Balancing art with business

WHY will you teach?  WHAT is your mission statement?
WHO will you teach?  WHO is your target market?
WHAT will you teach?  WHAT is your product?
WHEN will you teach?  WHAT are your business hours?
WHERE will you teach?  WHERE is your space? Region?

FLEXIBILITY? (Priority on performing, grad school)  VS  STABILITY (Steady income, regular schedule)

Assessing your skills and knowledge

1. VOICE: Knowledge, experience, training, credentials
2. PIANO/accompanying
3. STYLES: classical, music theater, pop, jazz, blues, rock, country, worship...
4. LANGUAGES: classical diction languages
5. COMMUNICATION: vocabulary, demonstration, “people skills”, focus
6. BUSINESS SKILLS: book-keeping, networking, marketing, PR

Resources

1. PERSONAL MUSIC LIBRARY: purchase print music, comply with copyright laws, no photocopies
   a. Standard anthologies in high/low keys, voice categories
   b. Printable resources, such as CDSheet music, public domain sheet music, Alfred's Ready-to-Sing series
2. ESSENTIALS: piano/keyboard, full length mirror, music stand, recording device, website (MusicTeacherHelper)
3. MENTORS: teachers, colleagues, voice teacher blogs, online communities
4. CONTINUING EDUCATION: voice lessons, workshops, conferences, masterclasses, acting, dance...
5. PROFESSIONAL ORGANIZATIONS:
   a. National Association of Teachers of Singing www.nats.org, Associate member, apply NATS Summer Intern
   b. Music Teachers National Association www.mtna.org, Join and be active in local chapter

Nuts and Bolts

1. LOCATION: Legal, noise-and-neighbors, pet and allergies, intrusion on family life
2. SOLE PROPRIETOR? LLC? CORPORATION? S CORP?
3. TAXES/INSURANCE: Books/online resources, accountant, rider to home policy, separate business policy
4. $$ MONEY/BILLING: Know the “going rate” for your experience level, pre-paid lessons, groups, classes
5. PROFESSIONALISM: dress, manner, marketing materials, web presence
6. ETHICS: Stealing is wrong (don’t steal students, music, ideas...)

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