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Music Education Philosophy Statement

One of the most important aspects of performing in a musical ensemble is the community built among its members. I believe the magic of making music in real time is an opportunity hard to come by, as it requires dedication and attention to detail from every player. Students who receive ensemble instruction are able to refine communication skills while collaborating with peers towards a common goal. Furthermore, music courses provide a means for students to discuss problems of equity and representation in the industry and our world. Because music is an evolving art that is sensitive to changing societal climates, studying the circumstances around its development facilitates conversations regarding important issues, such as race, gender, sexuality, and the impacts of economics on pop culture. Similarly, musical ensembles foster learning in subjects beyond music. In an ensemble setting, students develop stronger critical and creative thinking skills, in addition to metacognition, resulting in advanced emotional development and self-reflection. Students also refine fine/gross motor skills, practice cooperation and communication skills, and build self-esteem, among other benefits.

As a music educator, my goal is to create musicians that are first and foremost kind, considerate human beings that support people of all backgrounds and identities. Exposing students to multiple musical traditions and encouraging them to challenge established social biases is possibly the most important way I can prepare my students for life outside the classroom. I aim for students to leave my program with an understanding of individual concepts, but more importantly how those concepts create a larger narrative of music in our world.

I hope to build a program that supports every student and their variety of interests in learning music. I hope to establish multiple leadership opportunities in various specialties that allow older students to expand their musical capabilities. The program will encourage students to advocate for the experiences they want in the classroom, using older students as a role model for seeking greater opportunities. Classroom roles might include student conducting positions, solo performances, composition opportunities, and other organizational leadership positions. These positions will challenge students to grow their professional and musical skills beyond the general curriculum, and provide opportunities for resume building and college application. This amount of flexibility is likely to mean the program may look different from year to year, but this is necessary to ensure that every student is provided with opportunities to enrich their learning, if they choose to. Should students want to pursue a career in music, the program will provide the additional support and resources for each student to be successful in their higher education.

In my program, I will serve as a guide, facilitator, and cheerleader for each of my students. I feel strongly that students should receive the opportunity to create their own understanding of musical concepts, so naturally it is my responsibility to facilitate these learning experiences for them. Through a general curriculum, the instrumental and/or choral programs will expose students to a variety of sounds and innovations they may choose to dive deeper into, with the help of the educator. With advanced preparation and organization, my goal is to create the best possible learning environment for every student, with varied opportunities for participation and engagement.

Mission Statement:

“This program will support a variety of identities, facilitate learning experiences, and explore the impacts of music on race, culture, and religion, while providing frequent enrichment opportunities and encouragement to every participant.”