

Statement of Teaching Philosophy
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The study of music, particularly voice, is a method to better understand ourselves and how we relate with others. It is a method of discovering our innate potential to conquer challenges, build artistry, and practice bravery. The voice cannot be studied without an awareness of our whole bodies and emotions, and vice versa, as the voice is an expressive extension of the self. I strive, in all of my teaching, to keep this in mind.

I believe that good teaching is student-focused, compassionate, inspirational, practical, and should be analyzed critically and frequently. Good teaching takes into account the needs of each student to identify strengths and use our strengths to improve weaknesses; in voice this can be by modifying an already successful exercise to improve a weaker part of the range. Teaching should help students develop motivation to overcome present difficulties, and help them trust their achievements through positive reinforcement.

As an active performer, I prioritize good musicality, technique, and an understanding of how to care for your voice, as these are some of the most valuable assets I have as a performer. It is important for students to learn the language of music- notes, rhythms, and expressive marking- but also develop a curiosity for the musical effect of the composer's choices. I, myself, have experience in many genres of music and know the importance of contextualizing a piece. By building musical awareness students will be able to develop an interest in specific repertoire and be able to connect with other musicians who share the same passion. Additionally, I encourage the development of strong, age-appropriate vocal technique that perpetuates the development of the natural voice. I strive to help students develop this through daily exercises, proper alignment and body awareness, breath control, absence of unnecessary tongue or jaw tension, and understanding of vocal registers. I also choose strategic repertoire so that students can explore a variety of styles, while applying their technical work.

My priorities as a teacher will always be governed by the well-being of the student. I will remind my students to trust the process of singing and that every person progresses at a different pace. I will encourage my students to trust that their struggles are part of a much larger journey, and do not reflect their total abilities or diminish their strengths as a musician. I will create a safe space for students to sing their best by welcoming experimentation, risks, and even, failure as a necessary step of the learning process. I hope to help my students become well-rounded and passionate musicians, mindful of their own strengths and weaknesses and respectful of the strengths and weaknesses of others. My hope is that my students will gain confidence and trust their own voice.