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Exploring and Incorporating Music in the Classroom

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EXPLORING AND INCORPORATING MUSIC IN THE CLASSROOM

Ella Aiges

May 2023

Submitted in partial fulfillment
of the requirements for the degree of
Master of Science in the Art of Teaching
Sarah Lawrence College

Abstract

This paper is an exploration into the benefits that incorporating music into various aspects of the classroom can bring students. Music has been a part of life and culture since the first civilizations. Each generation, the traditions, and practices are passed down to the next. Over time, music and the way we teach it have transformed. The importance that society places on music has also evolved. However, the benefits that music brings have not. Research has shown that the brain reacts to music and stimulates learning. There are several developmental and psychological impacts that music can have on the mind. Bringing that knowledge to teaching and implementing music into classrooms can immensely benefit students in a myriad of ways. There are many different ways to incorporate music into classrooms, from playing background music to creating immersive experiences. Some of the different uses for music in classrooms can be as an assistive tool, a tool for memorization, or a therapeutic tool. Music can also assist students with special needs and students, who are learning another language. Music can be used to build culturally responsive classrooms and build classroom community. The multifarious ways that music can be used to benefit students are all methods that I plan to use in my future classroom.

Dedication

Dedicated to all my peers and teachers over the years. Especially to all of the music teachers I had growing up.

Acknowledgments

I want to thank and acknowledge all of the people in my life who had a hand in helping me reach where I am today. I want to thank my parents for always encouraging my passion for music and all art forms and to the many teachers who have helped me on my journey. Mr. AJ, who was the first to predict that I would be a teacher. Ms. Claudia, who always had music playing in the classroom. To all of the teachers in the Art of Teaching program that have encouraged me and pushed me to expand my thinking of teaching. To Lorayne Carbon, who brings such excitement and joy to everything. To Robbin Hawkins, for welcoming me into her classroom and sharing her wealth of knowledge. To Liz Malerba and Christine Wang, whose classroom brought me such joy and I will always remember fondly. To Julia Garcia, from who I have learned more than I could have ever imagined. To Alan Lang, who guided me through my first year at Sarah Lawrence and allowed me to explore the various ways theatre can impact the community. To Julie Rockowitz, who gave me the opportunity to take charge of my first classroom for a wonderful summer. To my amazing Art of Teaching cohort! I would not have survived these past two years without you. I thank all of you and know I would not be where I am without you.

Annotated Outline

- **Introduction**

- Dedication
- Thesis Statement
 - The use of music in the classroom benefits students mentally and academically
- Quotes about integrating arts into the curriculum from *Artful Teaching*
 - “Integrating the arts into the curriculum reminds us that “teaching is as much a personal performance, a moral endeavor, and a cultural script as it is a technical craft” (Gay & Kirkland, 2003, p. 182). Instead of one best system, the arts provide a “third space” (Stevenson & Deasy, 2005), for learning by students and teachers.” (Donahue, D. M., & Stuart, 2010, p. 11)
 - “In addition to being valuable in their own right (Hoffman Davis, 2008), the arts are seen as fostering improved learning in other subject areas (Fiske, 1999). They also further students’ cognitive abilities (Efland, 2002; Gardner, 1993; Perkins, 1994), promoting creative self-expression (Lowenfeld, 1947), transform consciousness and imagination (Eisner, 2002; Greene, 1995), and promote multicultural understanding and social justice (Bains & Mesa-Bains, 2002; Heck, 2001).” (Donahue, D. M., & Stuart, 2010, p. 13)
- How growing up in New Orleans influenced me

- **Music and the Brain**

- Quote from Elena Mannes

- “Scientists have found that music stimulates more parts of the brain than any other human function.” (Mannes, 2011, p. 5)

- The brain’s reaction to music

- “When it comes to music, our brain is activated in many regions where emotions, motivation, learning and memory are triggered.” (Changeart, 2021)

- “Active engagement with music can impact the way that the brain processes information, enhancing the perception of language and speech, and subsequently improving our ability to communicate with others and learn to read” (Hallam, 2010; Bokiev, Bokiev, Aralas, Ismail, & Othman, 2018).

- Quote from researchers in Finland

- *“the processing of musical pulse recruits motor areas in the brain, supporting the idea that music and movement are closely intertwined. Limbic areas of the brain, known to be associated with emotions, were found to be involved in rhythm and tonality processing. Processing of timbre (the character or quality of a musical sound or voice as distinct from its pitch and intensity) was associated with activations in the so-called default mode network, which is assumed to be associated with mind-wandering and creativity.” (Changeart, 2021)*

- How music impacts your brain
 - “Musical training has been shown to change brain structures and summaries of imaging studies conducted over the past 20 years corral evidence suggesting that regular study of music influences plastic changes in brain functioning” (Habib and Besson, 2009; Wan and Schlaug, 2010; Moreno et al., 2011). (Knott and Thaut, 2018)
- Learning with music in the classroom
- The benefits of music in early childhood development
- **Music Education**
 - Music around the world
 - The evolution of music education from the Greeks to today
 - The influences of Kodály, Orff, and Suzuki
 - Quote from Christine Van Halen-Faber
 - “A sound music education which assesses the balance between melody and rhythm should enable our children to play their own part in our cultural history.” (Halen-Faber, 1984)
 - International Society for Music Education
 - North American focus of music education
 - The Timeline of music education in North America
- **The Use of Music in the Classroom**
 - Quote from Chris Boyd Brewer
 - “The intentional use of music in the classroom will set the scene and learning atmosphere to enhance our teaching and learning

activities,” “Plus, using music for learning makes the process much more fun and interesting.” (Brewer, 1995) (Lynch, 2016)

- Tools of using music in the classroom
- Creating an immersive experience with music
 - “Education is not an affair of ‘telling’ and being told, but an active and constructive process” (Dewey, 2009, p.38).
 - Colonial Times Music Lesson
 - Pictures/Videos
- Connecting with students through music
 - Example from Dad’s classroom
- Culturally responsive classroom
 - Quote from Kelly McHale
 - "The cultural values and contributions of diverse musicians and genres provide the perfect avenue to explore and learn about the “other” in a classroom environment. Additionally, the chance to sing, play and listen to the music of other cultures creates an understanding that transcends personal experience, and creates a more global perspective." (Kelly-McHale, 2017)
- Music as an Assistive Tool
 - Background music
- Incorporating music while substitute teaching
- Music as a Memorization Tool
- Doubles Song Video from Ella Baker

Exploring and Incorporating Music in the Classroom

- Music as a tool for children with special needs
 - Music as a tool for children with autism
- Music as a tool for ESL students
 - Music was used at my elementary school as an assistive tool to help students learn Spanish
- Music as a Therapeutic Tool
- How I plan to incorporate music into my future classroom

Process Paper

I have been immersed in music from a very young age. Growing up in New Orleans does not allow for anything else. Music is a part of the culture there and you can feel the influence it has in the air. I always knew that wherever in life I ended up, music would be a part of my life. For years growing up my dream was to be a musician. I played piano, and saxophone, and sang. I even played guitar, cello, flute, and drums for a little while. My dream changed as I got older and discovered different interests, but my attachment to music always remained. I loved whenever there was a lesson involving music in school, it was always exciting and allowed me to connect further with the subject we were learning. When I started this project, I reflected on all my educational experiences, both in the program and while growing up. I found that what interested me the most was all the experiences that had to do with music.

When I started student teaching, I observed the myriad of ways that my host teachers incorporated music into their teaching. Some used it as a way to start the day, while others used it as a way to transition from one activity to another. Some utilized it as a means to create interactive experiences in the classroom. In some instances, it was even used as a tool to help teach a lesson. The various ways that music can be incorporated into classrooms as a classroom management tool or as a manner to assist in the lesson were fascinating to me.

From experience, I knew that music could help promote focus when learning or studying. I had even heard that the brain was impacted by music several times when I was younger. However, I had not delved into the topic before I started this project. Once I started researching, I was fascinated by all the different ways that music impacts the brain. There are many distinct areas of the brain that can be affected by music. And they each stimulate a different response

which can effect students in classrooms. For example, the frontal cortex, which contributes to processing meaning, when hearing music in the classroom can lead to increased focus and concentration by students. There can also be a release of dopamine in the brain when listening to music, which can lead to decreased stress and reduced pain. The brain is a fascinating part of the human body that can do a multitude of things. Learning about all the multifaceted effects that music can have on the brain only strengthened my curiosity of all the effects that music can have in the classroom.

Once I began exploring the various ways music can be incorporated into classrooms, I also became interested in how music education has evolved over time. Education itself has drastically changed over time. It was once illegal for women or people of color to learn alongside men. The way knowledge has been taught and passed down to the next generation has changed and developed as civilizations have changed and developed. I learned that music was once a vital part of education and society. The Greeks structured their education system with a basis in music and gymnastics, training the soul and the body. The value of music in education has waned as society has gone on to prioritize subjects like reading, writing, math, and science. While I understand the importance of those subjects, I argue that music is equally as important.

Music and other art forms allow for students to explore learning and express their understanding in creative and multifaceted ways. All students learn in different ways, and it is important for teachers to discover and help them learn in the way that works best for them. While student teaching at both Ella Baker and Claremont Elementary, I observed all the small and big ways that music is integrated into the classroom to assist students. In some classrooms, students are able to put on headphones and listen to music while independently working. At Ella Baker,

music was at least a small part of every day. It was used as a tool to transition from one subject to another, or one frame of mind to another.

When I began substitute teaching, I began experimenting with how I could incorporate music into the classrooms I was working with. Even if I was only there for a day or a few hours, I wanted to see if I assist them in their learning in new ways. It took some trial and error, but I discovered that calming music was very affective when played while students are working independently. It both helps manage the volumen of the classroom, but also stimulates learning and encourages the students to complete their work.

As I move forward and enter the world of teaching, one of the main questions and ideas that I plan to bring with me is how can I utilize creative learning in my classroom. I believe that learning and teaching are both living, breathing, ever changing entities that evolve over time. Utilizing creative elements like incorporating music into various components of classroom lessons or routines is a vital piece of that. Finding creative ways to communicate knowledge to students is a key factor of how learning changes as society changes.

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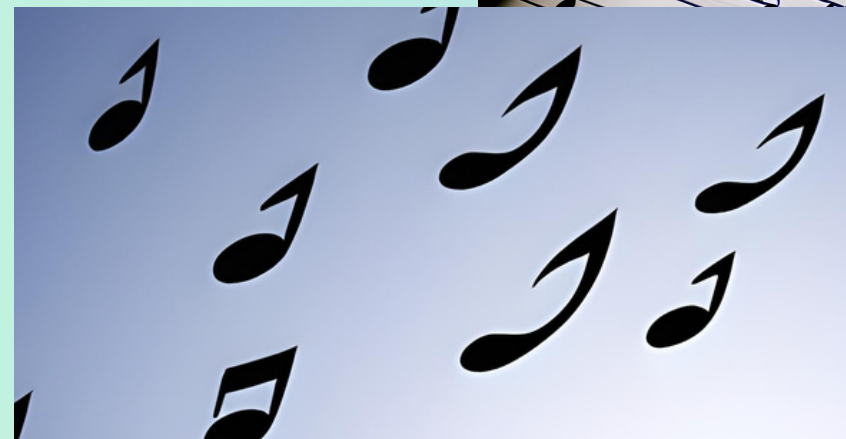
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Exploring and Incorporating Music in the Classroom



To all of my music
teachers growing up



Thesis Statement

The use of music in the classroom benefits students mentally and academically

"Integrating the arts into the curriculum reminds us that “teaching is as much a personal performance, a moral endeavor, and a cultural script as it is a technical craft” (Gay & Kirkland, 2003, p. 182). Instead of one best system, the arts provide a “third space” (Stevenson & Deasy, 2005), for learning by students and teachers.”

