

Dr. David Phy

Trombone/ Music Professor

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Teaching Philosophy

In the classroom I try to show my passion about music and enjoyment of performing, writing and listening to various types of genres. One of the best ways to show that knowledge has been understood is explaining and teaching concepts to others. I try to keep in mind 4 aspects of student learning outcomes and try to have my students achieve success in the following ways.

Communication: Use language and non-verbal modes of expression appropriate to the audience and purpose. **Cognition:** Use critical thinking skills to analyze, synthesize, and evaluate ideas and information. **Information and Technological Competency:** Utilize research skills necessary to achieve educational, professional, and personal objectives. **Social Responsibility and Ethics:** Demonstrate sensitivity to and respect for others and participate actively in activities that empower self and others. In order to achieve this in the classroom, I encourage students to work in groups, homework research assignment and class presentations

I teach that music is about emotional energy and it's our job to recreate that for the audience. I strive to make my students ready for what awaits them outside of the academic world, be it in the performing music industry or in music education fields. With all my private students I start off discussing successful practice habits. These include setting realistic benchmarks for consistent improvements and are discussed in 1993 study entitled; *The Role of Deliberate Practice in the Acquisition of Expert Performance* by Andres Ericsson. I feel that the most important skills on any brass instrument lie in a person's technical flexibility on the horn, knowledge scales/harmony and sight-reading creating a fully rounded and aware musician. The source of my technique exercises, also known as *The Packet*, was compiled by my mentor Jim Pugh from legendary Eastman brass educators; Emory Remington, Matty Shiner and Philip Farcas. This is a collection flexibility exercises and scale patterns geared for the beginning through advanced student. For private lessons I focus on many different aspects of brass playing. For sound production I believe that one's physical approach to the instrument plays a large role in quality of tone and intonation. I make sure that the student is aware of their breathing, embouchure, posture etc.

I attribute my ensemble direction skills to many experiences. These include studying with Jim Pugh and James Keene at the University of Illinois as a Graduate Teaching Assistant, working with the Jazz Band II at the University of Illinois, acting as a guest conductor at festivals, working in Las Vegas show bands, touring bands with star acts from Las Vegas, and performing on the road with national touring stage shows. I organized and directed an unofficial University of New Orleans Community Jazz Band. Also, I have been nominated to audition as musical director for touring productions of Cirque du Soliel. I work on developing better listening skills, being aware of other parts of the ensemble, intonation and dynamics that will put a group in a higher category than those that do not practice these concepts on a regular basis.

I have taught Sight Singing/Ear Training, Jazz Ensemble, Music Appreciation and Trombone lessons at Universities and Colleges. I am also capable of teaching Improvisation, Jazz Theory/Composition, Jazz History, Music Business, Music History of the late 1800's, Theory, Arranging, and Form and Analysis.

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