oboist who has performed extensively here and across the world. He is a soloist, chamber musician, conductor and teacher, who is dedicated to the next generation of musicians. He attained his Master of Music (M.M.) for Music Performance from the world-renowned Juilliard School, having acquired his Bachelor of Music (B.M.) from Stetson University.

In addition to his role as Founding Director of Music, he serves on the faculty of the Juilliard School, as part of the Music Advancement Program (MAP). He also serves on the faculty of the Manhattan School of Music, where he has been a member of the Music Precollege Faculty since 2018. Mr Anderson is Co-Artistic Director of The East Coast Contemporary Ensemble and Director of Educational Programming for the Harlem Chamber Players. He has served as a teaching artist for Carnegie Hall and the Little Orchestra Society in New York City, and Jazz House Kids in New Jersey.

When WPNY was preparing to open in 2017, the school contacted Mr Anderson in his role at the Juilliard School. He soon entered discussions with Miss Bailey and was swiftly appointed Founding Music Director.

“WPNY offers an education which represents the perfect balance and blend between British tradition, legacy and sophistication and American optimism and exuberance. I was immediately excited about being a part of this.”

Hassan Anderson

Through his extensive experience and expertise, Mr Anderson has successfully built a program which is both play-based and skill-based. As with the core subjects at WPNY, skills are introduced and taught in a fun way, in the very earliest years. As well as developing the children’s musical ability and knowledge, he recognises how important it is that his program helps the children to develop the skills necessary for all round success in the 21st Century, namely, the ability to be collaborative, innovative and creative. Let’s take a look at how this works in practice.



The Music Curriculum

Currently, the curriculum provides the following lessons each week:

Year	Lesson 1 / Minutes	Lesson 2 / Minutes	Lesson 3 / Minutes
Nursery	30	30	
PreK	30	30	
Kindergarten	30	30	
Grade 1	30	30	
Grade 2	30	30	30 (recorder ensemble)
Grade 3	45 (violin ensemble)	45 (violin ensemble)	30 (recorder ensemble)

Throughout all year groups, the continual theme within the curriculum is to engage and inspire pupils to develop a love of music, whilst building upon their individual musical spirits and talents. Mr Anderson explains that this will help increase self-confidence, creativity and a sense of achievement. An integrated approach to music is used where games, the interrelated dimensions of music (pulse, rhythm, pitch, etc), singing and playing instruments, are all linked.

“It is an incredible opportunity and honour to be able to build the Music program from scratch as the Founding Music Director at WPNY. I continuously seek to create and maintain a curriculum that inspires the children and responds to what they can actually do.” Hassan Anderson

Nursery & PreK

During these formative early years, the building blocks are put firmly in place so that more advanced musical learning can easily be accomplished later on. From singing and acting out nursery rhymes, listening and responding to different types of music, improvising, performing and composing with both pitched and unpitched percussion instruments in the Nursery, the children continue to do the same, and more, in PreK. However, they are already beginning to play quarter and eighth note patterns, learning rhythmic patterns through echo and free play, composing new and thematic rhythmic pieces and learning major scales. This is just a snapshot of what is offered as part of the curriculum at this stage and demonstrates how both play and practical skills are linked to acquiring musical knowledge.

Kindergarten

In seeking to continue and build upon the knowledge and skills now acquired, children explore areas such as identifying various major chords such as C and G Major, performing advanced glockenspiel repertoire, the eighth note and triplet, vocal improvisation and composing original compositions based on cross-curricular themes. Pupils are encouraged to use their singing voice to share information, thoughts and feeling and to also share their experiences of music at home, during social gatherings. Kindergarten also provides the opportunity for the children’s first interaction with an external project, Carnegie Hall’s **Musical Explorers Program**. Read on for more details.

Grade 1



Recorder Playing: this year, pupils begin to learn to play the recorder. They learn to play simple songs while learning to read notated music. A scaffold approach to learning how to read music and how to play the instrument is used, in that each concept builds upon the next - like climbing a ladder. The emphasis is to develop solid music reading skills but have a lot of fun playing while learning some great songs and recorder techniques.

Musical Explorers Program: as in Kindergarten, pupils will participate in this fantastic program offered by Carnegie Hall.

Grade 2

Recorder Playing: students not only build on skills learned in Grade 1 but deepen their theoretical knowledge and perform pieces of increased rhythmic and melodic difficulty.

