

Philosophy Statement

Music is a ubiquitous aspect of all societies across the globe. Therefore, music education plays a significant role in the learning of every child and should be an essential component of the education system. Since music permeates most societies of the world, making music is a natural and fundamental human activity that offers benefits to students of all ages. Therefore, I believe that music is for all students and should be approached through a lens of learning through play and humanistic development.

All students are welcome in my classroom. In order to make my classroom instruction beneficial to the largest population of students, I will incorporate Universal Design for Learning which allows for creating multiple means of representation of content and lessons. Creating an immersive music learning experience that includes visual, auditory, and kinesthetic elements will better reach all students. In my classroom, I will create lessons that allow students to see, hear, and move to music. For example, teaching 6/8 time will be more accessible to all if I have students see what it looks like in notation, hear a recorded example, and move their bodies to the recording.

Incorporating play into my lessons is essential to my teaching style. Learning through play creates a learning environment that lacks judgment and is open to student creativity. Music learning that is structured through play allows students not only to understand musical concepts but also apply them. I will help my students more easily learn overarching musical concepts like steady beat and melodic contour through playing a game rather than through listening to a lecture. I will also incorporate musical play in my classroom by giving students some unstructured time to explore classroom instruments and other materials and manipulatives so that they may begin to make musical connections on their own.

I am also dedicated to attending to students' inner thoughts and feelings in addition to their intellectual development. Maslow's Hierarchy of Needs demonstrates that students cannot reach their full potential if their health and safety needs are not met first. By taking a humanistic approach to teaching, students are supported in their mental and physical well-being first which serves their more meaningful participation in academic learning. I will use social emotional learning in order to better attend to students' well-being through content lessons that teach students to identify and regulate their emotions and to understand how to more compassionately interact with their peers. Since music is already an expressive and subjective art form and can be therapeutic, it is very natural to incorporate discussion about inner thoughts and feelings within the music classroom. In my classroom, we will engage in discussions where we discuss how music makes us feel and connect it to what aspects of music contribute to those feelings.

Since music permeates our society, all students should have access to a meaningful education in music. I will attempt to reach all students through thoughtfully designed lessons that incorporate universal design. Using play and humanism in my lesson planning and interactions with students will make the education I offer to students more significant and meaningful. Giving students the opportunity for learning in music will connect them to a global community of music makers and lovers.