

TEACHING PHILOSOPHY

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As an educator, my role is to **inspire** students to **close the gap** between their **vision** of what they want to achieve and their **current reality**. I work closely with each of my students to create a short and long term plan for what they want to accomplish in music, their professional career, and their personal life.

VISUALIZE, PLAN, AND ENGAGE

By starting with a clear understanding of the student's current vision for themselves, I can then encourage them to extend their vision beyond what they believe is currently possible. By guiding through goal setting, my role as a mentor allows me to see a clear timeline of progress or regression in my students' goals - with regression often being an indicator of a possible new direction for opportunity, growth, and development.



As a trumpet teacher, the four fundamental elements that I impart on my students are strong **fundamentals** on their instrument, over-**preparation** of music material, always playing with a direction for their **musical line** in mind, and an overall **awareness** of how they present themselves and their craft while performing and speaking. By working closely with core fundamentals books such as the "Schlossberg: Daily Drills and Technical Studies" book as well as the "Arbans Complete Conservatory Methods for Trumpet", I show my students how to adapt any exercise from a core group of fundamental texts to work on their current musical project.

TEACHING PHILOSOPHY CONTINUED

By creating multiple **opportunities** both during and outside of our lessons to perform their projects with varying degrees of pressure, my students are well prepared for the professional working world. As I work with my students, I consistently show them how to present musical lines in their current projects in the clearest way possible. This is accomplished through mapping the overall work, a written brief analysis, and / or a verbal discussion so that the student begins with a clear concept of intent as they work on their project.

PREPARATION

Finally, as an educator it is my role to prepare my students for interacting with professional musicians and administrators alongside non-musicians. I achieve this by working with my students to create a personal portfolio online, a **professional presence** in-person, and a personal understanding of how they embody themselves emotionally and physically.



While my overall focus in teaching is on these four areas, my passion for **diversity, equity, and inclusion** are present in each of these facets. Whether it is assigning my students classical and jazz fundamental books, preparing works by women or BIPOC composers, recruiting students who may come from diverse backgrounds to join my studio, or having a clear understanding of the cultural background of my students as we work on presenting themselves, I am constantly thinking of new ways to create space for those who are typically disenfranchised within the classical music community.