

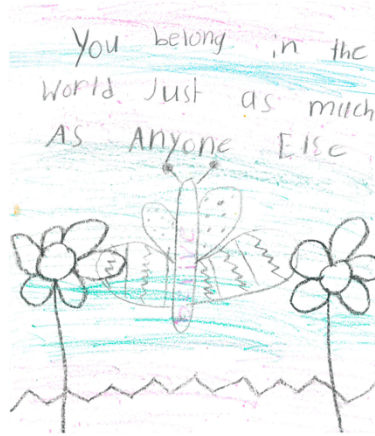
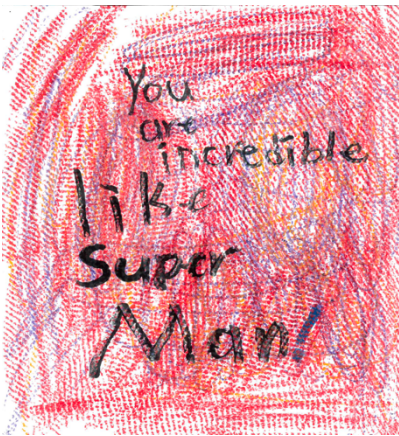
Cultivating Well Being and Belonging in the Music Classroom

2022 Nebraska Music Education Association Conference

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Theoretical Background of Well Being in the Classroom

→ Various wellbeing praxis and theory, shared by John

Integrating Well Being – Practical Classroom Applications

→ Introduction – food for thought

→ Read and reflect on Amanda Gorman's poem, "Every Day We are Learning" from the collection, *Call Us What We Carry*

The Intersection of Affirmation, Art, and Music

→ Introduce the work of Morgan Harper Nichols

Rhythmische Übung, pg. 20, #69

I am pow-er-ful
I am pow-er-ful
Watch *me go and*
Watch *me go and*
Watch *me go and*
Prove *them wrong cos*

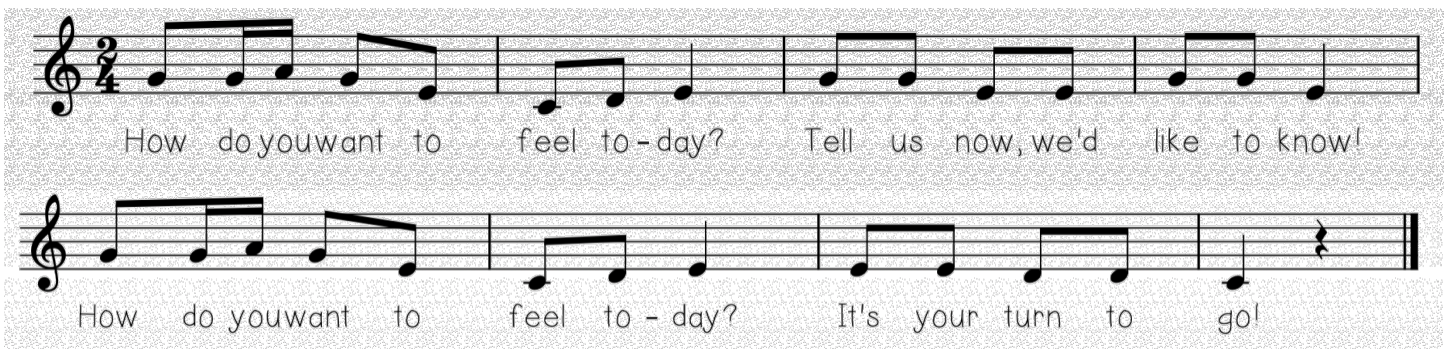
Underlined=stomp, **bold**=pat, *italics*=clap, and teal=snap

Teaching Process

- Teach text through echo imitation
- Add stomps on downbeats (half note pulse), perform with text
- Add claps on 'me go and'
- Add snap, clap, and pat on 'I am powerful'
- Add clap, pat, clap on 'them wrong cos'
- Perform all parts, repeating several times with text
- Challenge students to travel on the stomps, perform
- While students perform body percussion + text, add the following song on top:

How Do You Want to Feel Today?

Inspired by Morgan Harper Nichols
Melody by Kaitlin Beck



- Combine body percussion with song
- Students create word chains using the visual and sentence starter, “I am _____”, perform as B section
- Invite students to travel body percussion and song, stopping with a partner to share word chains
- Continue with the mixer activity until students have shared with multiple peers

Affirmations as Mantra + Ostinati

- The things we say to ourselves and others repeatedly have a significant effect on one’s self concept and confidence
- The act of repeating an affirmation is inherently musical—or can inspire an opportunity for music making—through ostinato
- In this way, the repetition becomes mantra becomes positive self-talk becomes growth mindset-oriented statement becomes empowerment becomes music

Affirmation Ostinati

Words by Morgan Harper Nichols
Adapted and arranged by Kaitlin Beck

The musical score is arranged in two systems, each with four staves for body percussion and one staff for the vocal line. The time signature is 2/4.