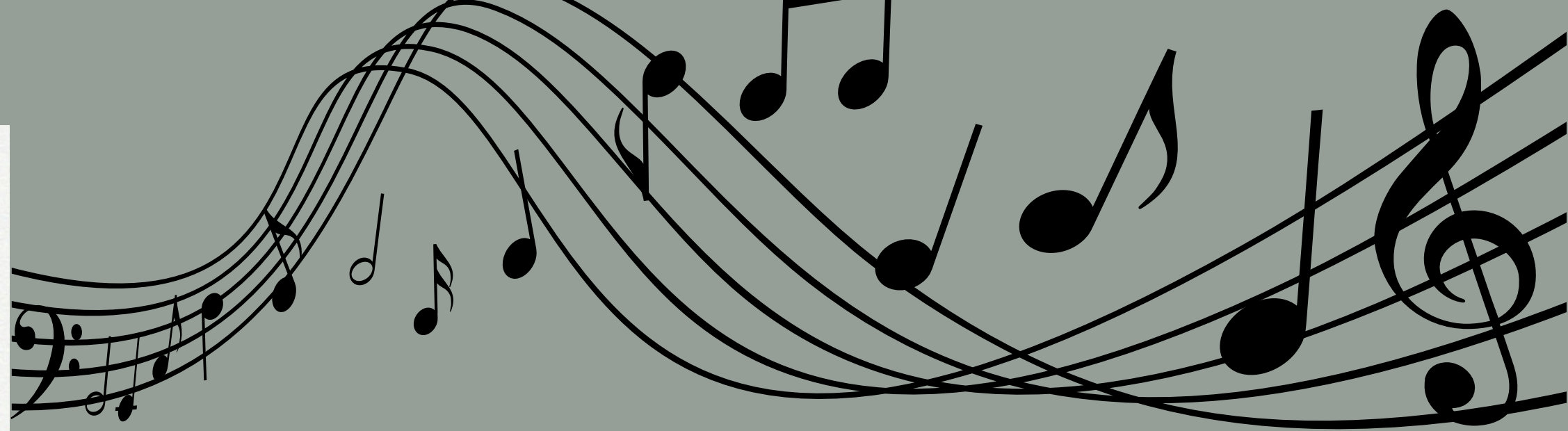
"In addition to being valuable in their own right (Hoffman Davis, 2008), the arts are seen as fostering improved learning in other subject areas (Fiske, 1999). They also further students’ cognitive abilities (Efland, 2002; Gardner, 1993; Perkins, 1994), promoting creative self-expression (Lowenfeld, 1947), transform consciousness and imagination (Eisner, 2002; Greene, 1995), and promote multicultural understanding and social justice (Bains & Mesa-Bains, 2002; Heck, 2001)."



New Orleans

Growing up in
New Orleans

Music on every corner



Surrounded by Music

You don't have to go far to find
music in New Orleans





Music Growing up

I played many instruments growing
up

My family has always
encouraged an interest in the
arts

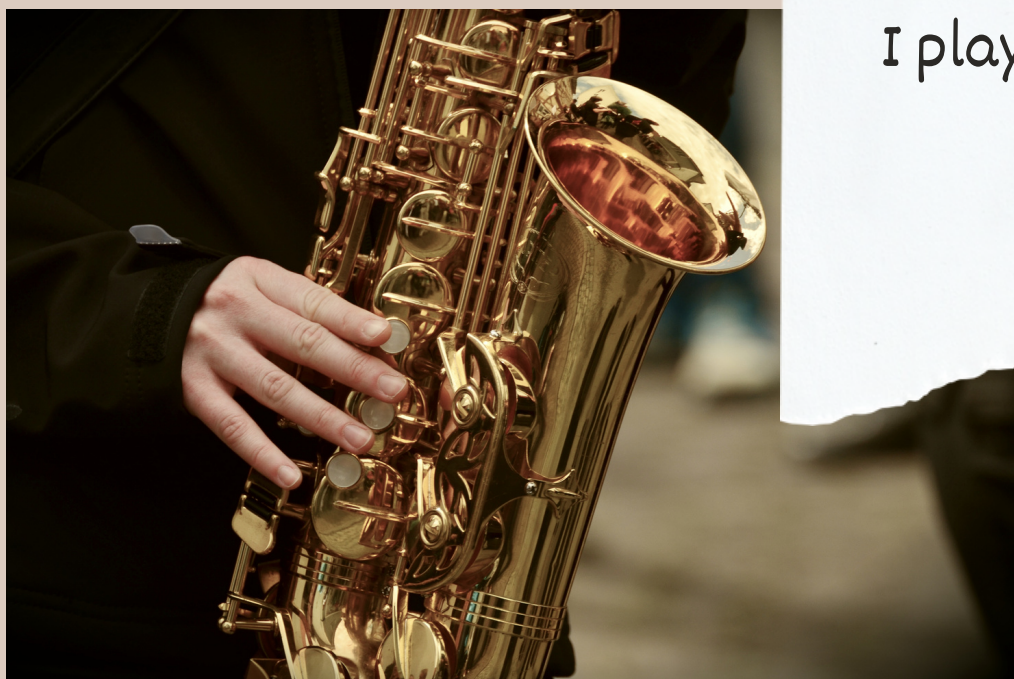


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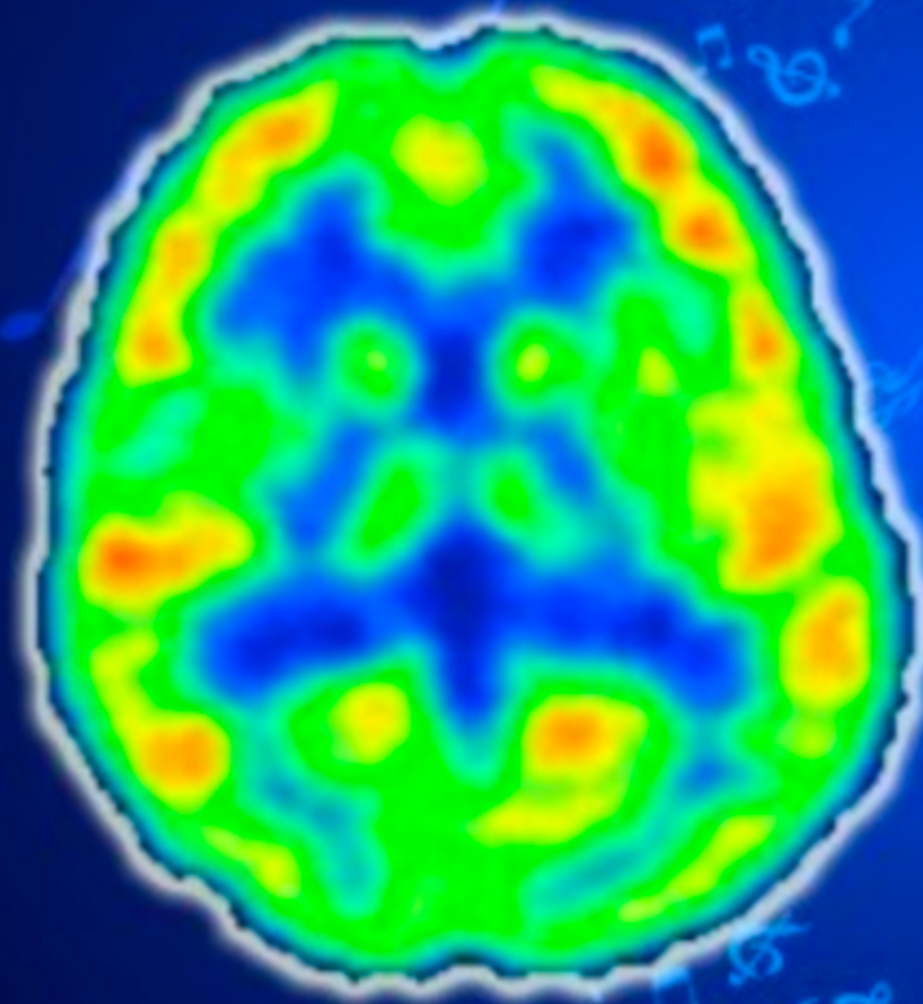
Music and the Brain

“Scientists have found that music stimulates more parts of the brain than any other human function.”

