

Teaching Philosophy Draft

Being a music educator means many things, from being a professional in the field of music to being responsible for the relationship young people have with not *just* music but with themselves, those around them, and society as a whole. Additionally, teaching music means mastering two forms of communication that have existed for as long as recorded history: music and education. By recognizing communication as the ultimate catalyst for change and growth in the world, even beyond music, becoming a music educator is the best way I feel I can personally contribute to society.

As a music educator — second only to protecting the mental, emotional and physical safety of my students — my primary responsibility is to provide my students with a healthy learning environment with the best possible opportunities to experiment with, practice, and perform music so that they may become stronger communicators in the face of conflict and complex emotions on the personal, professional, and societal levels. In pursuit of this substantial task, I would assess and grade my students in equal parts of their demonstration of the following:

- Active Participation - Active participation in rehearsals, masterclasses, lessons, performances, and all other band-related activities is essential to growing and shaping musicianship in various settings. Organization of materials, attendance, and engagement are all crucial to unlocking all the benefits provided through band activities.
- Musical Skills - To achieve progressively higher goals in music, students must be assessed on various aspects of musicianship, such as musical literacy, fundamentals/facility on the instrument, accuracy of pitch and rhythm, intonation, expression, creativity (composition or improvisation), solo and ensemble playing, etc. Improving these skills over time provides for a greater variety of possibilities in band and

music as it pertains to repertoire options, solo and ensemble experiences, and performance opportunities.

- Supplemental Knowledge - To become well-rounded and sensitive musicians, students need to engage in discussion and reflection about music, their own performance, and their musical aspirations. Listening actively and developing a personal opinion about various kinds of music helps greatly in practicing and performing at a high level.
- Performance and Reflection - Performing is at the heart of making music and is considered an appropriate summative assessment of the progress students have made between performance opportunities. Not only is participation and achievement a part of performance, but reflection of these experiences helps set students up for growth in the aftermath of a concert, audition, or recital.

Many of the aspects in these categories of assessment are addressed by TEKS which I intend to use as a guide for both my short term (daily, weekly) and long term (monthly, semesterly) planning of instruction.

Students, their parents, teachers, and administrators all make up a culture that should be reflective of the positive and safe learning environment necessary for achievement in the above areas. This culture is built through the interactions of all those involved in a student's learning journey, and should empower the student to achieve socially, intellectually, physically, and emotionally while they learn musical skills. If I wish for my students to achieve in the areas of assessment I have outlined, it is my responsibility to communicate these areas of assessment, clearly set behavioral expectations through a detailed classroom management plan, and constantly seek to work with each student in the context of their individual needs and unique environment.