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The learning process can be fulfilling and fun. However, it can also be frustrating, especially to students who are experiencing learning disabilities or are blessed with a special gift that makes them brilliant in their way, yet results in the traditional teaching methods not accommodating them well.

I can relate to these students on a deeply personal level. Growing up, I have been an overthinker and a slow learner which frequently frustrated my teachers to the point that many of them advised me to quit. Most teachers did not care about exploring anything new together, they only cared about immediate results. Because of my experience, I grew compassionate towards students who are different yet brilliant in their way. I proudly welcome my studio learners who are not comfortable with traditional strategies, as well as students with autism and ADHD.

To facilitate a safe yet stimulating learning environment for all of my students, I base my teaching on the principles of a process-oriented approach and two-way engagement. We focus on the act of playing and practicing itself, we use attention games and movement to make every single exercise fun and memorable. The result takes care of itself if the students are deeply connected to and interested in the process! I make sure to build on students' natural areas of interest and strength, constantly staying tuned to what sparks their interest on a given day. The students are then able to retain that same confidence and joy, as they continue to explore their instrument and other genres of music.

I firmly believe that everyone has music inside of them, and that the world needs to hear it. And this is why I am here to accommodate, encourage and celebrate my students at every step of their learning process.