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Teaching Philosophy:

My goal as an educator is to instill the desire to learn through every interaction I have with students. Through fostering a student's intrinsic motivation, they will leave my studio or classroom with the curiosity required to actively pursue their success, and the skills to achieve it. Every lecture or applied lesson has a teachable moment and it is my responsibility to guide students through it. My greatest satisfaction comes when a student experiences a moment of clarity.

Through in-class collaboration and differentiated instruction, I encourage students to develop a vested interest in their own learning. This cultivated approach to the material by the student results in higher internalization and retention that can be measured by both academic and real world metrics. By teaching 'to' and not 'at' my students, I interact on a personal level. This relationship allows me to be more effective at captivating their minds and building their intrinsic motivation.

In my trumpet studio, I approach all students with a pedagogical method grounded in fundamentals. Utilizing the visual representation of a pyramid, I establish the importance of air, embouchure, articulation, and instrument technique in achieving a high quality of sound and overall technique on the instrument. This fundamentals based approach is then scalable to the current level of the student and where they desire to be. Whether it is a student minoring in trumpet who wants to play with their local community group, or a performance major seeking a career, they will find themselves challenged and supported in my studio.

My time with each student begins by ascertaining their personal and professional goals. Having established these markers, I construct a lesson strategy with short and long term objectives. Each student is unique and one method does not work for all. Overcoming my own handicaps has made me better equipped to help students overcome theirs. My willingness to adapt and try new methods was instrumental in overcoming my nerve damage and mastering multiple tonguing with a speech impediment. This skill of adaptability

is something I encourage all my students to develop. I endeavor to establish an environment where my students feel secure in pushing themselves out of their comfort zones as a person and musician.

While working as an instructor for computers and technology at a private school I developed a diversified curriculum for students ranging from kindergarten to 8th grade. Creating engaging lesson plans focused on objective and skill-based learning for such a wide range of students required me to develop pedagogical tools that focus on creativity and flexibility.

By embracing my varied instructional background in the classroom, I am able to integrate what I have learned and infuse it into a multi-faceted experience devoted to finding the teachable moment of clarity. I am dedicated to creating an atmosphere that thrives on diversity and inclusion. By keeping an open mind and dialogue with my students, together we can create a collaborative learning experience brimming with success.