Link Up - The Orchestra Rocks Program: for a second year, the students of WPNY are the only group of Grade 2 students in North America who have been invited to participate in this program at Carnegie Hall. Read on for further details.

Introduction of Recorder Ensemble: opportunity for students who have demonstrated a track record of excellence to be introduced to, and perform on the Alto Recorder, deepen the ability to read, interpret and perform more complex musical scores, contribute to remote sharing and concert opportunities.

Musical Explorers Program: as in Kindergarten and Grade 1, pupils participate in this fantastic program offered by Carnegie Hall.

Grade 3

Introduction of the Violin: every child is provided with an instrument and a specialist violin teacher, Ms Alba, provides bespoke, individualised support and teaching within a whole class setting. Also, the children are given the opportunity to play in a violin ensemble. They continue to grow musicianship and music reading skills and are introduced to formal music text: Suzuki Method and Essential Elements. The students listen and appraise the masterworks of the violin repertoire and also study underrepresented composers in classical music.

Recorder Ensemble: pupils are able to develop their recorder performances and learn repertoire using sharps and flats, and multi-part repertoire.

Inquiry Questioning for Teaching and Learning in Music: students are provided with the opportunity to consider the following questions as part of their learning:

- What does it mean to be part of an ensemble?
- How do people work together to make music?
- How can I discover my musical voice in a group setting?
- What does it take to accomplish group goals?
- What does it mean to make a positive contribution to a group?
- How do I practice so that I can improve?
- What does music mean to me? How does it make me feel?
- How does it feel to share my talents with others?



External Programs

The knowledge and connections Mr Anderson has acquired through his own study, performances and work experience means he has a strong and established network within the local, national and international musical community. He is, therefore, always up to date with regards to the best musical resources, opportunities and education programs offered by external organisations. Mr Anderson selects those that will best enhance the WPNY Music curriculum, ensuring it takes advantage of the rich and diverse offerings available to a school based here in New York City.

Carnegie Hall Programs

Two of the external programs that the curriculum features are provided by one of New York City's best loved musical institutions: Carnegie Hall! As well as being a world-famous concert venue, it also provides opportunities beyond the stage. These include a selection of superbly curated programs which can be introduced to students at particular age levels.

- **Musical Explorers Program (WPNY Kindergarten / Grade 1)**

Six different programs are offered every year and each one features three artists from different geographical locations in the world. The students get to know the artists through their performances and the richly diverse musical communities each artist comes from. In doing so, the children build their fundamental music skills through listening, singing and moving to the songs. This year's program culminates with an interactive concert, which they can enjoy from school as a digital experience. Next year, the students will attend the concert at the famous Carnegie Hall! It's a vibrant, lively and fun musical journey for the students.

- **Link Up Program: The Orchestra Rocks 2020-2021 (WPNY Grade 2 / Grade 3)**

Through the Link Up orchestral repertoire, the children are guided through hands-on activities which culminate in an interactive digital concert performance with a professional orchestra. The students get to experience how it feels when the orchestra rocks! The children sing, and play soprano recorder or string instruments, while learning musical concepts and composing their own music. During the 2021-2022 season, students will participate in The Orchestra Sings!

American Recorder Society (WPNY Grade 1 / Grade 2 / Grade 3)

“The children quickly progress to producing a good sound on the recorder, which creates a feeling of accomplishment. At the same time, they are learning to read music whilst listening to themselves, and each other, in order to collaborate successfully as part of an ensemble.”

Hassan Anderson

The American Recorder Society (ARS) promotes the pleasures of recorder playing and has been an integral part of more than 600 years of the historical development of music as we currently practise it. Not only is the recorder a serious instrument in its own right but provides access to all forms of early music and also introduces, often for the first time to students, the wonderful and rewarding experience of playing music together in social groups.

Violin in Grade 3

This academic year, the Grade 3 curriculum has included the very welcome and exciting addition of learning the violin. Impressively, every child has been provided with their own instrument to play at school. It seems like it could quite possibly be rather a leap for an entire year group to go from playing the recorder to playing a string instrument. Mr Anderson explains it is possible for the children to do this because the fundamental components of music theory and practical playing (through the children's experience of percussion instruments from the very earliest years to recorder playing in Grades 1 and 2) are already firmly in place. This makes the transition to a string instrument in Grade 3 possible and, even, a natural progression.

