

Teach with Vision

Inspire for Life

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<https://www.teachmusic21c.com>

Teach with Vision - Inspire for Life



Music teachers know first hand how much **making music enriches our lives**. It's more than notes and rhythms, or melodies and harmonies. Making music adds depth and colour to who we are. It brings a sense of fulfillment to our everyday lives.

Now imagine helping **students experience making music** for themselves. Not just something they study for a while, but something they live with. Something that grows with them, nurtures them, and enhances their quality of life long after their final lessons.

It all starts with **our vision as music teachers**. A vision of music making as something personal that expresses, restores, connects, and challenges us. Something that shapes who we become, just as we shape the music we make.

This workbook is designed to help music teachers bring this vision to life and **inspire our students** in simple, practical ways. We take our beliefs about music making and put them into action. All with the goal of helping our students enjoy for themselves their own lifelong relationship with music.

When we teach with vision, we inspire for life.

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Part 1: Teach with Vision



To teach with vision means music teachers see the big picture and offer an optimistic, engaging view of the future. Let's start with a few reflections to get you thinking before crafting Your Studio Vision.

People have many reasons for making music - Expression. Tradition. Friend. Ritual. Soul food. Completeness. Art. Community. Inner life. Entertainment. Escape. Challenge. Energy. Movement. Acceptance. Family. What role does making music have in your life?

Real life students come in all sizes and shapes. Extroverts. Introverts. Neurodiverse. Independent explorers. Checklist followers. Risk-takers. Play-it-safe learners. Over-scheduled. Relaxed. What do real life students look like in your studio?

Students naturally engage with music when it feels meaningful to them. Play favourite songs. Repeat something they enjoy. Test practice strategies. Explore personal musical wish lists. Make music with others. Move physically. Express emotions. Recharge. What situations genuinely engage your students?

Inspiring our students as lifelong music makers starts with today's lessons. The conversations we have. The info we gather. The activities we include. The directions we take. Lifelong music making grows through the experiences we create. What can you include in your teaching to inspire lifelong music makers?

Part 2: Craft Your Studio Vision



When music teachers have a clear vision and we frequently share the role making music plays in someone's life, we help students see themselves as lifelong music makers.

This next step is about putting your reflections into clear, simple statements to craft **Your Studio Vision**.

Build your message

I see music making in my students' lives as something they use for

In my studio, I enjoy working with real life students because

Making music feels meaningful to my students when they

Because of this, in my teaching I

I want my students to see themselves as lifelong music makers who

Bring it together

Combine your ideas into 2-3 sentences. Craft **Your Studio Vision** as the fuel for everything you do in your teaching. Keep it simple.

Part 3: Inspire for Life



Your Studio Vision becomes a powerful resource when music teachers translate it into conversations that **inspire students and families** to see how making music fits into their everyday lives.

Communications with Parents

Parents naturally view lessons with expectations shaped by their own experiences. As teachers, we have an opportunity to inspire their thinking. Which topics can you include more often?

- **Expand the picture** - "Alongside method books and scheduling, I focus on more than just getting students ready for the next lesson or advancing to the next level. My vision is to help students build long-lasting relationships with music."
- **Validate real life students** - "Every student has their own musical interests and personality. I also understand that students have full lives - school, activities, family. What matters most is that we connect with who students genuinely are."
- **"Practice"** is about helping students find ways to connect with music so they'll keep coming back to it."
- **"Success"** is more than achieving progress week after week. It's about making music as something students enjoy and keep in their lives. Making music enhances their **quality of life.**"
- **Connect with lifelong music making** - "I want to support your child in developing something they can carry with them throughout their entire life. My goal is to help making music fit into their life in a way that's sustainable and enjoyable."

Just a few simple statements, said consistently, can help families develop an inspiring vision of music lessons.

Everyday Lesson Language



Visionary music teachers use language to **inspire our students' music making experiences**. Take a moment to highlight phrases you'd like to add to your teaching vocabulary.

The role of making music in our lives

These phrases help students connect lessons with why they make music in the first place.

- Which piece is your chill out choice for next week?
- Which ways would you like to practice this piece - energize, relax, challenge, escape?
- Does this piece feel like music to celebrate or calm down?

Real life students

These phrases confirm how music teachers genuinely accept and care for our students.

- Looks to me like you've got a lot on your plate.
- Let's ensure your musical goals match what's doable.
- What kind of music practice fits your life this week?
- You can depend on me to keep things manageable/rewarding.
- Let's talk about what fits your life right now.

Lifelong music making

These phrases help students envision a life with music making.

- What do you imagine your relationship with the piano looking like 10 years from now?
- Making music can be a really good friend. How do you see connecting with your friend as an adult?
- What kind of music do you find yourself coming back to?
- I can see you going to the piano to take a break from university studies.
- What would you like your future musical self to be able to do?

When your vision lives in your everyday conversations, it becomes something your students don't just hear—they experience it.

Concert Introductions



Concert introductions can **inspire audience members** with Your Studio Vision. Which lines resonate for your next introduction?

- "Welcome and thank you for being here. What you'll hear today represents students building **their own relationship with music** - one that I hope will continue long after formal lessons end and contribute to their quality of life."
- "Hello and welcome. Today we celebrate what making music means for these students - whether it's a challenge, uplifting, or a time for chilling out. So **listen for their journey** and take a moment to appreciate what it takes to keep going."
- "Welcome to our concert. Today's performances celebrate where each student is right now. Some are expressive storytellers. Some love challenge. Some are quiet explorers. Some are discovering that music can be companion, energy, or personal refuge. The goal is to help student experience their own musical journey and **carry music with them for life.**"
- "Hello and welcome. Let me share a few thoughts about what you'll hear today. Every student brings something different to music making - different personalities, strengths, and ways of expressing, exploring, and growing. So today, I invite you to listen for students exploring **their own musical voice** and celebrate what they've accomplished so far."
- "Hello and welcome. Today, you'll hear students at different stages of their musical journey. Some moments will feel polished. Others are works in progress. These students are exercising their own musical voice. The goal isn't to shape students into one model of success, but to help each student build **their own lasting relationship with music.** Enjoy!"

Share Your Studio Vision



Build trust by sharing **Your Studio Vision** with students and families wherever and whenever you can. It's an inspiring way to help students and families understand what your teaching approach is all about.

Include **concise visionary statements** in email signatures, studio newsletters, posters, parent communications, your bio, registration materials, social media, handbooks, recital programs, etc. Where can you be more intentional about sharing Your Studio Vision?

The role of music making in our lives

- Helping students experience why music matters to them.
- Making music. An everyday event.
- Encouraging students to explore music personally.
- Making music as companion, ritual, renewal.
- Making music. Investing in quality of life.

Real life students

- Music lessons that fit real people.
- Teaching students with real lives.
- Helping students in ways that work for them.
- Celebrating every student's individual musical journey.

Lifelong music making

- Today's lessons. Tomorrow's music makers.
- Sowing the seeds for a future with music.
- Inspiring lifelong music makers.
- Nurturing music making relationships that last.

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Share Your Studio Vision



Visionary and inspiring teaching doesn't require new materials or systems, or even more time. It begins with recognizing what we believe about music making and intentionally sharing that vision with our students and their families.

The goals we emphasize matter.

The language we use matters.

The stories we share matter.

Every lesson is an opportunity to nurture what students do with music today and help them build a relationship with music that lasts a lifetime.

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