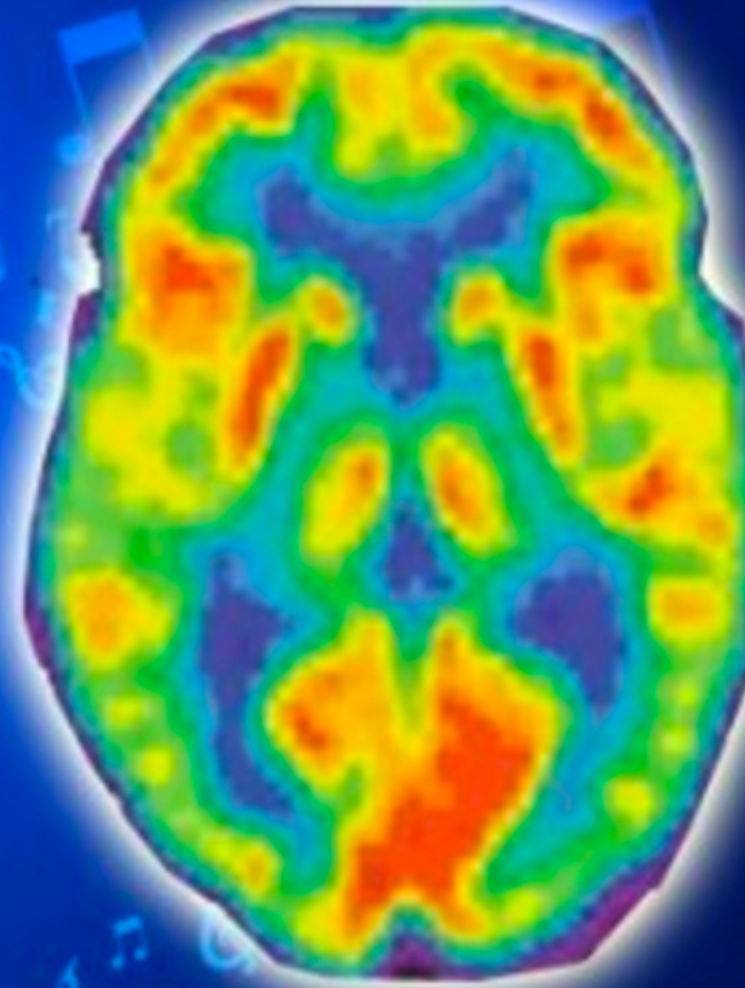
~Elena Mannes

THE BRAINS REACTION TO MUSIC

The Brain
at Rest



The Brain's
Reaction to Music



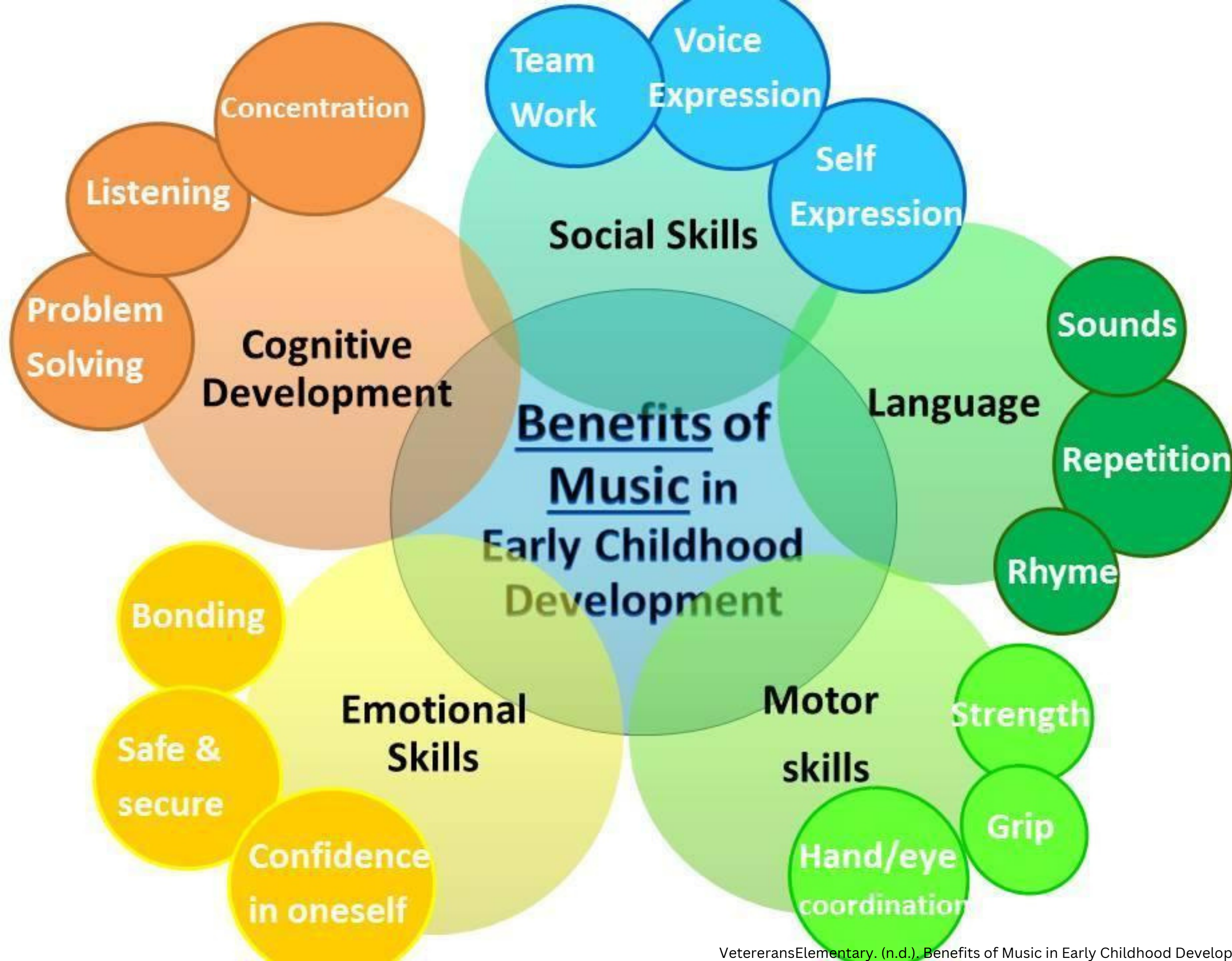
“The processing of musical pulse recruits **motor areas** in the brain, supporting the idea that **music** and **movement** are closely intertwined. **Limbic areas** of the brain, known to be associated with **emotions**, were found to be involved in **rhythm** and tonality processing. Processing of **timbre** (the character or quality of a musical sound or voice as distinct from its pitch and intensity) was associated with activations in the so-called default mode network, which is assumed to be associated with **mind-wandering** and **creativity**.”