Ms Alba Navarro Hierro

Ms Alba, as she is known to all at WPNY, has been teaching Spanish at WPNY since January 2019. This year, Mr Anderson invited Ms Alba to also join the Music Department as a violin teacher. Ms Alba is grateful for the opportunity and is delighted to be a part of the Music faculty!



Ms Alba began her study of Music at the Conservatorio de Música de Tarragona, at the age of eight. In 2006, she moved to Barcelona to undertake a degree in Music Performance (violin) at the Conservatorio Superior de Música del Liceu, where she graduated in 2010. Between 2011 and 2013, she then earned her Master of Music (M.M.) as Interdisciplinary Art from the University of Barcelona and the Escuela Superior de Música de Catalunya.

As a performer, Ms Alba has been a member of several orchestras, touring extensively both nationally in Spain and internationally in England, Germany, France, Slovenia, Austria, Serbia, Italy and USA. As well as performing, Ms Alba has been passionate about education from the outset of her career and began teaching in schools and institutions, such as the Escuela de Música Orfeo and the CEM Diaula. Also, social programs, such as Ens Raval'em.

A decade ago, Ms Alba partnered with fellow violinist, Maria Amorós, to create the company **Mots de Fusta**, which produced interdisciplinary performances. 2016 saw Ms Alba move from Barcelona to Brooklyn to become involved in the artistic movements happening here. She is currently collaborating in a violin band where the main goal is to push beyond the traditional boundaries of this instrument. Together, they create new and interesting sounds using electronics, pedals, loops and contemporary techniques. As a violin and chamber teacher, she is a part of Union City Music Project. Ms Alba is also, of course, a teacher at WPNY.



“This new pedagogical project is much more than just learning an instrument. Our students are developing important skills such as concentration, teamwork, musicality, discipline, sensory motor skills, self-esteem and above all, resilience.” *Alba Navarro Hierro*

Ms Alba explains how excited she is to have embarked upon her first year as the violin specialist teacher. She is extremely proud of her students who she says don't give up when

faced with the challenges the violin, as an instrument, can present. It deeply satisfies her to see how the whole class is working very hard as a team, playing the songs, without leaving any partner behind. Ms Alba explains how this experience is key to good all-round academic development, describing how she is certain these lessons are providing them with important tools and values for their future. She says that she would like to think that when our children grow up, they will be enthusiastic about music and remember learning the violin with love.



Music as a Lifelong Passion

Ms Alba's approach is perfectly in line with Mr Anderson's fundamental philosophy of inspiring a lifelong passion for music. He explains how our children will likely find their way into one of three very general categories, in terms of how music will be a part of each of their lives as they grow older. They are as follows:

- Students who are passionate about their study of Music, so much so that they choose to pursue it as their profession.
- Those students who may take private music lessons in a particular instrument and embrace music in a deep way but who won't go on to pursue it as their profession. They may use their musical knowledge to join, for example, community choirs throughout their lives, or perhaps join bands or play in amateur orchestras. Their interest in music will continue but their career will have a different, non-music, related focus.
- Students who don't pursue music as performers, rather, they will participate in music as audience members and through their private, personal enjoyment of music.

Mr Anderson's aim is for all children to leave school as engaged musical citizens. He believes that music and the arts should be a central part of our lives in order to provide us with ongoing joy, meaning, healing and happiness. This concept is behind everything Mr Anderson does as a music educator.

“Music should be accessible and available to all. My aim is to inspire students to become citizens who will advocate for this.” *Hassan Anderson*

Mr Anderson's Musical Journey

Jacksonville, in Florida, is where Mr Anderson spent his childhood. When describing his formative years here, he exclaims, "music was everywhere!" All his family were involved in music in some way; his cousins played the piano and clarinet, his sister the saxophone, his mother was a member of a marching band and his aunt was a majorette. He grew up a Baptist and attended church every week, where he was part of a 5,000 strong audience! Singing in church and making music together with so many others meant he connected music with a strong sense of community. He recounts an occasion at church when he listened to and watched a soloist named Charlotte, who sang a song called "I Have a Testimony". He 'felt' her incredible performance and realised, in that moment, the ability and power a performer has to connect with the audience.



