



EDUCATIONAL PHILOSOPHY & PRACTICE

The Patterson Arts Method.

Experience. Create. Perform.
Teach. Understand.

Artistry from the beginning.



ST. AUGUSTINE
PRIVATE INLAND SANCTUARY | THE CHATEAU

NICPATTERSONSTUDIO.COM

Sound before sight. Meaning before mechanics.

The Patterson Arts Method connects artistic experience with deliberate skill. The entry point is shaped by age, goals, repertoire, current ability and flexible learning preferences. Listening, seeing, movement and reflection all participate; a preference is not a permanent learning label.

Five connected acts

Act	What the student does
Experience	Hear and feel the musical idea. Sing a phrase, explore a sound, listen to a model and notice its effect.
Create	Improvise, vary, compose or make an interpretive decision. Turn a musical idea into an active choice.
Perform	Communicate a complete thought: a first phrase, a work in progress, a recital piece or a concert program.
Teach	Explain and demonstrate the discovery. This reveals understanding and helps the musician become independent.
Understand	Connect sound, technique, harmony, history and practice. Identify the next useful action.

These are connected acts, not a rigid ladder. A lesson may move between them several times.

RIGOROUS, HUMANE MUSICAL WORK

High standards. Personal understanding.

Four studio commitments

Clarity over confusion. Name the musical idea, hear the target, and know the next useful action.

Encouragement with substance. Celebrate evidence of growth while keeping the artistic standard meaningful.

Music over anxiety. Use technique and preparation to support freedom, curiosity and expressive choice.

Progress you can hear. Turn goals into audible, repeatable milestones, rather than vague hope.

An example: shaping a lyrical phrase

Experience: sing the line and hear its destination. Create: compare two choices of timing or tone. Perform: communicate the phrase without stopping. Teach: explain the musical decision in your own words.

Understand: relate the phrase to harmony, form, style and the next practice step.

Required advanced curriculum

Weekly aural/theory modules, music history, composition and assigned Friday-Sunday masterclasses alongside the intensive program are required. Students may be asked to perform online or in person. The four one-hour online Performance Labs are optional.

The instrument and the opportunity

All studio lessons and masterclasses are taught on Steinway Model D concert grands. Online students use their own instrument. Nic represented Steinway & Sons at age 20. Regular opportunities to perform give practice a purpose; advanced students can attend four optional one-hour online Performance Labs each teaching week.

For advanced and developing students

Advanced work may include voicing, structure, memory, interpretation and competition preparation.

Developing work strengthens pulse, coordination, listening, reading and musical understanding. Theory,

aural training and history connect directly to the repertoire being played.

For an intensive participant

A beginner can explore and share a simple musical thought. An experienced pianist can refine an ambitious program. The same commitments apply: personal goals, clear actions, supported performance and an audible next step.

Explore the method

Practice tools and learning modules accompany the studio's personal instruction. The method is an educational framework; it does not claim clinical treatment or guarantee competition outcomes.