

FREE WEBINAR SERIES

NEW ORLEANS MUSIC & ART IN SPECIAL EDUCATION

Music and Mindfulness with New Orleans Rhythm & Blues



VSA

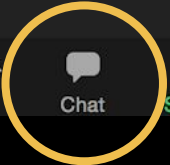
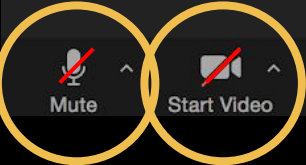
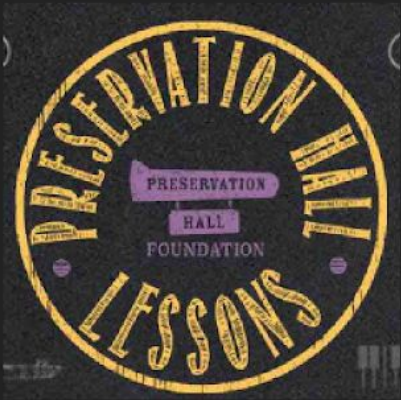
The Kennedy Center

This program is provided under a contract with the John F. Kennedy Center for the Performing Arts

2020-2021



Zoom Features



End

Stage Introductions

Turn your camera on and say hi!



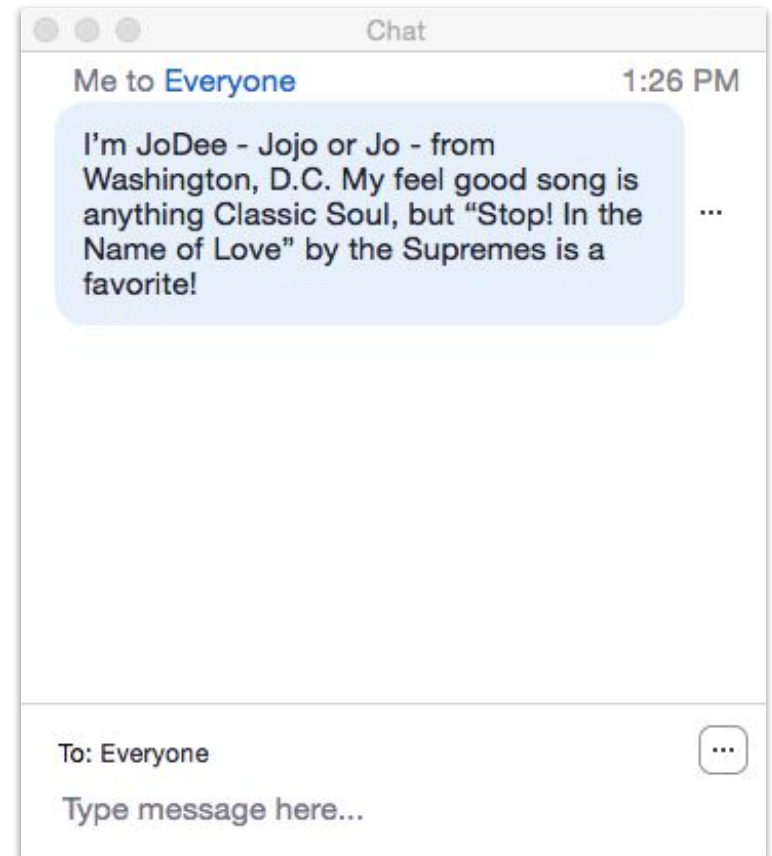
Stage Introductions

In the chat box tell us three things about yourself:

1. Name, Nickname, or Stage Name

2. City You Represent

3. What is your feel good song?

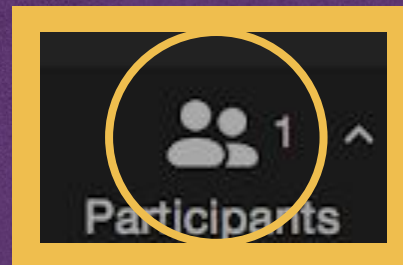


ASL Interpreter

****PIN LAURA IN THE “PARTICIPANTS” TAB**



Laura Sicignano
ASL Interpreter



Panelists

NEW ORLEANS MUSIC & ART IN SPECIAL EDUCATION

Music and Mindfulness with New Orleans Rhythm & Blues



Ashley Bell

School Counselor &
Professional Development
Leader



Will Smith

Self-Contained Special
Education Teacher &
Trumpeter



Meredith Sharpe

Neurologic Music Therapist

Welcome!