PreK



Kindergarten



Grade 1



Grade 2

Music was a fundamental and natural part of Mr Anderson's life from the beginning, forming an integral part of who he was. He tried playing the piano but very quickly realised this wasn't the instrument for him. It wasn't until he was in sixth grade that his class were shown a selection of instruments and given the opportunity to try them out. This is when Mr Anderson discovered the oboe and it has been his instrument ever since! He had inadvertently discovered the sound of the oboe through listening to his sister's Brahms Violin Concerto CD. He remembers listening to it for the first time and finding the piece so emotional and passionate. He recalls the beautiful oboe solo and how he was struck by its unique and different sound.

After acquiring his oboe in sixth grade, Mr Anderson practiced hard and auditioned to get into an arts focused high school. From here, he set his sights high and applied to a selection of the top music colleges, including Oberlin and the Manhattan School of Music. This resulted in him being waitlisted for seven of them. He was, however, offered a place at Stetson University, which rather reluctantly, he accepted. Here, Mr Anderson was mentored by a teacher named Ann Adams, whom he says taught him the importance of being consistent. This had a positive impact on him and by the time he applied for his Master of Music, he was ready to try for the top music colleges again. This time, it included the Juilliard School. With an acceptance rate of only 6.9%, the competition is extraordinary! It was a dramatic moment when Mr Anderson's application status, which he was constantly refreshing on his computer, said it had been updated. He clicked on it...he had been offered a place! Mr Anderson was already on his knees as he wasn't able to stand to receive the news. It took him some time to take it in and, when he was able to, he called his mother, who was equally overcome. It was a real-life fairytale! One which he had worked so incredibly hard for.



At Stetson University

“The oboe has given me the ability to go places and do things I never would have done.” Hassan Anderson

After two years at Juilliard, Mr Anderson successfully graduated and embarked upon his many and varied workstreams as performer, conductor and teacher. One of these was as the oboist of the acclaimed innovative New

York based chamber music ensemble SHUFFLE Concert (Ensemble Mélange), a position he held from 2011-2018. With the ensemble, Mr Anderson toured Israel three times, as well as extensively throughout the US and Canada. It was whilst on tour in Israel that the ensemble performed at a kibbutz (a commune where people live and work together). He performed an Israeli folk song and because it was a well-known and loved song, the audience joined in and began to sing along. This was a tremendously powerful and profound moment for Mr Anderson. He thought, “here I am, an African American who grew up in the south of Florida, with the name Hassan, performing in an Israeli commune and people are joining in, in solidarity.” It showed him the healing power of music; how it facilitates and enables harmony, how it rises beyond language and culture to do so, how it connects people. Music is transformative.

As a performer, Mr Anderson has been noted for his clarity of tone, range of colours, and energetic stage presence. The WPNY community is fortunate to regularly enjoy Mr Anderson’s performances as part of our family assemblies, so we can all appreciate and attest to these comments. His energy, and passion, is also very visible when he teaches. We all remember those enthusiastic and animated teachers from our time at school, whom we really admired.



Performing as a member of SHUFFLE Concert

This is what is ever present in Mr Anderson’s mind when in the classroom. He says, “I want the children to see, and feel, my passion so that it inspires them to be passionate too.”

What is crucial to Mr Anderson is providing an environment for our children to feel safe to fail, to know they can try again and then move forward. His own experience was to almost always be second choice, rarely the first. He knew what it felt like not to be top, not to be first, not to always be the winner. The teachers that stand out in Mr Anderson’s memory are those who were passionate and inspiring but also gave him a safe space to feel he could make mistakes. The ability to fail and to not be fearful in making mistakes is what leads to resilience the ability to persevere and go on to succeed. Mr Anderson’s journey is all about this. Remember how he was waitlisted at Manhattan School of Music for his undergraduate degree? Well, as you know from earlier in the article, he’s been a faculty member here since 2018. That’s just one, of so very many examples, of how his resilience and determination have led him to achieve so much! As Mrs Charteris explained last year during an assembly, an insightful and helpful acronym for FAIL is **First Attempt In Learning**. The Alpha Plus Group’s thoughtful and holistic approach to education is certainly reflected in its exemplary leaders, who share, support and demonstrate important growth mind-set concepts such as this.



Miss Bailey and Mr Anderson

Mr Anderson has risen to positions of leadership in both his teaching and performance related roles. He explains how he always seeks to work with leaders he admires so that he may learn from them. Mr Anderson admires Miss Bailey for the way she is able to strike a rapport with people. He respects and values her humanity. He also notes how Miss Bailey provides mentorship to him and how he feels able to ask for help when necessary. Most of all, he admires her tenacity and her resilience, which enables her to always be present and ready to deal with any situation, no matter how challenging or demanding it may be. He enjoys working with Miss Bailey and the team she has created around her because everyone likes one another and enjoys working together.

