As a student in Tennessee, I remember being surrounded by music, savoring every piano recital and orchestra concert I attended—these events were a highlight of my childhood.  My first piano teachers inspired me by exposing me to music in every way possible.

These experiences were enough to propel me into music, and while I have always worked hard on my own, it wasn’t until my collegiate studies that teachers illuminated music and piano technique in my own playing in ways I never thought possible.  These experiences shed light on my own background and studies, and made me realize these teachers had given me a gift I could never repay—except forwards.  As a teacher I have encountered many hard-working students who put in a lot of effort and have palpable passion for music, but may have lacked the apparatus to develop these qualities to their full potential.  I teach because I want to make music accessible to these students, to give them the tools they need to achieve excellence, and to allow them to “up the game” in their own students.

My teaching approach is integrative, and incorporates all that accompanies playing the piano: harmony (practical theory), melody (legato and “vocal” techniques), and pianistic technique and style (through consultation of historical sources).  The piano has a rich history of recordings which rivals all other instruments; for this reason, I assign my students listening, as well as lectures and articles/essays from academic and performance sources.

Students should feel confident with the results of their piano study and musical growth, and understand this development is a two-way street requiring discipline, concentration, and a long-term commitment on the part of the student. The results of this sustained patience are priceless: development of a thoughtful, well-read musical mind, and an articulate musical voice.