Agenda

- Music and Mindfulness
- Experiential: Zoning Songs
- Expressing Emotions Through Music
- Experiential: ARTiculating Feelings
- Resources & Strategies
- Q&A



Music & Mindfulness

What is mindfulness?

Mindfulness is
the act of being
fully aware and
present in the
moment.



Music & Mindfulness

Being mindful helps students to:

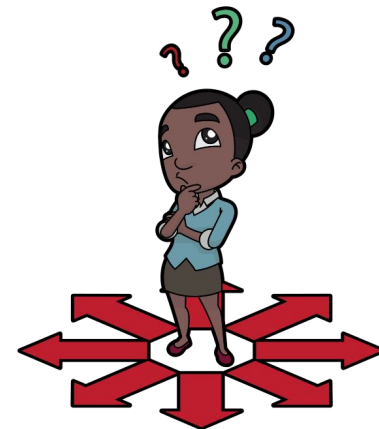
Maintain calm
& focused

Manage our
emotions

Be more
flexible &
empathetic

Practice self
awareness
around our
thoughts and
emotions

Manage
challenges
more skillfully
& recover
from “upsets”
more quickly



How does music lead us into the present, allowing for greater awareness?



Music brings self-awareness → Sense of control → Healthy expression & regulation

Music & The Zones of Regulation

What is “The Zones of Regulation”?

A systematic, cognitive behavioral approach used to teach self-regulation skills.

Categorizes the different ways we feel/states of awareness we experience into four concrete zones






Provides strategies to teach students to become more aware of, and independent in:

- **controlling** their emotions and impulses
- **managing** their sensory needs
- **improving** their ability to problem solve conflicts

The first step is *awareness*.

Music & The Zones of Regulation

The Zones

The Green Zone I'm ready to learn!	The Blue Zone I'm not feeling like myself.	The Yellow Zone I'm feeling some loss of control and an urge to act without thinking	The Red Zone I'm not in control and am going to do whatever I feel.
			
1-2	3-4	5-7	8-10
			
<i>Pop Alternative</i>	<i>Rhythm & Blues or Classical</i>	<i>House or Electronic Music</i>	<i>Heavy Metal or Rock</i>

ZONING MUSIC

How does the song make you feel?
What zone would you place it in?

The Green Zone
I'm ready to learn!

The Blue Zone
I'm not feeling like myself.

The Yellow Zone
I'm feeling some loss of control and an urge to act without thinking

The Red Zone
I'm not in control and am going to do whatever I feel.



Listening Session 1: "Blue Monday"



Listening Session 2: "Whoopin Blues" LIVE!

Music and Emotion

What does the research say?

Connections in the Brain	<ul style="list-style-type: none">● Music can help the brain feel safe.● Music directly accesses emotional centers.
Theories of Music and Emotion	<ul style="list-style-type: none">● Music sounds to us the way an emotion feels internally.● Musical elements match verbal inflections of expressed emotions.● Characteristics of the music reflect how a person may physically express an emotion.● Music expresses emotions of the composer to which listeners can relate.
Influence of Culture and Musical Components	<ul style="list-style-type: none">● Perception of emotion in music depends on the qualities of musical components in one's musical culture.



Music and Emotion

What does the research say?

Feeling the Music:
I feel the music.