HOW MUSIC IMPACTS YOUR BRAIN



LEARNING WITH MUSIC

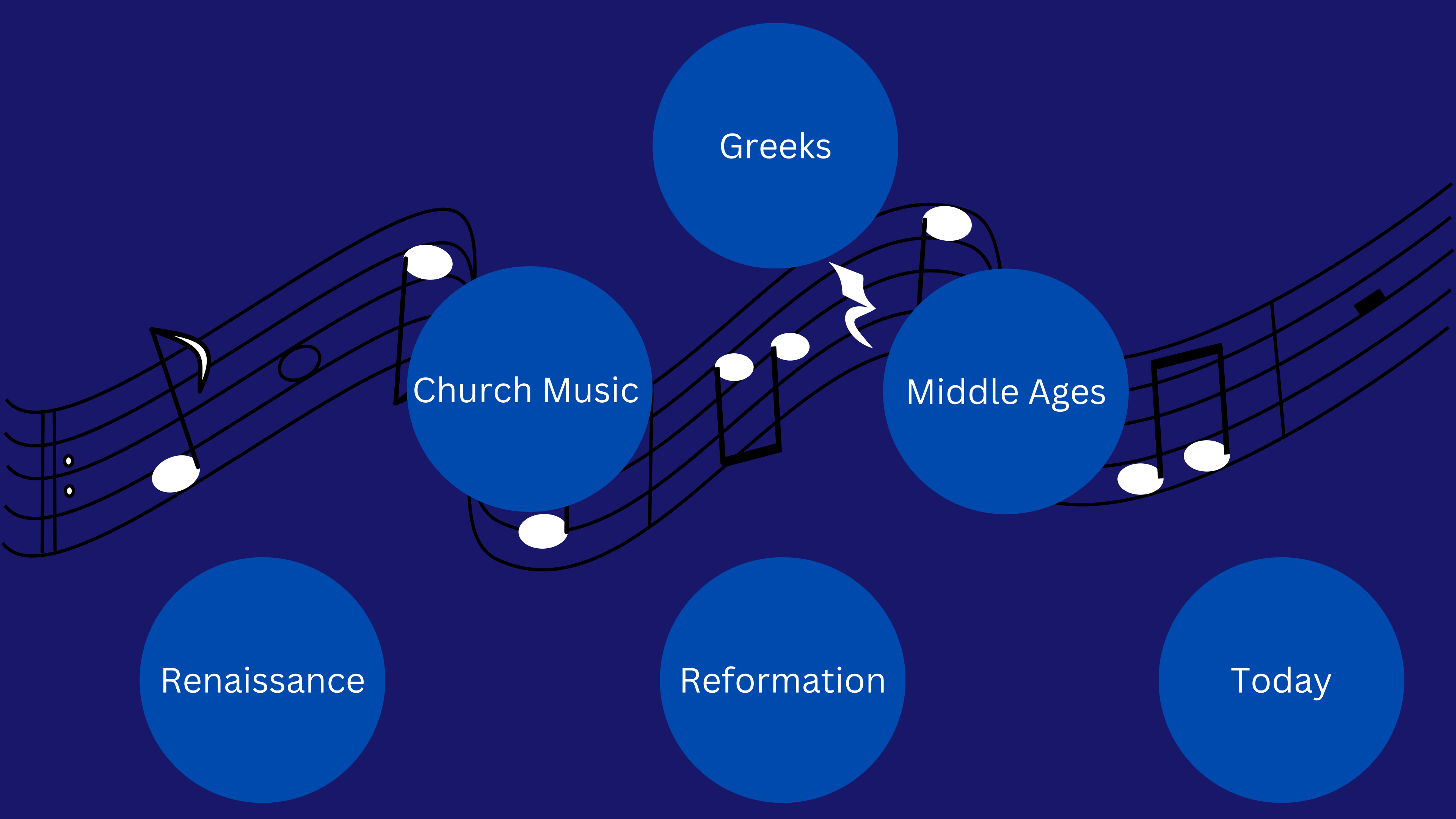


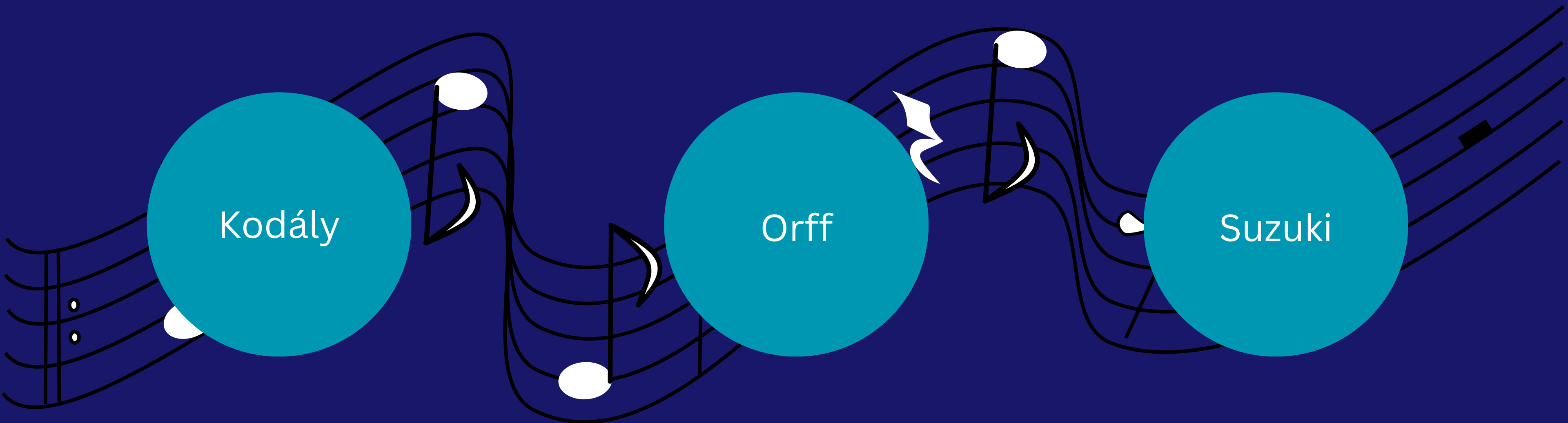


Music Education

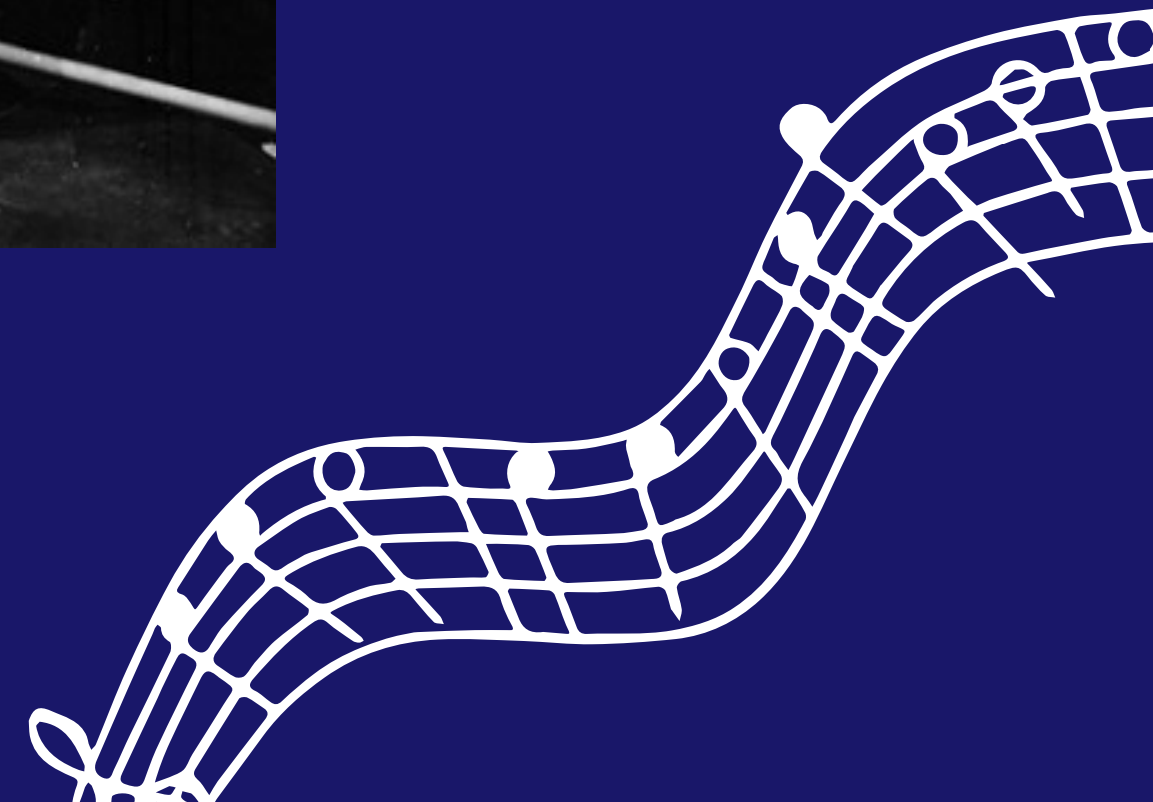
Globally Used



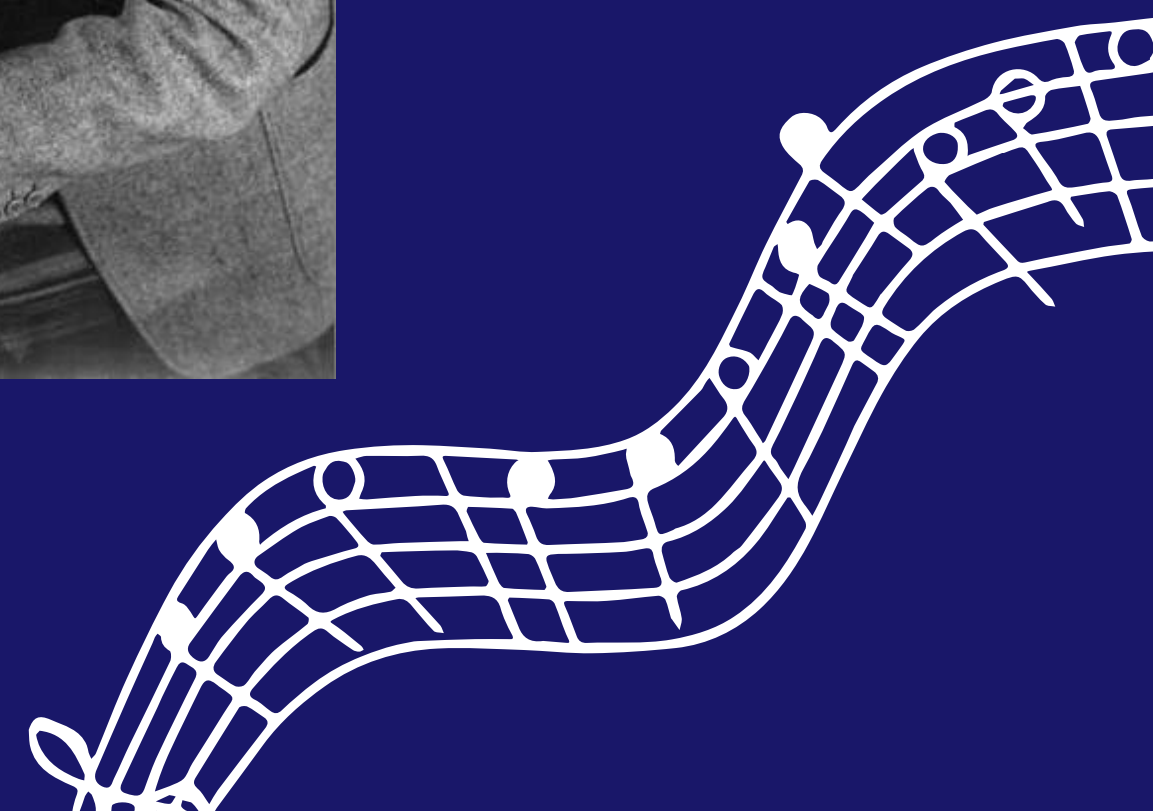




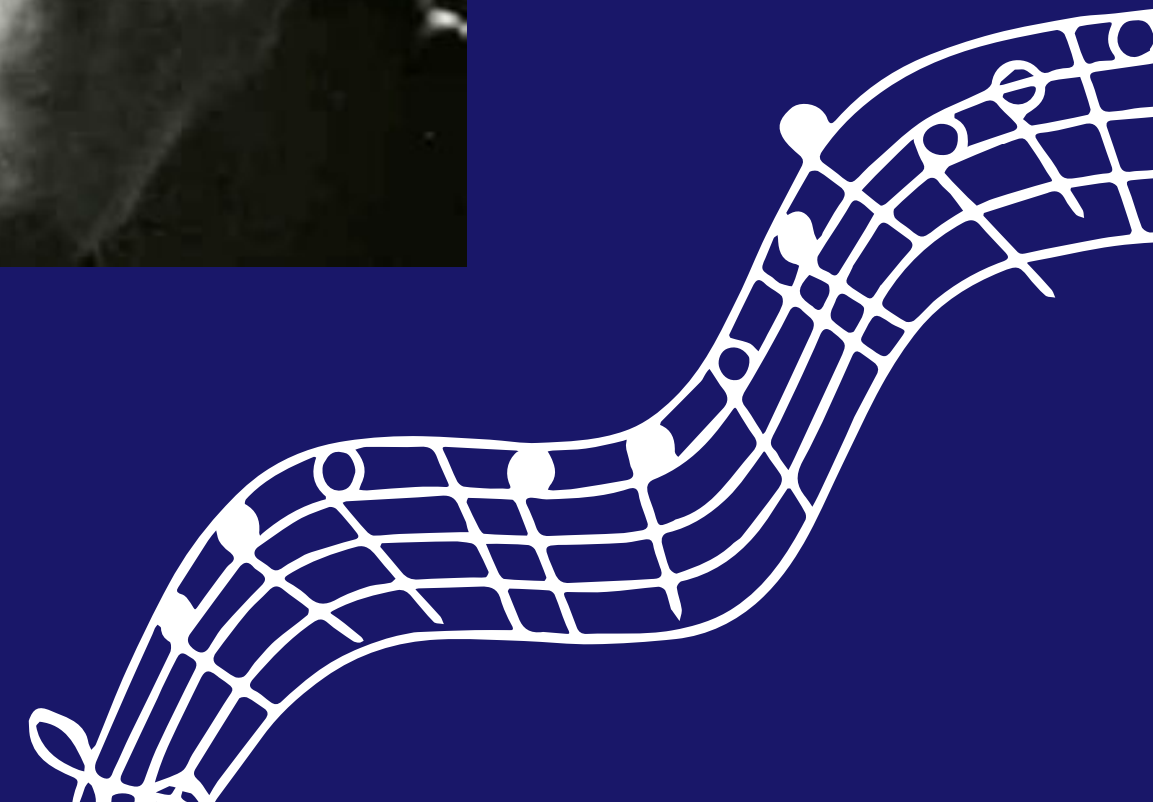
Zoltán Kodály



Carl Orff



Shinichi Suzuki



“A sound music education which assesses the balance between melody and rhythm should enable our children to play their own part in our cultural history.”

~ Christine Van Halen-Faber





ISME:
International
Society for
Music
Education

North American Focus of Music Education

Music Education in the North America Timeline



Early America

- Pilgrims and Puritans arrived with the tradition of singing psalms.
- Secular music was celebrated and encouraged (especially in the South). Music education was limited to the wealthy.
- Music literacy became more important in the church as the northern colonies grew
- Rev. John Tufts founded the first American 'singing school' in 1721

Tunebooks and Lowell Mason

- Early 1800s
- The Tunebook: instructional texts that contained choral music
- 1830s, Lowell Mason took up the teachings of Johann Heinrich Pestalozzi
- Mason believed in the importance of the student-teacher relationship in music education
- Mason was vital to music being incorporated as a school subject

The School Band Movement

- Late 19th century
- The number of bands grew as more students enrolled in public schools
- Schools began to field all-men and sometimes all-women bands.
- These bands performed at parades, football games and helped entertain troops returning from the two World Wars.

Music Education Associations

- The National Education Association (NEA) had an established music division beginning in 1894, but there wasn't a group devoted to music educators alone until 1907
- In 1952, the group published "A Child's Bill of Rights in Music" that advocated for children to have the free opportunity to explore their musical abilities.
- The National Standards for Music Education were developed in 1994.

Music Education Today

- Ninety-four percent of elementary schools and 91 percent of secondary schools offer instruction designated specifically for music
- In the Every Student Succeeds Act (2015), music is mentioned as a stand-alone subject
- For most students interested in learning music, the opportunity is available.



Uses of Music in the Classroom

“The intentional use of music in the classroom will set the scene and learning atmosphere to enhance our teaching and learning activities. Plus, using music for learning makes the process much more fun and interesting.”

~ Chris Boyd Brewer

Singing--Enhances communication skills and speech.

Rhythm--Improves and refines motor skills.

Memorizing lyrics--Helps students better memorize academic material.

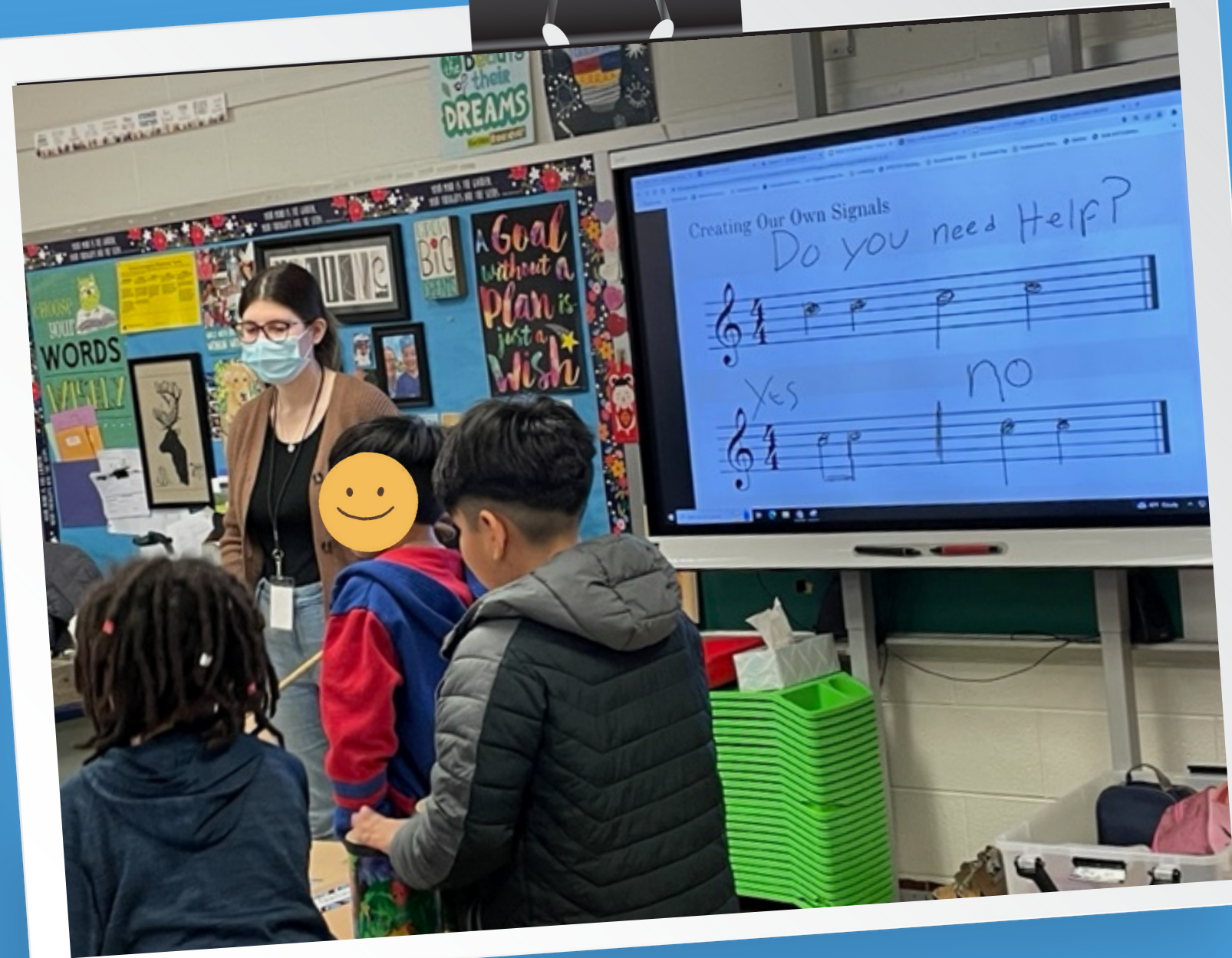
Listening to music--Increases focus in students in the classroom.

