

Master class for artists – fruitful and creative learning arena!

Intensity of singing lesson and vocal coaching should be understood as a relational phenomenon, and not only a product of teacher intensity. Teaching "students" who are already recording artists, performing mostly their own compositions, should not be a conventional master-apprentice – relationship but rather a master-master – relationship.

Creative student – Creative teacher – Confident and respectful atmosphere!

In a public master class situation I'm focusing on statements: "in what detail would you like to work on more precisely" or, "what I got on your performance and what I heard this time was..." and maybe after that, "we could try a couple of different approaches..." rather than the more traditional way, "you should do...". What tools I use is always depending of the situation and, of course, of the singer – the situation can be directed by the teacher or by the "student". Stating feedback in this form, free from expectations of action and more conversational approach, bolsters and boosts the performers, and validates their artistry.

As a voice teacher it is important for me to understand and find out how this individual "student" learns best in this master class situation – I try to think empathetically, creatively and specify singers ways of working. Always using the most natural and most familiar teaching methods for myself and most familiar tools for learning for my "student" may not contribute to the learning situation. So, I need to remind and encourage my "student" to use and try new tools in this session and in coming learning processes. One learns to become a singer/performing artist through taking part in the practices of this profession, such as concerts, rehearsals, master classes, one's own practice, watching other artists perform, etc.

I want to embrace a more reflective and still critical approach to improve on practises of all vocal pedagogy and music, respecting history and existing knowledge and research, regardless of origin and tradition - pluralistic and diverse pedagogy.

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