

**Baylor University
School of Music
Summer Sabbatical Proposal - (summer 2016)**

The purpose of a Summer Sabbatical is to fulfill one or more of the following criteria:

- the improvement of professional competence related to courses one teaches or will teach
- work towards a scholarly or creative project
- development of materials used in courses taught

Pro Futuris:

The School of Music at Baylor seeks to be a community recognized for *Informed Engagement*, where our Christian faith, in conjunction with our expertise and resources, inspires a desire to address systemic problems facing our community, both local and global, and renews our dedication to improvement of self and others.

Sabbatical Proposal:

Subject: Tome/book to be published independently or commercially (Zondervan, Auxano Press, Nelson Publishers or BU Press).

Title:

“Building a Culture of Excellence - pedagogy, practice and spiritual dynamics in the studio”

Abstract:

I have been mentoring students here at Baylor and in summer music festivals for eleven years. The most compelling platform in my teaching studio is that of "legacy." In addition to traditional pedagogical methods, I have spent considerable time addressing areas of spiritual fitness and mental preparation as it relates to performance and teaching. I am fascinated by teaching modes that delve more deeply into areas of spiritual conditioning and personal identity/self worth. Why do we pursue music? What is the motivation behind our craft that drives us? How do we build tenacity and resilience in young musicians and how is this cultivated in an applied studio? How do we as applied studio teachers play a unique mentoring role in the lives of our students and how can we further shape and strengthen their resilience in this current climate?

Specifically, what aspects of our applied teaching cultivate a vibrant, healthy and balanced studio dynamic and promote resilient self starters who seek a transcendent artistic goal?

Chapter subjects will explore the following areas:

- Building and retaining a creative class - how to attract and energize the youth culture of today by building a climate of individual artistry and mastery.
 - Hitting the six month mark
 - Binder building and flow
 - Deep practice
 - Toggle practice
 - Lesson flow

- Weak link principle
 - Understanding the transitions from page, squire, accolade, artist/performer and sage
 - Talent pool
 - Periodized practice techniques
- Personal identity, value and self worth - exploring the emotional challenges that face musicians in our youth culture (technology multi-tasking and the social media distraction, insufficient initiation, confused or vacant core value system).
 - Relief versus restoration - how do our students pursue beauty, worship and seek a transcendent cause? Identifying current "relief" trends and supplanting them with truly "restorative" practices. How does restoration through beauty and worship impact our creativity? How does the pursuit of restoration and sanctification flow into intrinsic creative passion?
 - Inspiration through competition - competition is inherent in every facet of our work force, yet many of our students elect to "wait until they are ready" and put off fact facing decisions until it is too late. I will take a closer look at the current "inclusivity" trend in athletics and arts in our youth culture and offer explanations into how this impacts our current studio climate. I will explore opportunities within the applied studio to build an aggressive and necessary competitive structure and more importantly, how to foster a correct attitude in students towards competitive selection.
 - Overcoming fear of failure - embracing the struggle and running towards the challenge of an audition, master-class or clinic
 - Contrasting the entitlement/drive - envy/ego relationship to practice and performance - building a legacy within the studio and teaching students how to buy in - developing a "school" of methodology within your studio.
 - Leading with humility - modeling holistic performance and teaching (striking a critical balance between performance, teaching, scholarship and service within the applied studio)
 - Building tenacity and resilience in young musicians by fostering pride, determination, integrity and ownership of their craft
 - Mentoring young people in the arts by building "leidenschaft" - hands on, passionate experiential service through apprenticeship opportunities and performance based outreach.
 - Examine current pedagogical trends in our educational system - Profound changes in the way children are educated have had the unintended consequence of turning many away from the arts. Exploring grass-roots initiatives to make band "cool" again.

Summary:

I believe a book of this scope will provide a uniquely spiritual component to our calling as applied studio teachers and mentors. Band directors, private teachers and applied faculty will benefit from this content. It is my hope that this project will inform and engage other faculty/artists/teachers in these areas of spiritual mentorship and serve as a valuable resource above and beyond the traditional studio teaching practices. While I will address specific strategies in the applied studio, the heart and soul of this book will be grounded in spiritual principles that govern our artistic and creative flow.

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