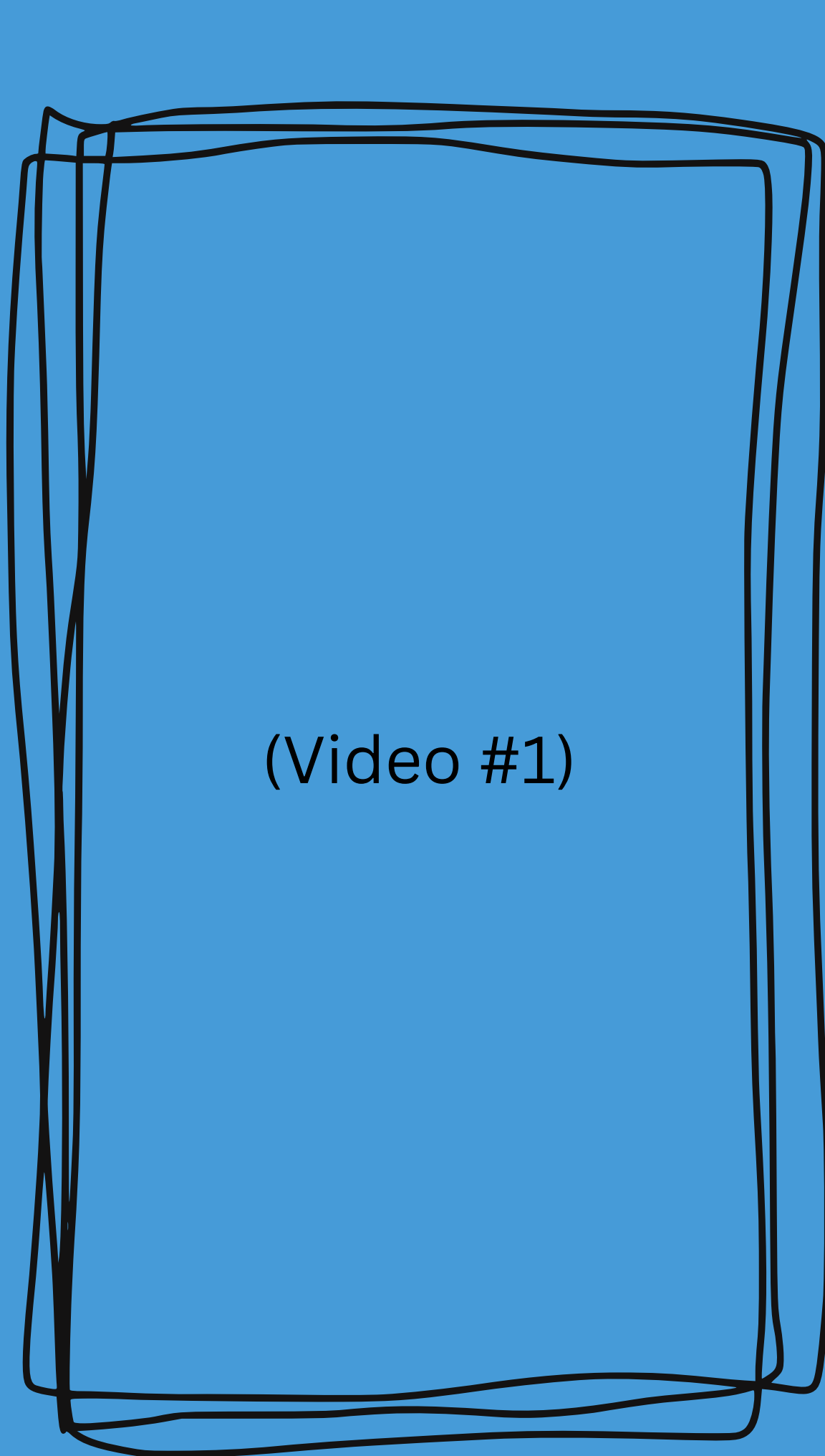
Creating an Immersive Experience

Allow the students to fully interact with the lesson and learn about aspects they might not have considered

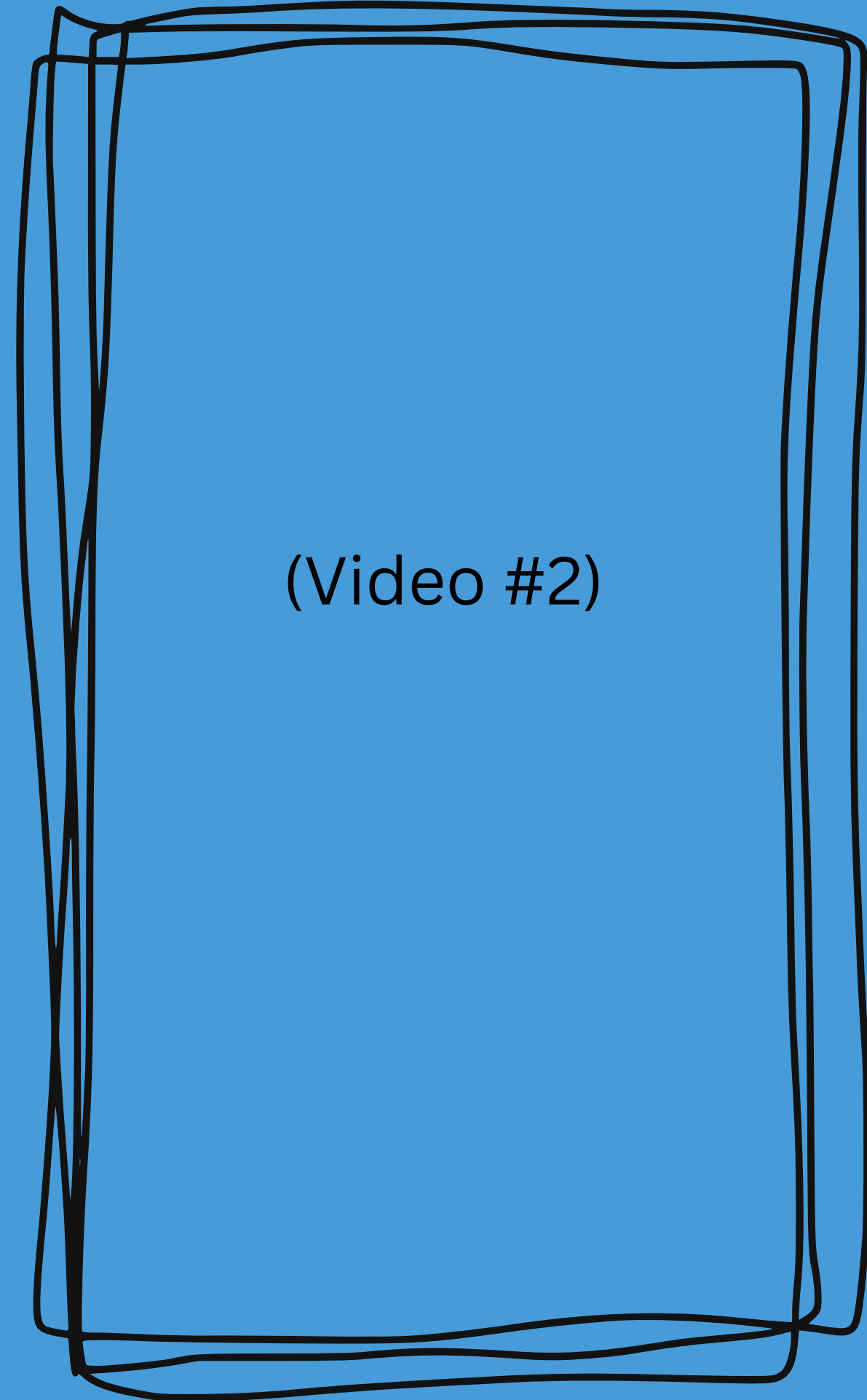


Colonial Times Music Lesson

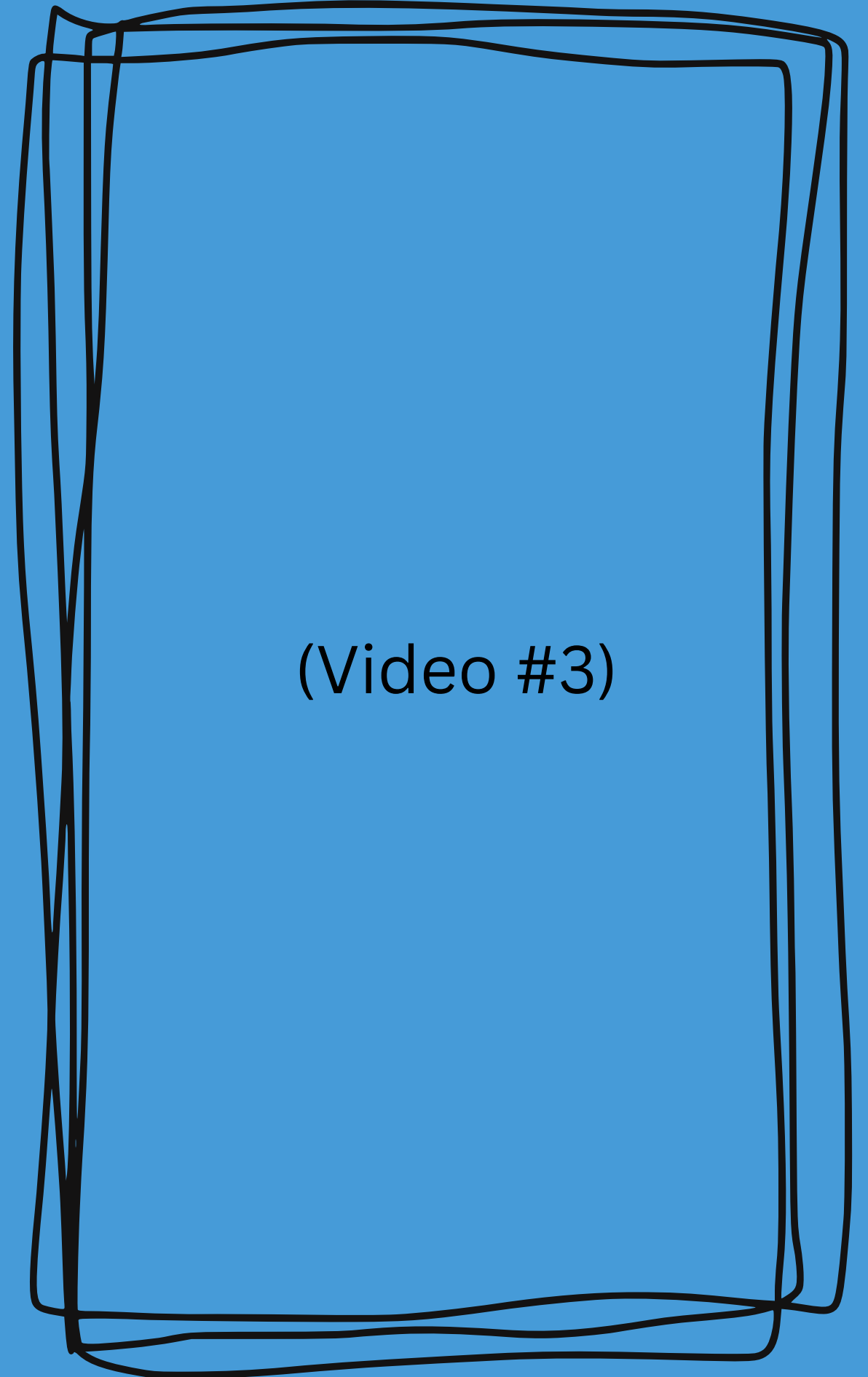




(Video #1)



