

Middle School Outreach Ensemble proudly presents....

THE VAULT

High School Teaching Artist Edition! Dr. Erik Johnson, Director Heather Ewer- Editor

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Shaping My Future!

Wow... what an experience. I decided I wanted to be a music education major before I helped in MSOE. I can happily say that I know I made the right decision in going down this path. Helping others and having a purpose has always been my number one job as a person which is why teaching music is a blessing because it combines everything I have ever loved and wanted to do. Thank you to everyone who has helped me on this journey. I cannot wait for the next adventure at CSU! - Everett Shryock, Saxophone High School Teaching Artist



Maintain Your

Expectations! One thing that I have learned is that you need to expect more from the students. Learning can be fun if the students are intrigued, but when they are not, learning becomes long and boring. What I have realized from my teachings is that you should not move on to the next goal until you have completed your original one. When I taught, I found out that I say “perfect” or “awesome” and then move on even though the goal was not completed very well. Students have so much potential, but you cannot experience that if you just keep moving on. –Will Young, Oboe High School Teaching Artist



Social Justice-Play it Forward!

Cello High school Teaching Artist Alex Kotser has this to say about his MSOE experience:

The social justice theme this year has helped the students grow and become more engaged in making other people's lives better.

Teaching Tip: Stay focused! Be clear, but quick.

Remember that: Constructive feedback on a lesson is more important to me than what I look like when I teach.

Let the Students Teach YOU!

I have always had a passion for both music and people. My journey as a musician began when I was 9 years old. As I grew older, though I acquired skills on many other instruments, but my primary instrument became the viola. I was always excited to share this music with other people and to teach my friends how to function in the world of music - how to compose a new song, how to get a noise out of a clarinet, how to play a scale on the piano, etc. I wanted to help people to see music the way that I have. Last year, my director at my school exposed me to MSOE. I would be lying if I said I had to think about it. I immediately applied and was accepted, and I was so excited to be a part of this community. But it was not easy at first. I remember walking in, not knowing anything about lesson plans or conducting, or even where the lobby was.

My first year as a High School Teaching Artist involved a lot of questioning, and a lot of insecurity in my teaching. "Am I doing this right?" "Did I run that section okay?" "What did I do wrong?". I stumbled over my lesson plans and struggled to keep up with the workload of a teacher. In fact, there were days that I was so genuinely exhausted from teaching that I was not excited to go to MSOE anymore. Now I understand what my problem was: I was focusing on how *I* was teaching the *kids*. Little was I aware that it was actually the *kids* who were teaching *me*.

Since then, I have completely shifted my mentality on how I teach. Instead of worrying about teaching the students the music, I focus on making them better musicians. Instead of writing insanely deliberate lesson plans, I focus on letting the students run the section. Instead of criticizing myself on the things I could improve on, I focus on allowing the students to teach *me* how to *teach*. Thanks to this program, I have learned how important it is for the teachers to learn from their students, just as much as the students learn from them. -Laurel Ladzinski, Viola High School Teaching Artist

Thank you, MSOE!

Even though I do not necessarily want to go into teaching or music education, MSOE has been one of the best experiences I have had this school year. I have learned a lot, worked with my local college community, and explored more of what it means to aid social justice in our society, besides the fact that I got to meet and know many wonderful people along the way.

I feel as though my teaching has not only improved, but my studios efforts have as well, and I have only to thank everyone who helped make it happen in this program. So, thank you, dear reader, and I hope to see many of you again next year. -Sebastian Lawton, Bassoon High School Teaching Artist



Ladzinski photo credit goes to:

Kaitlyn Philavanh.

Forming Those Student-Teacher Relationships!

My experience at MSOE has been truly memorable. My favorite experience has been the relationships that I have formed with my students. It has been a blast to watch them grow, not only musically, but personally as well. I believe that as a teacher, we should try and leave the kids better than we found them. I feel like I have succeeded at that in MSOE. My other favorite experience has been being able to share my immense passion for all things classical music with my students. I will never forget when one of my students told me that they were really going to start listening to classical music and asked if I had any recommendations. Needless to say, I gave my student the names of more composers than he knew what to do with.