System 1:

- Staves 1-4 (Percussion):** Snap (Güiro), Clap (Maracas), Pat (Tubanos), and Stamp (Cabasa). Each staff shows a rhythmic pattern of two eighth notes followed by a quarter rest, repeated across the four measures.
- Staff 5 (Vocal):** The lyrics are "In the waiting, keep creating." with a melodic line consisting of quarter and eighth notes.

System 2:

- Staff 1 (Vocal):** Labeled with a '5' above the staff, it contains the lyrics "Let go and trust." repeated twice. The melody uses quarter and eighth notes.
- Staves 2-5 (Percussion):** Snap (Güiro), Clap (Maracas), Pat (Tubanos), and Stamp (Cabasa). These staves continue the same rhythmic pattern as in System 1.

9

Let go and trust. Strong, don't need to be strong, don't need to be In the wait - ing, keep cre - a - ting.

Repeat last 4 bars as desired

13

Let go and trust. Let go and trust. strong, don't need to be strong, don't need to be You are chang - ing in beau - ti - ful ways be - yond what you see to - day! In the wait - ing, keep cre - a - ting.

Teaching Process

- Split students into 4 groups
- Introduce 'In the waiting, keep creating' to one group, layer in other parts on text to get the groove established
- Add body percussion to each part
- Remove words, body percussion only
- Add words back in, travel your part around the room, listening to the other parts, sending your words of affirmation to others
- Transfer to unpitched percussion, repeating previous steps

Create Your Own Affirmation Artwork

- Share examples of Morgan's affirmation artwork and some created by the DC West 3rd grade students
- Take time to reflect on something that would make you feel encouraged and supported if another person said it to you – write it down

- Add color, pictures, designs to your affirmation, making it as simple or detailed as you like
- Breathe in the words you brought into existence, saying them out loud or in your head

Small Group Collaboration

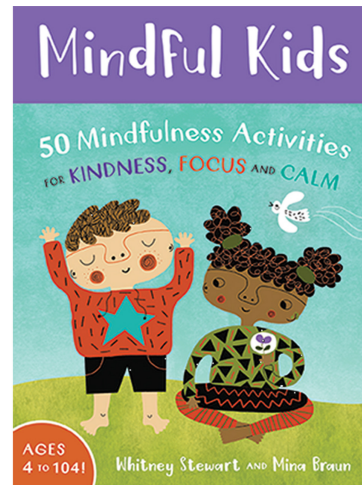
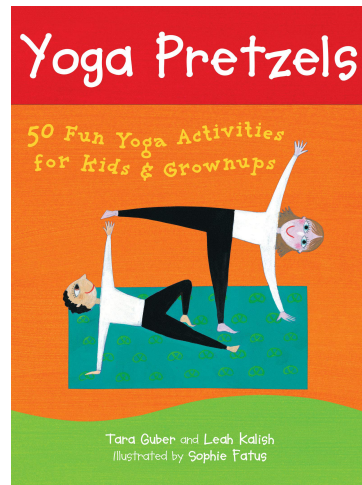
- Using the following questions as a jumping off point, decide as a group how you would like to collaborate: discuss, brainstorm, make music, etc.
 - What ways do you see these examples living in your classroom? What modifications would you make?
 - What barriers do you see to students engaging with the power of affirmations?
 - Is there anything you would like to create anew using something you learned today?

Additional Resources for Integrating Well Being

- Children's literature
 - SEL connections to feelings, self-awareness and regulation, coping strategies, grief, and many more



→ Movement, deep breathing, and mindful moments



→ Visual reminders for the classroom

Breathing with Shapes Poster

(free via Teachers Pay Teachers)

<https://www.teacherspayteachers.com/FreeDownload/FREE-Breathing-Exercise-for-Calm-Down-Corners-4687045>

SEL Growth Mindset Posters

(free via Teachers Pay Teachers)

When I make a mistake poster: <https://www.teacherspayteachers.com/Product/When-I-Make-A-Mistake-Free-Social-Emotional-Learning-Growth-Mindset-Poster-5154423>

Anxiety coping strategies poster: <https://www.teacherspayteachers.com/Product/Free-Social-Emotional-Learning-Poster-Anxiety-Coping-Statements-5921934>