

## **Teaching Philosophy**

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As an educator, my aim is to support students in their individual ambitions. Utilizing a goal-oriented approach fosters student-specific relationships both in and out of the classroom. I encourage each student to envision their future in music, offering pedagogical tools and resources to further their journeys. With each student's aspirations and talents in mind, specific repertoire, technical studies, and other methods are selected well in advance to support consistent growth. While educational structure is important for every growing flutist, my objective is to adjust my teaching style to fit each student. Adaptability is the most essential element of my instruction; this differentiation deepens my connections with students. To advance technical, musical, and personal development, I offer students a myriad of teaching styles. In addition to verbal and aural presentation, I maintain student engagement by applying physical, logical, and metaphorical teaching. I hope to accommodate all students in my dynamic and imaginative approach to art.

Though each student will navigate their own musical path, it is my job to provide the fundamental skills necessary to be an exceptional flutist. I believe sound is the most personal aspect of flute playing, as it reflects our innermost selves. Developing a full, consistent, beautiful tone is paramount in my instruction. The technical requirements fall into place once a flutist's tone is completely solid across all registers, so most of my technical instruction is tone-related. The growth of tone and technique are supplemented by good posture and hand position, basics which must be addressed to correct bad habits. Technique and tone production are also greatly affected by tension, a subject which I supplement with holistic resources like yoga, meditation, stretching, and physical activity. While focusing on the flute's core elements, I offer critical practice techniques to be applied beyond the realm of lessons.

In the classroom, I offer a variety of methods to support flute fundamentals. However, to become a great flutist, I believe you must seek out musical influences outside of the classroom. While students will learn from my modeling and performing, they should be motivated to hear other great musicians. Performance practice, creativity, and historical context can all be addressed by encouraging students to listen to established flutists. While classical masterclasses, concerts, and summer programs are of utmost importance, I believe students can wholly benefit from exploring art of all genres, from contemporary dance to poetry. I am a firm believer in saying “yes” to all musical opportunities because they offer innovative approaches to performing and teaching. This kind of discovery learning will aid students in self-reflection and assessment, tools all excellent musicians should possess. I want to inspire students to step outside of their comfort zones, as that is when we learn most.

My ultimate wish is to spark excitement and passion for music-making. I hope the love for my craft is eminent in every lesson, masterclass, and performance I give. Though it is imperative to leave students feeling technically equipped for the “real world,” it is equally important to model a humble, genuine approach to flute playing. I do not present myself as an all-knowing teacher, but as a mature student with the resources and experience to guide others. Attitude and determination are the keys to success in this field, and I hope to motivate my students into becoming brilliant musicians, collaborators, and people.