(Video #2)



(Video #3)

Connecting with Students Through Music

- Relating to them personally
- Allowing them to bring parts of their home and/or culture into the classroom



Culturally Responsive Classrooms

Music curriculum can be an ideal place to start culturally responsive teaching. Music crosses cultures and is an experience that can be considered universal.



"The cultural values and contributions of diverse musicians and genres provide the perfect avenue to explore and learn about the “other” in a classroom environment. Additionally, the chance to sing, play and listen to the music of other cultures creates an understanding that transcends personal experience, and creates a more global perspective."

~ Kelly McHale

Students Suggesting Music

In my dad's classroom, every day there is an opening slide with Today's Jam of student's music selections

- There is a list for students to suggest songs
- The list has 150 songs
- Engaging students every day at the start of the lesson
 - Builds classroom community
- The goal is to showcase diversity in the selections

Today's Jam

Song: Have You Ever Seen the Rain

Artist: Creedence Clearwater Revival

Genre: Country Rock

Country of Origin: USA



One of the repeated requests

Music as an Assistive Tool

For a long time, music therapy in classrooms has been an effective method of enhancing mood and creating a learning experience that builds comprehension, especially with children.





Songs are like stories but easier to memorize
and more fun!

Background music can improve overall learning



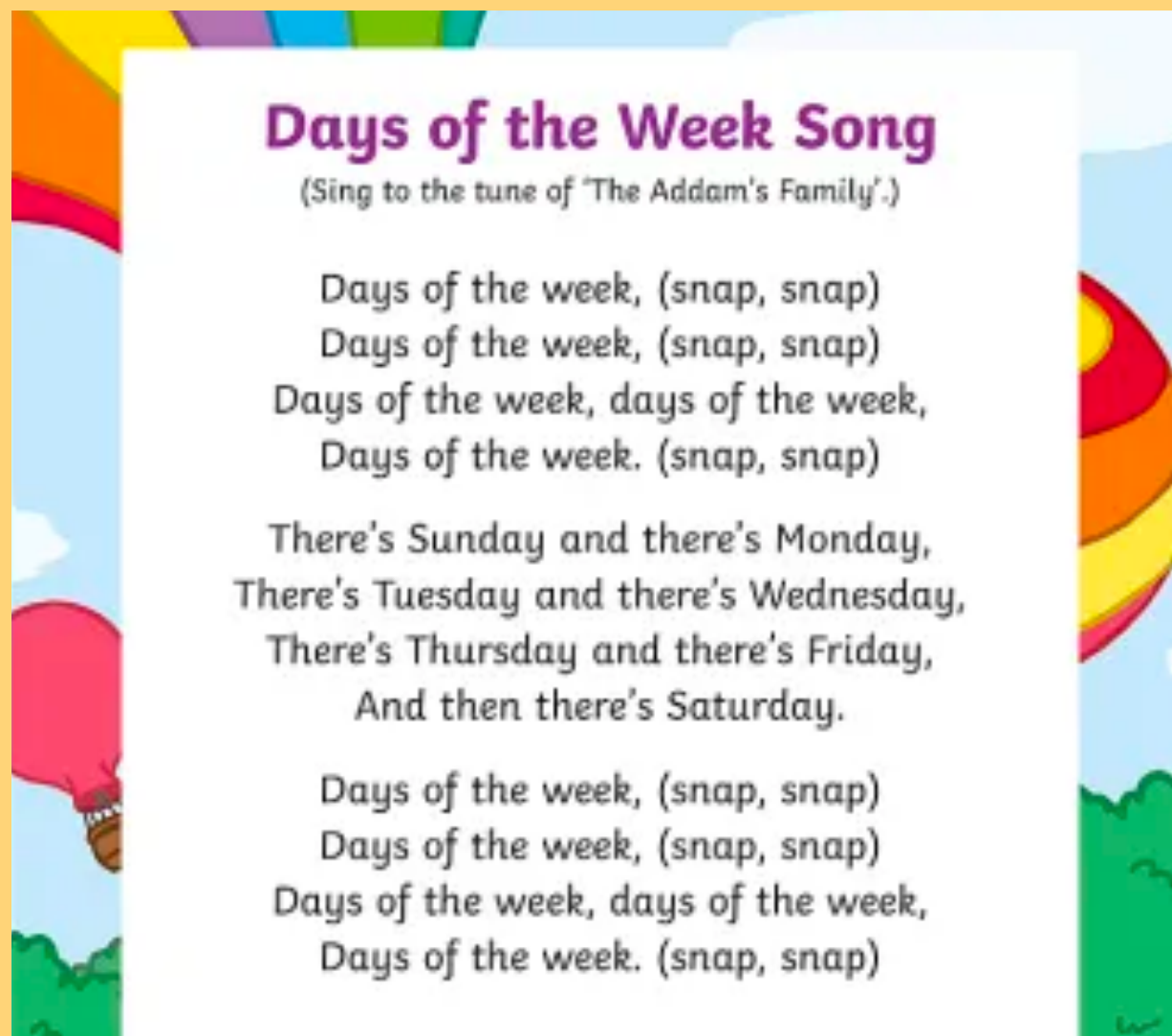
Music can also help transition students from one activity to another

Incorporating Music while Substitute Teaching



Music as a Memorization Tool

A familiar tune, song or jingle, used as a mnemonic device is another popular memory aid.



Days of the Week Song
(Sing to the tune of 'The Addam's Family'.)

Days of the week, (snap, snap)
Days of the week, (snap, snap)
Days of the week, days of the week,
Days of the week. (snap, snap)

There's Sunday and there's Monday,
There's Tuesday and there's Wednesday,
There's Thursday and there's Friday,
And then there's Saturday.

Days of the week, (snap, snap)
Days of the week, (snap, snap)
Days of the week, days of the week,
Days of the week. (snap, snap)

This worksheet features a colorful border with a hot air balloon on the left and a rainbow on the right. The text is centered on a white background.

3, 6, 9
Jin - gle Bells

12, 15
Jin - gle Bells

18, 21
Jin -gle all the way

24, and 27
Oh what fun it is to ride

30 and we're done.
in a one-horse open sleigh.



The 4 Seasons

Winter, Spring, Summer, Fall
the 4 Seasons, we know them all!
Winter's Cold, for Spring it Rains
in Summer we Play lots of Games
in the Fall, the Leaves Float Down
the 4 Seasons, going around!



This worksheet features a title 'The 4 Seasons' underlined. Below it are seven lines of text, each underlined, describing the seasons. At the bottom, there are four trees: a bare tree for winter, a tree with pink blossoms for spring, a tree with green leaves for summer, and a tree with yellow/orange leaves for fall.

Doubles Song video

Children with Special Needs

Music helps children with special needs learn to participate in very different ways as opposed to a traditional classroom setting.



Music helps kids because there is a sequence or order to most songs.

Children with autism can learn this through music, which will help them understand other sequences in their lives.



Music as a Tool for ESL Students

COLORS!
(to the tune of Frere Jacques)
(Ask students to repeat each line as you lead.)

Red is rojo,
Blue is azul,
Green is verde,
Yellow amarillo,
Purple morado.

Pink is rosa,
Brown is café,
Black is negro,
Orange anaranjado,
White is blanco.



The **fish** in the sea goes swim, swim, swim,
swim, swim, swim,
swim, swim, swim.
The **fish** in the sea goes swim, swim, swim,
all day long.

The **lobster** in the sea goes pinch, pinch, pinch,
pinch, pinch, pinch,
pinch, pinch, pinch.
The **lobster** in the sea goes pinch, pinch, pinch,
all day long.

The **crab** in the sea goes click, click, click,
click, click, click,
click, click, click.

The **crab** in the sea goes click, click, click,
all day long.

The **octopus** in the sea goes wiggle, wiggle, wiggle,
wiggle, wiggle, wiggle,
wiggle, wiggle, wiggle.

The **octopus** in the sea goes wiggle, wiggle, wiggle,
all day long.

e modified lyrics from the song *The Wheels on the Bus* (adaptations bolded)



Music as a Therapeutic Tool

Music dials into a different part of the brain than speech, and provides a different avenue of communication.



Future Classroom





Integrating music into the classroom

"If Music Be the
Food of Love,
Play ON!"

Exploring and Incorporating Music in the Classroom

1. Introduction

- Hello and welcome everyone! My name is Ella Aiges and I thank you all so much for coming to my presentation today
- Ludwig Van Beethoven once said that “Music is the electrical soil in which the spirit lives, thinks, and invents.”
- For my thesis, I decided to focus on exploring how to incorporate music into various aspects of the classroom
- In the Art of Teaching program, we’ve talked a lot about identity
 - How it shapes who we are as teachers
 - And how does it shape what and how to teach
 - Music has always been a big part of my identity, both playing and listening

2. Dedication

- I would like to dedicate this to all of my music teachers growing up

3. Thesis statement

- The use of music in the classroom benefits students mentally and academically

4. Quotes about integrating arts into the curriculum from *Artful Teaching*

- In Emergent Curriculum we discussed the book *Artful Teaching: Integrating the Arts for Understanding across the Curriculum, K-8*. In that book, there were two quotes that particularly stuck with me:
- “Integrating the arts into the curriculum reminds us that “teaching is as much a personal performance, a moral endeavor, and a cultural script as it is a technical craft” (Gay & Kirkland, 2003, p. 182). Instead of one best system, the arts provide a “third space” (Stevenson & Deasy, 2005), for learning by students and teachers.”
- “In addition to being valuable in their own right (Hoffman Davis, 2008), the arts are seen as fostering improved learning in other subject areas (Fiske, 1999). They also further students’ cognitive abilities (Efland, 2002; Gardner, 1993; Perkins, 1994), promoting creative self-expression (Lowenfeld, 1947), transform consciousness and imagination (Eisner, 2002; Greene, 1995), and promote multicultural understanding and social justice (Bains & Mesa-Bains, 2002; Heck, 2001).”

