

EDUCATIONAL PHILOSOPHY

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As a music teacher, it is my belief that all students, regardless of socio-economic status, physical or intellectual ability, should be given the opportunity to discover and explore their intrinsic potential as musicians and creators. But throughout the years my teaching methods have changed alongside the experiences I've also had as a composer. The goal now is to not only form an appreciation in the arts of others, but also encourage students to shape their own personalities through musical growth and performances. As music teachers we prepare the way for new generations of musicians, capable of performing, evaluating, and creating music.

A top priority for my classroom is to provide a safe and welcoming environment for students to learn and grow. It is important for learning to take place in a comfortable setting where students are able to be themselves as musicians and be free to make mistakes in a safe, forgiving environment where students can learn from them before they have to learn those lessons in the real world. A set code of conduct helps with that by establishing a mutual bond of respect, collaboration, safety, and honesty between students. Providing students with a forgiving classroom/rehearsal room allows them to learn from their mistakes. Regardless of what their roles or vocations may be, it is our responsibility as educators to prepare students to be high-functioning members of society when they leave the safe haven of school.

To help students get the most out of their education, the teacher must not only provide quality repertoire and instruction, but also consistent and clear objectives for both behavior and music-learning targets. Building a steady, but flexible, routine, clear communication strategies, and organized curriculums are part of building that comfortable and safe environment for music instruction. Allowing student-learning by peer-to-peer collaboration is also a valuable source of raw education, for not only does it allow students to implement their learning with others, but allows teachers to observe the student growth and recollection. To maximize learning, performance, and participation, the safe encouragement of peers and mentors are an essential part of a learning environment.

Music classrooms should explore technological innovations to enhance the instructions of traditional curriculums. Teachers must keep the lessons and the environment enjoyable in order to keep students engaged. The use of recording software, live or recorded performances, thought-provoking pictures and videos, and other resources such as SmartMusic or PracticeFirst are important to give instructions, lessons, and rehearsals more variety. Using music software such as Sibelius, Musescore, and Garageband can also give students the opportunity to listen to, analyze, and eventually create music, which is an essential part of applying curriculum, helping students use their knowledge and imagination to produce something new.

In my years of experience, I've discovered and explored my love of music through my personal performances, interpretations, and social-relations of different cultural, social and iconic music. The very nature of a person's musicality is the ability to perceive music as a personal calling. Therefore, a music educator's long-term objective is to prepare students with as much knowledge and music-appreciating pedagogy as possible, so to take them to the point where the

teacher is no longer needed for the child to continue growing in their musical journey. The best way to do this is by exposing students to all forms of music creating while simultaneously applying social, cultural, historical, and personal relations to the music. These forms of music creating include performing, listening, improvising, conducting, and arranging and composing music. David Elliott long since stated that the creation of music depends largely on these approaches to the arts. His praxial philosophy on music education is based on arguments that: musical works involve many kinds of meanings; “musical understanding” involves many closely related kinds of comprehension; and that the connotation of music in human life can be explained through important “life values.” As an instrumental teacher or ensemble director, the best way to do this is to implement new, diverse, and relative repertoire that connects to the current events and trends of the time. So, by relating it to their own personal lives, social matters, and other aspects of human interaction, it gives music meaning and it turns it into an important of a student’s growth.

One of the most important aspects of a student’s exploration in music is exposure. Exposure through performance, theory, history, and listening. There is a significant change in a child’s view on the arts when they are constantly performing and discovering different types of music. Which is why it is vital that all student ensembles get as many realistic opportunities to perform as possible. Whether it is through concerts, recordings, parades, festivals, or orientations, the chance to perform in front of a live audience is both an authentic experience and a vital social and cultural learning opportunity. Not only does it give them a reason to practice their musical abilities, but it also nurtures in them an innate longing for quality in their craft and exploring other ways to enhance it.

My responsibilities as a music educator not only includes aspects of the student-teacher relationship, but also frequent communication between administrators, parents, music-booster associations, and other school professionals. Especially experts and professors in the field. The continual growth of a student’s education is a team effort, beginning with close collaboration and communication. Whether this includes parent-teacher conferences, meetings with school psychologists or planning sessions with other teachers, I will use all human resources in the school community to give my students the most efficient learning experience.

My role as a music educator is to facilitate learning and discourse and prepare students to be productive members of society. Through music, the students will engage in activities that require them to be creative, disciplined, flexible, and work cooperatively with others. It will also enhance their comprehension and capabilities to explore the emotions that various types of music brings them because it can potentially improve a person’s mood and general outlook on life, thus improving the quality of life. And, by helping them learn to articulate what they feel through the music, they are able to learn more about life, academically, socially, and musically.

WORKS CITED

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