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NEWS AT CCM



As a lively center for the arts, West Concord has unique cultural features and resources, including the home of the Concord Conservatory of Music. With the help of committee member Kate Yoder, CCM Executive Director, the [West Concord Junction Cultural District Committee](#) has planned a five-part art series that highlights the town's great attributes. Five large murals will be created—each one created by individuals within our community.

In May of 2019 at the Bluegrass Band Scramble, CCM hosted the kick-off to the art series, and the first of five murals was revealed. Now it's displayed in two West Concord locations: a fabric version adorns the window of West Concord Pharmacy, and another version has transformed the exterior wall of Reasons to Be Cheerful ice cream shop.

WickedLocal's [First mural installed for ve-part art series](#) provides details on how you can help create the next mural.

Are you a CCM friend yet? Join us on [Instagram](#) and [Facebook](#) to be the first to learn CCM news! See what music videos we like, photos we post, practice tips and articles we suggest, and what's new in the music world.

TSUYOSHI HONJO: WHEN MUSIC AND RACING COLLIDE



We've seen Tsuyoshi belt out a tune on his saxophone when performing, and of course, he's in total control. Apparently, he can stay in control while racing 140 miles per hour too. Incredible, we know!

A multi-instrumentalist, CCM faculty member Tsuyoshi Honjo plays the saxophone, clarinet, flute, and the guitar which he began learning at the age of 13. His saxophone playing started as a hobby at age 20 when he attended Berklee College of Music. It didn't take long to develop into a career. He says, "I really loved John Coltrane's music, and I wanted to play a tenor saxophone so badly. I learned all the notes on a saxophone even before my first lesson, and my teacher was very impressed with it."

When teaching music, he often compares music techniques to his student's interests—in most cases, that means he's using sports as examples. Tsuyoshi says that it works particularly well for advanced students to understand why methods work logically. *For him, that's motorcycling racing, his other passion!*

How did your interest in motorcycling racing start?

Sports cars and racer replica motorcycles were very popular with my generation in Japan, where I grew up. Many of my friends were into them, so it was natural to gravitate to motorsports—it *was very natural for me*. However, I could not explore that side of me until much later since I was very busy practicing, studying, and teaching music. Once I completed my doctorate in saxophone, I suddenly had extra time. I went to a motorcycle riding school, received my license, and bought a 1980's BMW. I still remember the feeling of buying that motorcycle. It was like being a little kid



again! Then I bought an Italian sportbike that may have been too much motorcycle to control back then. But funny enough, that fired up my desire to be able to control the beast. It led me to sign up for a racing track day, where you learn how to ride like racers. A year later, I went to the Penguin Racing School to get a CCS racing license.

Any similarities in how you prep for a performance or race?

Learning the race track has some similarities to learning music. Just like we need to go through pitches, rhythms, and articulations of a piece, I learn race tracks by analyzing each one: angle of pavements, where and how much I can open the throttle, where I need to apply the brake and release it, etc. I practice perfecting entrance speed, angle, exit trajectory, and throttle control, just like I practice each measure repeatedly with music. Wearing a leather racing suit almost feels like wearing a tuxedo for a concert and revving the engine high before starting a race feels like preparing for the first note in the concert.

How would you describe your teaching style?

My teaching style comes from my beloved graduate school, classical saxophone teacher, Kenneth Radnofsky. He treated me like his own son in both good and bad ways; always telling me his likes and dislikes when it comes to music. But, he always believed in my potential as a saxophone player. I believe in my students' potential and encourage them—making them feel at ease in their lessons.

INTRODUCING THE CCM BLOG



Have you seen our posts yet?

It's all about what you want and need—CCM continues to be the go-to for everything related to music. We've created a new space for you on our website enabling us to share music-related articles, news, resources, and sharing knowledge on various subjects.

It's only the beginning. We're committed to building an indispensable, informative, fun, enlightening [CCM Blog](#) for you. Check back to learn about stories that inspire us, music that gets us moving, what's new in education, how composers do what they do, and so much more.

Bookmark the [CCM Blog](#) and catch every new article posted.

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