

What does a typical lesson look like?

Typically, I tend to ask students to turn around music pretty quickly. While spending months on the same solo can indeed yield some positive results, I don't feel that this path leads to meaningful growth as a comprehensive musician.

This is what a lesson would look like for most students:

- A few minutes of fundamentals, out of one of the Brad Edwards etude books.
- Two assigned etudes
- An orchestral or band excerpt
- A portion of the solo that the student is currently working on

There are exceptions to this format, such as concentrated work on an audition list or recital preparation.

Here are the materials that etudes are typically chosen from

Undergrad Tuba- Kopprasch, Blazhevich, Bordogni, Snedecor

Graduate Tuba- Charlier 32 Etudes du Perfectionnement, Fritze 20 Characteristic Studies, Bordogni (#60 and above), Verne Reynolds Etudes for Tuba (the horn book, transcribed)

Undergrad Euphonium- Rochut, Voxman, Pottag and Andraud, Blazhevich Tuba Studies

Graduate Euphonium- Charlier Transcendental Etudes for Trumpet, Charlier 32 Etudes du Perfectionnement, Rochut Book 2 or 3, Verne Reynolds Etudes for Trumpet (the horn book, transcribed)

For fundamentals, I am a huge fan of Brad Edwards' books, particularly Patterns and Snippets, Lip Slur Melodies, and Simply Singing. Every student should have a copy of these three books.

The following pages list the literature that I have found the most compelling to teach over the past 23 years. I am always open to suggestions of new literature.