I would like to thank Dr. Erk Johnson for allowing me to participate in the program, and for all of his endless wisdom. I would also like to thank Rachel Lana and Katrina Hedrick for all of their mentorship during my time in MSOE. -Zachary Niswender, Bass High School Teaching Artist



Why I Love MSOE

This is my second year doing the try on teaching program and both years seeing all of the young students ready and eager to learn motivates and inspires me. To see a line of students and parents so far down the hall on day one, ready to give up their Wednesday nights in pursuit of a higher level of musicality, makes me forget all the talk about the threats on public schools and their arts programs. We live in a day and age where what we do as educators and musicians is neglected by the majority of people. But every week, when I walk into room 202 and watch as the army of saxophones marches through the door, I am filled with hope.



I love MSOE because it has shown me the heartwarming side of the profession that I seek to take up. I get to see kids, with eyes as full of passion for music as great as my own and watch them learn and grow. I get to see kids who are miles better than I was at that age, and kids who are still trying to learn how to play an Eb. Kids who may have a \$4,000 instrument or a \$400 one their parents could barely afford, all work hard to make something spectacular. We, as high schoolers, have been given a unique and wonderful experience that has done nothing but strengthen my resolve to become an educator.

Lastly, I just wanted to say thank you to all of the people who I have had the pleasure of working with these past few years and for the experiences that I have shared with them. I am looking forward to sharing even more memories with even more people in the future.- Kyle Thomas, Saxophone High School Teaching Artist



Why Do We Teach?

Why do we teach? From high school teaching artists to our college professors, each of us has a different reason for striving to become teachers. It may be our love for music, our love for our teachers, or even our love to create, but each reason should have one foundation in common: love. The definition of love is also dynamic and individual, but it arises from passion. If it is not our passion and love that fuels our reasons behind teaching, then why are we teachers? It is ever important to remain self-analytical, but always productively self-analytical, so that we may always include our love and passion in our teaching. This concept was lost on me before first participating in MSOE.

Last year as a section leader at Rocky Mountain High School, I often encountered issues of teaching with trepidation rather than confrontation, skimming over my communicative issues as if they were not important. I did not realize the importance of productive self-analyzation, particularly because I had no structure or passion behind my teaching. In MSOE, I was able to not only build upon my teaching errors, but also integrate my reasons for teaching behind my experiences. I found that I was inspired to teach because I wanted to cultivate a culture of musical acceptance in the world, and the best way to integrate love—and social justice—into my communities is through teaching music. These reasons behind teaching are something that every teacher must discover to become the best teacher they can be. With love and passion behind teaching, we will perform the best for our students.

—Herman Chavez, Cello High School Teaching Artist

One More Time!

Something I have learned this year, as a High School student/teacher, is that no matter what, you never stop learning. Yes, that sounds very simple and you may be thinking, "Yeah, Courtney. Duh.", but it is very, very true. I have observed a lot of teaching this year, and one thing I know that I will take back is that repetition is a tool that people often use. It is a very important thing not to forget! Kids may feel like a teacher does something forever and that every time it is the same, but little do they know - it is actually something that is helping them to become better musicians. Repetition can also help the teacher to learn something new or different every time. As a teacher, there is the possibility to learn more than the students. This year has taught me that in almost every teaching experience, students can help you more than they will ever know. In my opinion, that is one of the best things about teaching. Being part of this amazing process this year is one I will never forget. I loved getting to meet new people. I was especially excited that I got the opportunity to talk to new people and got a glance at what next year will bring for me. Thank you to everyone that I spoke to and made memories with because every single person impacted me in a different way. Best wishes to everyone and keep on teaching!

- Courtney Hunter, Horn High School Teaching Artist



Nervous to Teach, Eager to Learn

When I first started going to MSOE, I was terrified. The idea of teaching was almost panic inducing. I felt like I did not have the confidence, ability, or charisma to teach and that maybe I would let my kids down. As MSOE went on, I began to feel more comfortable, for a lot of reasons, but mainly because I was learning too. Being in the position of a teacher and student at the same time was very surreal because I was walking the fine line of this relationship. It is a two-way street, and that is something I failed to grasp when I was so nervous about teaching earlier in the program. I am also incredibly thankful to all of the beautiful, wonderful people I was surrounded by throughout MSOE. Without the constant positivity and support, this whole thing would have been much more difficult and much less fun. We all grew together and I find that very significant on a larger scale than just the ensemble. I am coming out of MSOE having learned a lot about myself, about teaching, and about what it means to be a teacher. –Daylen Blehm, Flute High School Teaching Artist



THANK YOU High School Teaching Artists! Your words and even more importantly, your actions, have greatly inspired us all!

-With deep gratitude, the MSOE Administration Team