Musical Events at WPNY

Since WPNY opened its doors in 2017, there have been an abundance of musical events and opportunities for the children to perform. These events and opportunities have continued this year regardless of the current circumstances and have been well received and enjoyed by both performers and audience alike! A selection of past performances are as follows:

Musical Extravaganza

For this concert, every year group in the school performed or participated. For example, the Nursery and PreK children were on their bells and Grade 1 performed on their recorders.



Spring Recital 2019

Springtime Recitals

Every child performs in a formal setting, mostly on the piano. Other instruments have included guitar and trumpet.

WPNY's Got Musical Talent 2020

This was the first talent show which focused only on music. There were two outside judges (Mr Vincent Reina, Music to Your Home and Ms Yolanda Wynn, Director of Music, Harlem School of the Arts) who came in to participate in the event. It was an absolute delight for all who participated and attended!



WPNY's Got Musical Talent 2020

Breakfast Concert

This event was launched this year on February 4th 2021. It will be a once or twice a term short early morning concert highlighting pupils enrolled in private music lessons at WPNY. It will also spotlight some of the teaching artists. At the inaugural concert, we enjoyed a performance by the very talented Mr Noble.



WPNY's Got Talent 2021



2021 has seen the second Talent Show, however, this year it wasn't limited only to musical acts. The two judges from the 2020 competition returned this year: Mr Vincent Reina and Ms Yolanda Wyns. They were joined this year by Mr Weston Sprott, who is a member of the Juilliard School faculty. There were plenty of wonderful musical performances and it was a very enjoyable event for all!

Planned Future Events

- Breakfast concerts
- End of Year Studio recitals
- End of Year Whole School Music Concerts
- Faculty Recitals (Fall 2021)
- Guest Recitals (Fall 2021)
- End of Year Whole School Music Concerts



Guest recital with a Grade 3 parent

Private Music Lessons

Taking private instrument or voice lessons at school is not an opportunity available at many schools here in New York. At WPNY, our children are able to study their instrument of choice within the school day with the very best teachers. Mr Anderson carefully schedules each child's lesson every week to rotate the lesson times, ensuring no student ever repeatedly misses the same class on their academic timetable.

Goals of Private Music Lessons

- Provide students with one-on-one musical instruction.
- Provide further musical exploration for pupils demonstrating deep interest and/or advanced musical skills.
- Provide specialised musical instruction in a singular instrument.
- Develop, nurture, and grow each child's musical spirit.

Individual lessons are 30 minutes and students may take up to two individual private music lessons each week. Through a partnership with the organisation **Music To Your Home**, WPNY is able to offer the highest level music instruction to students. All instruction is provided by **Music To Your Home** with the exception of violin lessons, provided by Ms Alba, and some piano lessons, provided by Mr Michael Noble.

Violin: Ms Alba Navarro Hierro

As well as teaching violin to the Grade 3 students (please see this part of the article for more details) as a member of the Music faculty, Ms Alba also provides private lessons to those children wishing to study the violin in more depth. During these lessons, she focuses on instrument technique.

“When I began playing the violin at eight years old, my teacher put a lot of effort into my technical skills. This helped me develop my musicality at a very young age. That is what I want to convey to my individual students; walk in order to fly.”

Alba Navarro Hierro

Piano: Mr Michael Noble

Mr Noble obtained his Bachelor of Music in Piano Performance and Bachelor of Arts in English Literature *cum laude* from the Eastman School of Music and University of Rochester respectively. He attended the Paris Conservatoire. Following this, he received his Master of Music, Master of Musical Arts, and Doctor of Musical Arts from the Yale School of Music as a student of Peter Frankl. Subsequently, he was a Fellow of the Belgian American Educational Foundation where he focused on contemporary music and resided in Ghent and Brussels for two years.



He has performed in renowned venues, including Carnegie Hall, Orchestra Hall, the Jewish Museum in Warsaw, Preston Bradley Hall (Chicago), and the Oper Leipzig. He also regularly appears at festivals such as the Aspen Music Festival, the Gentsche Festspiele (Belgium), Musiksommer Schloss Rosenegg (Austria), the Kwadrofonik Festival (Poland), Pianofest in the Hamptons, and the Thailand International Composition Festival. Additionally, Michael has been featured as soloist with the Monterey and Tulsa Symphonies, and the Idyllwild Arts Academy Alumni Orchestra, among others.