5. New Orleans introduction

- I grew up in New Orleans. It is an amazing city with a rich musical history and it greatly inspired and influenced me
 - In New Orleans there is music on almost every corner
 - I grew up listening to various types of music, but jazz is especially big in NOLA
6. In the French Quarter especially, there is music playing everywhere.
- And where there isn’t music, you can still feel it in the air
7. My family has always encouraged my passions in the arts, whether it’s music, or theatre, or anything else
- I grew up playing various instruments
 - Piano, guitar, saxophone, voice
 - Even flute, drums, and cello for a little bit
 - My family is also very artistically linked

- My grandmother, mom, and aunt were all ballet dancers
- My dad has played guitar since he was a teenager, and he used to produce music festivals around NOLA
- I have always found that music has a positive impact on my life, whether that is personal or academic
 - I focus better
 - I engage creatively
 - And I wanted to explore and research the influence it can have on other students

8. Table of contents

- Before we get into all the technical research, here in the roadmap of where we're going
- We'll start with talking about the impact music has on the brain
- Then transition over to the evolution of music education
- Then the various uses of music within classrooms
- And then the ways i hope to include it in my future classroom

9. Music and the brain

- There are lots of different ways that music impacts and benefits the brain
- Even outside of the classroom

10. In her book *The Power of Music*, Elena Mannes says, "Scientists have found that music stimulates more parts of the brain than any other human function."

11. The Brain's Reaction to Music

- When you hear music, your brain reacts
 - Quote "When it comes to music, our brain is activated in many regions where emotions, motivation, learning and memory are triggered." (Changeart)
- Studies of the brain and memory reveal that exposure to music not only alters but increases brain function in students.
 - Quote "Active engagement with music can impact the way that the brain processes information, enhancing the perception of language and speech, and subsequently improving our ability to communicate with others and learn to read" (Hallam, 2010; Bokiev, Bokiev, Aralas, Ismail, & Othman, 2018).

12. Researchers in Finland found that:

- *"the processing of musical pulse recruits motor areas in the brain, supporting the idea that music and movement are closely intertwined. Limbic areas of the brain, known to be associated with emotions, were found to be involved in rhythm and tonality processing. Processing of timbre (the character or quality of a musical sound or voice as distinct from its pitch and intensity) was associated with activations in the so-called default mode network, which is assumed to be associated with mind-wandering and creativity."*
- So, when we hear music, our entire body responds to it
- We sing, hum, clap, sway, and dance

13. There are many other scientifically proven impacts that music has on the brain

- It can reduce pain
- It causes the release of dopamine (a feel-good chemical in the brain)
- It alters your breathing and heart rate
 - which can contribute to stress relief
 - And help keep depression and anxiety at bay

- It can help with memory recall
- It can improve creativity
- It can stimulate brainwaves
 - Depending on the music and situation it can calm to a meditative state or improve alertness
- And there are many other things it can do, including reducing negativity
- Quote “Musical training has been shown to change brain structures and summaries of imaging studies conducted over the past 20 years corral evidence suggesting that regular study of music influences plastic changes in brain functioning” (Habib and Besson, 2009; Wan and Schlaug, 2010; Moreno et al., 2011).
 - Studies have even shown that people who had musical training before the age of 12, have had better verbal memory performances

14. Transitioning to the effects music can have in the classroom

- All that knowledge on how music impacts the brain can be used to benefit students through music
- Areas of the brain like the auditory cortex, frontal cortex, motor cortex, and visual cortex are all affected by music
- Which can lead to improved processing of meaning, energized learning, a deeper understanding of content, the identification and analyzation of sounds, and a positive learning atmosphere and state of mind.
- We’ve discussed in the Art of Teaching program that students all have different ways of learning
 - They all have different ways of processing information
 - So it is important for teachers to find ways to help them learn in the way that works best for them
 - In the Art of Teaching program we explored methods that can assist us in finding the best avenues to help a student learn
 - Like careful observation into the child’s modes of thinking and learning
 - For some students, music may be the most helpful way for them to learn
 - However, it is beneficial for all students

15. The early childhood benefits of music

- There are many benefits that music can have on early childhood development:
 - Language skills such as sounds, repetition and rhyme are also benefited.
 - Research has shown that musical training helps develop the part of the left side of the brain that is involved with processing language.
 - It can actually wire the brain’s circuits in specific ways
 - Learning a musical instrument can also improve how the brain understands human language. It can also help students learn a second language
 - Motor skills like hand/eye coordination, grip, and strength can be benefited from music
 - Cognitive skills like problem-solving such as listening, and concentration are also benefited
 - As well as Emotional and Social skills such as self-esteem and confidence, self-expression, bonding with others, teamwork, and feeling safe and secure

16. Music Education

17. Music is used globally around the world

- Passed down from generation to generation
- Essential musical skills and traditions are passed along from one generation to the next

18. Throughout the years, music education has evolved

- In the classical era, music was closely connected to poetry.
 - The original structure of Greek education was based in music-poetry and gymnastics
 - Every young Spartan and young citizen of Athens received a solid training to build character, stamina, and grace.
 - Music for the souls and gymnastics for the body!
- In Rome music became a purely intellectual discipline and musical mathematics was studied for its own sake in secondary schools.
 - Based on the writings of Aristotle and Plato a curriculum evolved in which music was linked with arithmetic, geometry, and astronomy.
- Christians however resisted the pagan educational system, took control of education
 - Here music was still an important subject on the curriculum and was taught as a pure science,
 - just as it had been in the pagan system of ancient Rome!
- During the Middle Ages, this purely theoretical form of music education remained a prerequisite for the study of law, theology, and medicine.
 - the common people however had little or no contact with liberal education or the cathedral school. Yet they maintained their musical heritage.
 - Classical musicianship was passed from father to son.
 - Traveling musicians provided regular entertainment, and tales of joy and sadness were shared with the town folk.
 - They took on a few apprentices and in this way, secular music continued to develop.
- During the Renaissance, the impact of humanistic philosophy revealed itself in music education
 - Music was no longer considered a scientific discipline, or a setting for the mass only, but it was valued for its intrinsic beauty.
 - The sum of mental elements of music: melody and rhythm, were introduced in the standard curriculum of the court schools and church institutions, along with practical experience in vocal and instrumental music.
- With Reformation was the emphasis on the need for vernacular schools and places for the instruction of the common people
 - In 1559 School Regulations were established by the Duke of Wurtemberg and in 1580 these were adopted by the electorate of Saxony.
 - These regulations signalled the beginning of a system of elementary schools, which spread from Germany to the rest of Western Europe.
 - A basic curriculum was established to include: reading, writing, catechism, and singing!
- Today we still see traces of these various positions of music education
 - Music is still intrinsic to worship service
 - Music schools (conservatories, private studios, etc.) reflect the spirit of troubadours and guilds, providing a high caliber of musical training
 - Elementary and secondary schools can emphasize musical literacy and the general value of music.
 - However, this does not always happen

19. Today, Attempts are made to upgrade the music curriculum in order to provide the students with a solid basis in music.

- This has led to the adoption and adaption of various methods of music teaching.
 - The influence of Hungarian composer Zoltan Kodaly, German composer and educator Carl Orff, and Japanese violinist and educator Shinichi Suzuki are quite noticeable in our music education today.

20. Zoltan Kodaly's aim was to make all children musically literate.

- The reading and writing of music was of equal importance to him as general reading and writing.
- The appreciation of music must be fostered through a clear understanding of the elements of music: melody and rhythm.
- Kodaly stressed the use of the most natural instrument — the human voice, as a means to enter the world of music.

21. Carl Orff also stressed the basic elements of music.

- He emphasized rhythm and developed a number of percussion instruments to be used in the schools.
- Children must be able to read, write, perform, and create melodies and rhythms.
- Children must learn to recognize rhythmic patterns, starting from the most simple and leading to the most complex.
- They must also be encouraged to create their own music using percussion instruments.
- Even the youngest are encouraged to make up compositions by means of clapping, stamping, reciting, and singing.

22. Shinichi Suzuki used the child's natural ability to imitate as a basis for his approach to music education.

- Preschoolers are invited to come to the music lesson but they must bring a parent.
- The parent audits the lesson in order to be able to supervise the following week's practice.
- Many elementary schools and music schools have made use of this method: the teacher demonstrates; the child imitates.

23. Quote (Christine Van Halen-Faber)

- In general, a combination of various methods in music education seems to be the most successful, but much depends on the music teacher themselves.
- Quote “A sound music education which assesses the balance between melody and rhythm should enable our children to play their own part in our cultural history.”

24. ISME

- In 1953, the International Society for Music Education was formed 'to stimulate music education as an integral part of general education'.
- It has now evolved to a worldwide organization for music educators that seeks to celebrate the diverse ways that people engage with, and develop in and through, music.

25. A North American Focus of Music Education

26. Timeline

- Early America
 - When the pilgrims and Puritans arrived in North America (Massachusetts), they brought with them a tradition of singing psalms

- According to *A Concise History of American Music Education* by Michael Mark, the first book printed in America that contained music was a 1698 psalm book.
- In the southern colonies, secular music was allowed and celebrated
 - Musicians would travel to teach children and perform for private audiences and churches
 - However, music education in the South was limited to the wealthy
- In the northern colonies, music literacy in the church grew in importance as the colonies grew
 - To cure music illiteracy, Rev. John Tufts founded the first American “singing school” in 1721. As well as publishing *An Introduction to The Singing of Psalm-Tunes*
 - Other singing instructors would teach people in the community to sing by note as part of the singing school movement
- Tunebooks
 - The early 1800s
 - Tunebooks are one of the most important parts of early American music education
 - They are instructional texts and collections of choral music, about 1,400 were published
 - Lowell Mason was a Massachusetts native who was influenced by the teaching of Swiss educational reformer Johan Heinrich Pestalozzi
 - Who believed that education should be child-centered, teaching the student through natural exploration and play
 - Children should learn by “head, hand, and heart”
 - Mason believed in the importance of the student-teacher relationship in music education
 - In 1831, Mason founded the Boston Academy of Music, which was the country’s first school fully devoted to music education for children
 - Mason “was the central figure in the process of having music adopted as a school subject,”
- The School Band Movement
 - In the second half of the 19th century, the school band movement was a major force for music education
 - In public schools across the country, as the number of students enrolled grew, so did the number of school marching bands
 - Schools began to field all-men and sometimes all-women bands.
 - These bands performed at parades, and football games and helped entertain troops returning from the two World Wars.
- Music Education Associations
 - The National Education Association was founded in 1857
 - While they had established a music division in 1894, the NEA did not have a group devoted to music educators alone until 1907
 - Throughout the 20th century, the group became an influential force in music education
 - In 1952, the group published “A Child’s Bill of Rights in Music” which advocated for children to have the free opportunity to explore their musical abilities.
 - In 1994, the National Standards for Music Education were developed
- Today

- Ninety-four percent of elementary schools and 91 percent of secondary schools offer instruction designated specifically for music
- In the Every Student Succeeds Act (2015), Music is mentioned as a stand-alone subject
 - Emphasis placed on schools offering a "well rounded" education.
- For most students interested in learning music, the opportunity is available.

27. Uses of Music in the Classroom

28. Quote

- Chris Boyd Brewer from the John Hopkins School of Education said in his article “Music and Learning: Integrating Music in the Classroom”:
 - “The intentional use of music in the classroom will set the scene and learning atmosphere to enhance our teaching and learning activities,” “Plus, using music for learning makes the process much more fun and interesting.”

