Welcome to my private studio – I look forward to getting to know you! Fun fact: I come from a family of pianists. Both of my parents are pianists and taught piano to students all their lives, and my brother plays too. Studies show that learning an instrument can help people in many other areas of their lives, regardless of age. I have been teaching for over 25 years, and love to bring the joy of music into people’s lives.

**Intro, Teaching Philosophy, and Goals:**
The most important building blocks in my studio are enjoyment and improvement, which are often closely related. Choosing music that resonates and also reflects a suitable level for a student’s development is essential to their enjoyment of the process of learning. Lessons are intended to support a student’s wider connection with music that might encompass many styles and that can also last a lifetime.

I seek to provide a *well-rounded musical education* to students, while simultaneously supporting their own individual taste in music to naturally emerge. I introduce students to a variety of music over the years that can build their skills in rhythm, pitch recognition, meter, expression, technique, phrasing, articulation and reading music. I encourage the exploration of improvisation and composition to students who show an interest in these art forms.

Students are expected to spend time practicing in order to improve, and the minimum amount of practice grows with their expanding development over the years.

**Required Materials:**
- music books
- 3-ring binder

**Preferred atmosphere for practicing:**
- quiet, calm space, preferably where piano/keyboard room can be closed
- no disruptions such as from smart phones, iPads
- no distractions from siblings
- habit of practicing can be most easily formed at a similar time each day

**Syllabus:**
Students are often working with most or all of the following:
- Scales, exercises, repertoire (pieces), ear training, theory, improvisation, composition

(over)
**Student Responsibilities:**
- Practicing minimum 5 days a week: beginners 15 minutes; intermediate 20-25 minutes; advanced students 30-45 minutes
- Recitals: Students strongly encouraged to perform in 1 student recital per semester, and have additional opportunities to perform in community engagement recitals and all school recitals.
- Exams: There are optional exams if a student wants to be assessed by a judge
- Music Theory: Music theory is a good foundation for all piano students

**Recommendations for Parents:**
It is tricky to walk the fine line of encouragement, support and praise while also allowing ample psychological space for students to explore their mistakes.

**To Get in Contact:**
Preferred methods of contact:
- *text* - cancellation or schedule changes
- *email* - general questions, ideas, correspondence about recitals
- *phone* - concerns/questions about student lessons

**How to report a student absence:** Please contact the WCMS main office by calling 781-721-2950 – you may leave a message at any time and the message will be date & time stamped. You may also email the school at wcms@winchestermusic.org. Absences reported 24 hours in advance of the lesson time are considered an excused absence. Less than 24 hours in advance are unexcused absences.

**WCMS Make up Policy:** One excused absence from private lessons per semester will be made up. A student absence must be reported to the WCMS office 24 hours in advance to be considered an excused absence. There are no make-ups for classes or ensembles missed by the student. All lessons, classes and workshops missed because of teacher absence or school closing will be made up. Make-up lessons may be given during or between semesters. Make-up lessons missed by a student for any reason will not be rescheduled or refunded.

**Health and Safety:** For updates about the WCMS response to COVID-19, please refer to the COVID-19 page of our website (https://www.winchestermusic.org/covid-19-information)