Michael Noble has developed an international reputation as an “astonishing” (*Het Nieuwsblad*) and versatile pianist whose performances and initiatives have engrossed audiences across Asia, Europe, and the Americas.

Music To Your Home

Music lessons are provided with highly skilled teachers who have studied at the most prestigious conservatories in the country including Juilliard, Manhattan School of Music and NYU and have played on many of the world’s most famous stages. They are carefully selected by the owners, Vincent and Tracy Reina, and are hired based not only on their credentials but on their ability to work with young students just beginning their musical journey. Music To Your Home instructors assess the needs of each individual and provide a plan to help each student achieve his or her artistic goals.

Husband and wife team, Vincent and Tracy Reina, were the creators of **Music To Your Home**. They have visited WPNY many times and, of course, Vincent has been one of the esteemed judges for both of the Talent Shows. Vincent and Tracy interview each teacher based on their high standards. Vincent has been teaching in-home piano lessons since 1997. Tracy studied classical voice at Crane School of Music before becoming a music television producer, interviewing some of the world’s top musicians. Their combined knowledge of music and music instruction means students receive the absolute top-quality guidance and expertise.



The first private music teacher at WPNY was Ms Angela Simion, through **Music To Your Home**.



Ms Angela Simion was born in Romania and began her formal training in Bucharest at the George Enescu High School for the Fine Arts, and later earned her Bachelor and Master of Music degrees in Piano Performance from the Manhattan School of Music. Ms. Simion is an award-winning pianist and the recipient of a Merit Scholarship from the Manhattan School of Music. She has performed as a chamber player and recitalist throughout Italy, Germany, Belgium, England, France, Spain, Japan, the United States and her native Romania. From 2003-2008 Ms. Simion was a member of the faculty at the Brooklyn Conservatory of Music. Ms. Simion is very proud of having several of her students being accepted to the Juilliard’s Music Advancement Program as well as the Precollege Division of the Manhattan School of Music. Ms Simion is also a composer and has recorded a collection of songs titled *Forever Plus More Than One Day*.

“Being the first private music teacher at WPNY brought with it a real sense of pride and responsibility. I felt that we were building an amazing and meaningful foundation. From day one, I have been surrounded by very dedicated educators whose main goal has been to see the school thrive and music be a big part of that. Both Miss Bailey, as Head of School, and Mr Anderson, as Director of Music, have the same vision. The Peripatetic Music Program created by him has been a huge success and had tremendous impact on the whole school. The students have benefitted immensely from this creative environment. I am incredibly happy to see how far it has come and I am grateful to have had this unique opportunity. I feel so fortunate to be a part of this amazing, inspiring and warm establishment, which is WPNY.” *Angela Simion*



Instrument	MTYH Teacher
Piano	Ms Angela Simion
Piano	Ms Chialing Pidd
Flute	Ms Nicole Schroeder Raimato
Ukulele	Ms Rianne Mision
Guitar	Ms Rianne Mision
Voice	Ms Niya Norwood
Trumpet	Mr Dustin Beardsley
Drums/Percussion	Mr Jake Richter
Recorder	Ms Nicole Schroeder Raimato
Cello	Ms Chialing Pidd

Above are all the instruments which have been studied by students since WPNY opened in 2017.



10 Quick Questions with Mr Anderson!

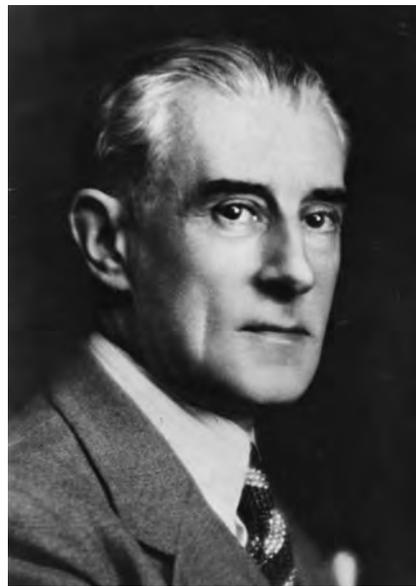


1) Who is your favourite classical composer?

Ravel (French composer, pianist and conductor).

2) Why is Ravel your favourite composer?