29. In a typical American classroom, some of the uses of music are

- Singing, which enhances communication skills and speech
- Rhythm, which improves and refines motor skills
- Memorizing lyrics, which can help students better memorize academic material
- Listening to music, increases student’s focus in the classroom

30. Creating an Immersive Experience

- In the Art of Teaching program, we’ve talked a lot about creating immersive experiences as a way to stimulate and engage students
 - We’ve talked about the difference between knowledge and experience
 - One example we talked about when discussing John Dewey in Emergent Curriculum was even though I can know what a flower is, seeing it and touching it are experiences that can inform me in a different way about what a flower is, instead of just reading about it
 - As Dewey said, “Education is not an affair of ‘telling’ and being told, but an active and constructive process”
- Creating experiences also allows students to remember that experience in a more in-depth way, than if they copied the information from a board
- Music can allow students to fully interact with the lesson or interact in a way they may not have thought about before
 - The principles of the Universal Design for Learning are multiple means of engagement, multiple means of representation, and multiple means of action and expression
 - Incorporating music into lessons can lead to all three
 - Engaging in multiple ways through solo work or group collaboration
 - Different visual, auditory, and sensory means of learning
 - Different types of materials can be used
 - Various ways for students to express what they have learned
 - And more
- They can learn about aspects of the lesson that they might not have considered
- Last year I was working in Robbin’s 3/4s classroom and music was regularly a part of the day

- Train to the Zoo was an activity that we regularly did that was a full train trip to the zoo through song
- We played the record on a record player, which was extra exciting for them as they had never really seen one before
- There were then several songs about the train ride, the different animals, and the trip home
- The kids got to take a full trip to the zoo without leaving the classroom

31. (STOP BACKGROUND MUSIC) **Colonial Times drumming lesson**

- I got the opportunity to lead a lesson about music in the Colonial Times at my student teaching placement in a 4th-grade classroom at Claremont Elementary
- We had been learning about colonial America, and I asked my host teacher if I could create and lead a lesson about the music of the time
- I wanted to create a lesson that was an immersive experience, that taught the students information and then allowed them to experience what they were learning

32. Pictures

- After learning about the different types of music then, and the instruments used, I taught the students about drummer boys, who would give the armies drum signals so they would know what to do (left, right, water break)
- After teaching them a few drum signals, the students were able to try them themselves
- I was able to work with the music teacher at the school and bring drums into the classroom
- This allowed the students to physically interact with what they were learning and immerse themselves in the experience

33. Videos

- *(play 1st video)*
- The students then worked together to create their own drum signals like “Do you need help?” “Are you hungry” “Are you tired” and “Yes” or “No”
- *(play 2nd video)*
- They then took turns asking each other those questions
- *(play 3rd video)*
- In the class, there is a student who is not always very eager to join the class discussion
 - During my time in the class I noticed that they did sometimes become more engaged when lessons involved an interactive element.
 - I did not have them in mind when I created this lesson, but I was very pleased to see them engage thoroughly with it
- In this activity, they were very active and fully participated throughout
- Throughout the lesson, they were always among the first to raise their hand to answer a question or volunteer to lead one of the drumming sections.
- It was exciting to see this student participate, seeing them give themselves permission to participate in ways they do not do very often
- This lesson reminded me how engaging lessons can be and the importance of reaching out to students who engage in different ways.

34. **Connecting with Students Through Music**

- Music can allow teachers to connect and relate to students
- It also can allow students to bring parts of their home and/or culture into the classroom

35. **Music as a Tool to Cultivate Culturally Responsive Classrooms**

- A music curriculum can be an ideal place to start culturally responsive teaching. Music crosses cultures and is an experience that can be considered universal.
- Maybe start with the students' cultural and musical background in order to get them to better understand and interact with different musical experiences.
- Connect the music students listen to and experience outside of the classroom to the music in the classroom
- Experiencing and exploring all types of music (Especially if it is outside of what you normally listen to)
- As Gloria Ladson-Billings discusses in her study "knowledge is something that is "continuously re-created, recycled, and shared." It was, for example, what "each student brings to the classroom.""

- And as we've learned over the past few years, culturally relevant teachers believe that knowledge is continuously recreated, recycled and shared by teachers and students

36. Quote (Kelly McHale)

- "The cultural values and contributions of diverse musicians and genres provide the perfect avenue to explore and learn about the "other" in a classroom environment. Additionally, the chance to sing, play and listen to the music of other cultures creates an understanding that transcends personal experience, and creates a more global perspective." - Kelly McHale

37. Dad's Classroom

- My dad is now a high school history teacher, and he has found ways to incorporate music into his classroom every day.
- He has a list in his classroom for students to write down a song of their choice
- At the beginning of the class period he takes one of their suggestions and starts off the lesson with it
- He has a group of students who for many English is their second language, or they barely speak English
- One of the ways he connects to them is through their music selections
- It is a good engagement strategy, that engages students at the start of the lesson
- Cultivating classroom community
- One of his goals is to showcase the diversity of their music selections. (150 songs)
 - There are songs from all over the world and a wide variety of genres and time periods.
 - It allowed students to bring parts of themselves into the classroom
- One of the frequent requests is "Have You Ever Seen the Rain"

38. Music as an Assistive Tool

- For a long time, music therapy in classrooms has been an effective method of enhancing mood and creating a learning experience that builds comprehension, especially with children. Research supports the connection between music and speech, motor behavior, and memory language acquisition. Students are likely to become more attentive in classroom settings and show more involvement with their peers.
- Music is innately non-threatening and helps with speech, motor, communication, and academic goals.

39. Music provides good INPUT for students and creates good OUTPUT

- Songs are like stories but easier to memorize and more fun!

40. Music as a social-emotional tool (background music)

- Using music as background music is a very helpful tool
 - It stimulates creativity
- It can improve overall learning (particularly classical music)
 - While doing independent work it can give students enough stimulation that they won't be gazing around the classroom
 - Allows them to concentrate on their work
- Music can also help transition students from one activity to another,
 - from one mood or frame of mind to another
- When I was student teaching at Ella Baker, my host teacher would play a particular song to signal it was time to transition from one activity to another
 - It would be used when it was time to clean up after work time, when we transitioned over from Foundations to writing, or when it was time to gather at the carpet.
 - The song signaled to the students that it was time to transition from one thing to another
- When I have been in other classrooms, I have noticed that transitions are more challenging
 - The routine in the Ella Baker classroom...

41. Using music while substitute teaching

- I have had the incredible opportunity to substitute teach in addition to student teach this semester at Claremont Elementary
- While I have been substituting in different classrooms around the school, I have been experimenting with using music while I am in the classroom
 - Based on my observations from other classrooms, I began incorporating methods I have observed from my host teachers into my substitute classrooms
- One of the first times I was substituting, I experimented with putting on a playlist of pop songs and the students got the chance to request songs while doing independent work
 - While this was fun and the students were very engaged with it, it did lead to them focusing more on their song selections than their work
- Background music
 - I have since tried playing calming acoustic music in the background while students are doing independent work.
 - This has been working very well and seems to allow students to focus on their work
- Volume management
 - Another use of background music I have found is that it works as a way to manage the volume of a class
 - It lets them know that while they are doing their work, the noise level should not get so loud that the music can no longer be heard
- Playing upbeat music in the morning as a class comes in has also been a good way to establish a welcoming and upbeat atmosphere in the classroom

42. Music as a Memorization Tool

- Mnemonic strategies that use imagery and visual cues to facilitate memory recall are commonly used in the classroom.
- A familiar tune, song, or jingle, used as a mnemonic device is another popular memory aid.
 - Like the periodic table song, or the 50 states song
- Studies of the brain and memory reveal that exposure to music not only alters but increases brain function in students.

- When I was assisting in an isolated classroom for students with special needs while substitute teaching, I observed how they used songs and jingles as a tool to help the students learn and memorize the days of the week, months of the year, seasons, etc.

43. Doubles SongVideo

- When I was student teaching at the Ella Baker School in Manhattan, I worked with a 2nd-grade/3rd-grade class
- As a way to help them learn about doubling in math, they learned the Doubles song
- They then performed it at one of the school's town meetings
- *(play video)*
- Along with it being an assistive memorization tool, it also allowed them to show what they had learned to the school community and created a community experience

44. Music as a Tool for Children with Special Needs

- Music helps children with special needs learn to participate in very different ways as opposed to a traditional classroom setting.
- Instead of speaking or writing, a child can use music to communicate their experiences. This kind of learning is effective in many ways:

45. Music as a sequencing tool for children with autism

- Music helps kids because there is a sequence or order to most songs.
- Children with autism can learn this through music, which will help them understand other sequences in their lives.
- Music in interventions can help children and adolescents with autism spectrum disorders by:
 - improving social behaviors and decreasing the inappropriate ones
 - enhancing focus and attention
 - increasing vocalizations, gestures, verbalizations, and vocabulary comprehension
 - increasing communication and engagement with others
 - improving body awareness and coordination
 - reducing anxiety

46. Music as a Tool for ESL (English as a Second Language) Students

- Music can help students learn more about the language itself.
 - Besides teaching new vocabulary, language learning set to music will help students understand rhythm, stress, and intonation.
 - Music can also be used to teach pronunciation, pacing, and rhyme.
- Tools like alphabet songs can help students remember the topic in English

47. ISL (International School of Louisiana)

- The benefits that music can have on language can be used with other languages as well
- This is my elementary school in New Orleans, it is a language immersion school for both French and Spanish
- From Kindergarten - 5th grade, my classes were in Spanish.
- Math, science, social studies, and reading/writing were all in Spanish
- We had a block of ELA, but other subjects were taught in Spanish
- One of the tools that my teachers used throughout my years there were music and songs
- We would learn songs in Spanish to help our pronunciation, rhythm, and understanding

48. Music as a Therapeutic Tool

- Music dials into a different part of the brain than speech and provides a different avenue of communication.

- It allows students to express themselves in ways that otherwise might not be possible or helpful
- As mentioned before, it also can reduce stress and help build social skills
- Drumming especially can be a way to help students express their emotions, or release some emotions
- Any child that has a reaction to music – positive or negative – could benefit from music therapy.

49. My Future Classroom

- As we approach the end of this presentation, I would like to talk about the type of classroom I would like to create that incorporates music
- In my student teaching I've gotten the wonderful opportunity to observe and learn from amazing teachers. Reflecting on the many ways they have incorporated music into their classrooms, as well as the lessons I learned while substitute teaching, have all influenced

50. The classroom I want to create

- In my future classroom, I want music to be a part of the classroom culture
- That might not mean that music is played all the time, but it will be used to create a positive learning environment
- For example, starting and ending the day with a song.
 - Playing a song as the students walk into the classroom, and another as they prepare to leave the classroom
- Playing background music
- Using music to aid difficult transitions
 - And other classroom routines that can be implemented that incorporate music
- I also want to use music to create a culturally responsive classroom
 - Songs that represent students' backgrounds
 - Tasking students with the responsibility of picking out those songs
- Finding ways to incorporate songs and music into lessons
 - Using the Universal Design for Learning as a means to explore multiple avenues to engage students
 - For children to engage in the material and communicate their understanding
- Using music as a tool to help ESL students
 - Perhaps finding songs they love in their native language, and helping them translate it
- Using music to assist and support children with special needs
 - Particularly to support students with autism and students with speech and language disabilities
- Getting the chance to create and lead my own lesson was wonderful practice
 - But now it's time to take what I've learned about allowing all students to engage and put that into my own classroom

51. Integrating music into the classroom

- I want to create a community in my classroom, and I believe music is a key to doing that
- I believe it is extremely important and beneficial to incorporate music into classrooms

52. Thank you for your time and attention today, I'd like to leave you with one last quote

- As the famous bard once said... "If music be the food of love, play on"