



MS. CAYCE MURPHY

MUSIC EDUCATOR

(she/her/hers)

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TEACHING PHILOSOPHY

It is imperative as a teacher of singing to have concrete understanding of the vocal mechanism to guide the developing voice, awareness of the unique aesthetics of sound in various styles and genres, and the abilities to demonstrate artistic expectations and differentiate instruction between student to student. Singing is an incredibly vulnerable and delicate act that, ultimately, caters to the whole individual. It is my job to facilitate that vocal and humanistic growth in a space that offers safety and security throughout the learning process, offering the opportunity for aspiring singers to find their true, unique voice. My specialties include crossover work in classical and musical theatre and utilizing those technical approaches toward other styles of singing to promote healthy, sustainable production of sound.

My teaching philosophy for private voice lessons, similarly to that of public music education, is built around three foundational concepts which I like to refer to as the "three C's": collaboration, connection, and creativity. While I serve as a mentor and place importance on active questioning throughout my teaching, I make active effort to listen- encouraging my students to vocalize their goals in each voice lesson to ensure their needs are met, leaning toward a student-centered, collaborative lesson model. Alongside the concepts of pedagogy, I often utilize imagery and provide analogies that my students can connect to through their interests, backgrounds, and other known topics so they can better grasp unfamiliar concepts. I believe that this cross-curricular reference is a personal strength in my teaching approach.

As a music educator it is my job to not only be a facilitator of creativity, but also sounding board in which students can authentically and consistently offer their ideas. In my private voice studio, this can be showcased through thorough study of repertoire, beyond the scope of theoretical concepts. For example, intermediate to advanced students are actively encouraged to analyze the text and its meaning what they are singing while making it personal to them. Singing is all about interpretation and making sure unique perspectives are highlighted and heard. My goal is for my students to make the music they create their own, rather than simply regurgitating what is notated- finding joy and enjoyment in the creative process. This also applies to elementary students in the beginning stages of vocal exploration.

Ultimately, my biggest goal as an educator is to establish a learning atmosphere that grants my students the opportunity to gain the skills listed above and apply them to their personal and professional lives- regardless of whether or not those end up revolving around music. My job is to enlighten and guide students through music, so they can utilize it as a positive resource in experiences leading toward their individual growth, while also fostering within them a newfound appreciation for the art form. I believe learning is lifelong, and there is a lot to be learned through the art of teaching and singing.