I love his music. His harmonies are always fresh-sounding, and there always seems to be a sentimentality in the music. Ravel was also a perfectionist. Therefore, his total output (musical catalogue) is not very large. If I am not mistaken, I do believe that the whole of his catalogue would fit on the front and back of a long play record. He composed one of my favourite pieces **Daphnis and Chloe**. I love the sound of French Music: the warmth, cigar smoke, the naughtiness! By this, I mean the idea of things not being so in one's face all the time (or obvious) but the idea of suggestion and mystery.



Maurice Ravel (1875-1937)

3) Who is your favourite living composer?



John Aylward (born 1980)

My favourite living composer is my dear friend **John Aylward**. He has been a long-time collaborator, colleague, and recently co-composer. He has composed many works for me/inspired by my oboe playing (or approach to the instrument). In 2020, we released an album of his work *Angelus*. This piece really did change my life. I think the last movement is worth a listen if you have the time!



John Aylward &
Hassan Anderson

4) What is your favourite piece of classical music and why?

I would probably say the opera *Wozzeck*. It is such a moving work. While it is a very dark work, I think it speaks to the more challenging parts of human life. I also think the expression "Wir arme Leut" ("we poor folks") – which is a crucial expression that the main character Wozzeck utters throughout the piece speaks profoundly to how the rich and powerful are allowed to live amorally and uninhibitedly. In contrast, poor people must always live "so" virtuously.

5) What's your most memorable live performance as a performer?

Ravel's Daphnis and Chloe's live performance with The Juilliard Orchestra under the direction of Yannick Nezet-Seguin. I was the English Horn soloist for this performance. At the time, I did not want to be relegated to the English Horn part. But little did I know that the English Horn part had all the big solos. I was given a solo bow after the performance, and roaring applause came from the audience. The Lord works in mysterious ways! I will never forget the freshness of the music-making, the orchestra's youthful vitality, and the chorus's power and dynamism.

6) What's your most memorable live performance as a member of the audience?

James Levine, 2011 Wozzeck at the MET- couldn't speak after the performance.

7) If you *had* to pick one to play or listen to, which would you choose - major or minor key?

GREAT QUESTION!! **Minor:** the minor is so full of the anticipation of the major. If one was to choose major, I'm not sure that one would have much to look forward to. I would liken the minor to the anticipation of sunrise and the hope of a new day - only the anticipation of the new day might be more important than its actual arrival...

8) How many hours a day do you usually practice?

Sadly, I do not practice every day, but I put in the hours when I need to get something up to a stellar level! At my peak, it was not practice, which consumed the bulk of my time but reeds. All-day every day. About 40hrs a week!!

9) Do you play any other instruments in addition to the oboe?

As mentioned in my answer about my most memorable live performance, I also play the English Horn.

10) What's the best thing about being a musician?

Being able to live in two dimensions. The earthly and the "other". While some may call it flow, I feel it is a place where one is genuinely in vibration, not a universal vibration but the vibration of all the tones which are music. When I play a beautiful melody, I am here physically, but my consciousness is somewhere between here and that place. Only when the melodic line or phrase ends do I come back to the earthly dimension. It can be startling to come back to the earthly dimension, but only on earth can one learn and experience all the emotions needed to communicate our most profound feelings to our audiences, and ultimately, to ourselves.



There is such a rich musical culture and spirit at WPNY. Thank you to Mr Anderson for your leadership, infectious energy, passion and enthusiasm. Thank you to Ms Alba, Mr Noble, Mr and Mrs Reina and all the exceptionally talented teachers at Music To Your Home, especially Ms Simion as the first private music teacher. Thank you to the entire Music Department for all you do for us and our children!

If you would like to learn more about the following, please visit the websites listed below:

Carnegie Hall, Musical Explorers Program

<https://www.carnegiehall.org/education/programs/musical-explorers>

Carnegie Hall, Link Up

<https://www.carnegiehall.org/education/programs/link-up>

American Recorder Society

<https://americanrecorder.org/>

Mr Hassan Anderson

<https://hassananderson.com/>

Ms Alba Navarro Hierro

<https://www.albanavarrohierro.com/en/>

Mr Michael Noble

<https://www.michaelnoble.net/>

Music To Your Home

<https://www.musictoyourhome.com/>

Ms Angela Simion

<https://www.angelasimion.com/>

Mr John Aylward

<https://johnaylward.com/>