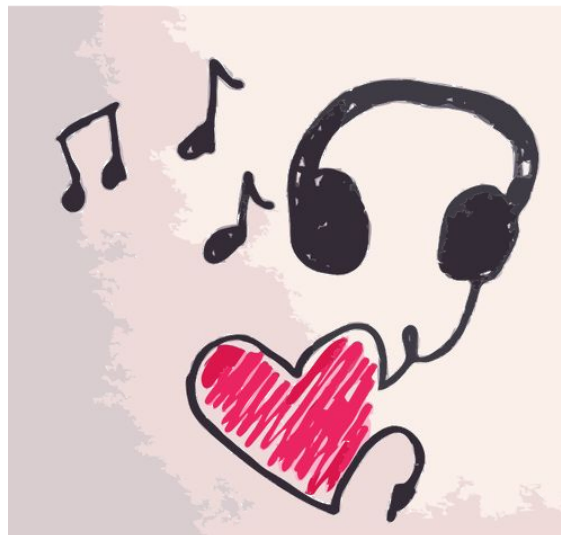
- Music can make us feel certain emotions.

Choosing the Music:
The music feels me.

- Music can resonate with how we are feeling.

Making the Music:
I make the music.

- Music can express how we are feeling.



Forms of Expression

ARTiculating Feelings
Using art to facilitate self-regulation.

WRITING

The physical process of writing puts the focus on the present moment, and encourages the use of creative intelligence.

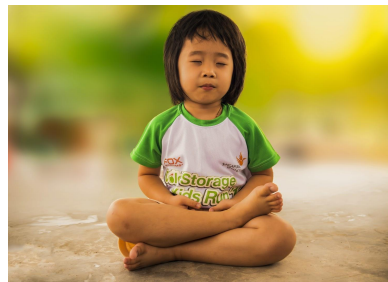
poetry, journals,
quick-write, song writing



MOVEMENT

The process of movement allows you to be in tune with your body. Raising awareness of what sensations the movement creates.

dancing, exercise, yoga,
walking



ART

The process of expressing thoughts and feelings to direct the art creation process.

drawing, coloring,
scribbling, painting, music
creation



IMPROVISATION

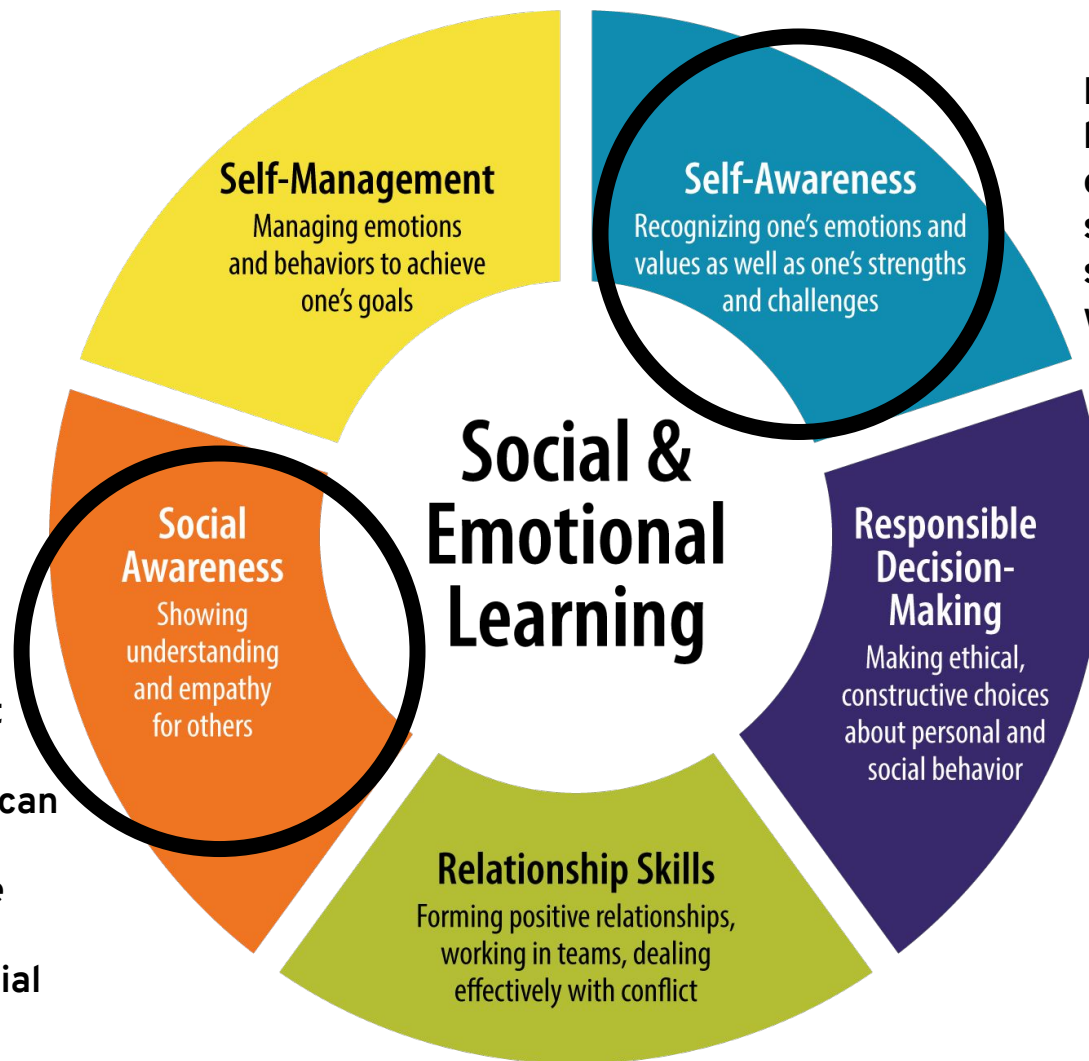
The process of the mind and body working in unison to produce a new creation.

