

TEACHING STATEMENT

As an educator, my goal is to prepare students with the proper skills and knowledge to feel confident and capable in their musicianship, and ready to approach the next step in their education and/or musical career. I aspire not only to teach proficiency in technical skills to help them navigate a successful career as a percussionist, but also to teach them how to continue to learn and improve on their own once they are no longer studying with me. Through sequenced material, individualized instruction and mentorship, I help students realize and implement the most effective strategies and methods for their own learning in order to manifest their goals and aspirations.

I also bring to my teaching the understanding that every individual has different needs as a student. Some methods and strategies, even if popular, will not work the same for one student as they do for another. In lessons and practice, we will work to find the best way for the student to meet their goals and to develop the skills and knowledge necessary for a successful music career. Additionally, I adjust my goals and objectives to what is developmentally appropriate based on the age, experience level and goals of the student. For example, lessons for a student in junior high might encompass more basic, literal concepts, while lessons for a student at the collegiate level will tackle more advanced and abstract concepts as well as discussions and planning surrounding musical and career goals.

Goals and Objectives:

- Develop an understanding of musical concepts such as timing, phrasing, control, accuracy, rhythmic integrity and ear training
- Develop an understanding of more abstract and expressive musical concepts and ideas
- Develop a technical foundation on / ability to apply musical concepts across various percussion instruments such as mallet instruments (two and four mallet), snare drum, timpani, multi-percussion setups, drumset and auxiliary instruments
- Transfer skills and techniques across percussion instruments, and understand the adjustments and nuances required to make this transfer
- Understand how to use the elements, contexts and structures of musical repertoire to inform musical decisions
- Evaluate and self-assess individual and group performance
- Begin to independently self-regulate musical growth and understanding
- Connect individual skill, knowledge, interest and experience to the process of learning repertoire
- Acquire knowledge about the canon of percussion literature
- Understand how studied repertoire fits into the history of percussion music and how to use this context to inform musical decisions
- Explore music that challenges the students' current knowledge, skills and perception

Some of the specific strategies that I use to achieve these goals with students include small week to week assignments addressing fundamentals and technique basics, sequenced repertoire that is

appropriate for the student's current level but provides challenge, and the discussion and documentation of short term and long term goals for each student. Additionally, students will be encouraged to listen and explore music on their own, as well as attending various performances within their community. Students will be assessed through individual progress in private lessons as well as through individual and/or ensemble rehearsal and performance.

The repertoire chosen for each student will cover a variety of styles, ideas and contexts, and will span a spectrum that covers notable percussion works as well as challenging, experimental works. Through this repertoire, I will challenge their musicianship and ability to communicate ideas through sound, as well as teach students to independently monitor and foster their own musical growth and make informed musical decisions independently and confidently.

It is also important to me that through instruction we cover topics beyond the scope of percussion. I believe that my collegiate level students should be prepared to work with music technology, including basic familiarity with electronic sound equipment, digital audio workspaces and navigating performances that include fixed media. Through lessons, students will also learn to explore and understand how to advocate for, adjust for, and structure their own practice and performance habits around their needs as an individual learner and musician. Additionally, students and I will discuss professional and career-related topics that will ensure they feel prepared to enter further education or prepare to enter the professional music landscape. We will discuss how to navigate the turbulent landscape that is a professional music career with confidence, and maintain a positive relationship with practice, performance and their instrument. This also includes "life skills" like assistance in engaging in professional opportunities and discussions on schedule management, compartmentalization and prioritization.

As an instructor, it is important to me that through my instruction, the student will feel motivated, safe and supported from my mentorship. I motivate students through discussion about how their current practice and preparation is related to their career goals, as well as through exploration into individual students' interests. It is of the utmost importance to me to create a positive learning environment and relationship with my students, and will provide space for feedback as well as opportunities for students to voice opinions and concerns. In addition to being an educator, I aim to serve as a mentor to students, there to provide advice, support and encouragement as much as I am there to provide skills and knowledge.

Overall, I aim to help students truly understand why they make art, and equip them with the tools they need to do so as successfully and authentically as possible. This both includes developing a solid technical and musical foundation as well as confronting more theoretical and conceptual ideas surrounding the career and aspirations of a musician. The relationship between a musician and their art is deeply personal and different for everyone, but it is an important one to pay attention to and learn from. Fostering a musical career takes hard work, time and care, but we also must keep in perspective why we make art in the first place.