spontaneous movement,
music, body as an
instrument, or drama



Validating Our Feelings

Mindfulness, Music & Social Emotional Learning



Music, specifically song lyrics, titles, melodies, etc. can facilitate self-awareness within students by articulating what students can't.

Finding music that students can connect to, through words, melodies or rhythms can create a sense of connectedness to the world around them, tapping into their social awareness.

ARTiculating Feelings

How can the same two songs be express in another art form?

WRITING

poetry, journals,
quick-write, song writing

MOVEMENT

dancing, exercise, yoga,
walking

ART

drawing, coloring,
scribbling, painting, music
creation

IMPROVISATION

spontaneous movement,
music, body as an
instrument, or drama



Listening Session 1: "Blue Monday"



Listening Session 2: "Whoopin Blues" LIVE!

Share Your Ideas!

***How would you implement a
music and mindfulness
experience in your class?***

3 Ideas

Pulse Check

Pick a song that describes how you are feeling in the moment.



ARTiculate

Play a song and have students express feelings through an art form.



Create


Make music with an instrument, tool, body percussion, or humming.



Action Step!

***Implement a music and
mindfulness experience for
your class!***

Lesson Adaptations



BLUE MONDAY

Students will learn the song "Blue Monday." Students will recognize and clap on the strong beat and identify the parts of the song.

LAUNCH LESSON ✓



Music and Mindfulness [Blue Monday](#)

PULSE CHECK AND SONG DISCUSSION

VARIATION #1: MUSIC LISTENING EXPERIENCES

Objectives

- Students will be able to choose a song or music selection that relates to how they are feeling.
- Students will be able to listen to a song or music selection and share how it makes them feel.

Adaptation

1. Begin your class by asking students to do a "pulse check" or a check-in. You may ask them to sit for a minute, tuning into their bodies and minds. Then, ask each student to think of a song or piece of music that relates to how they are feeling. You may have a list of songs available to the class from which to choose, if students need some extra guidance to narrow down their choice. If you present a list, make sure to include a variety of styles, tempos, and themes in the lyrics.
2. Before selecting a song, you may also ask students to describe how they are feeling by selecting a zone color, a number on a feelings chart, an emoji, or descriptive word. Then, students may choose a song or musical selection that matches this visual. This may help students connect the music to their feelings, instead of just picking a music selection based on personal preference.
3. After listening to the song selection, you may ask the students questions about the music to foster self-awareness and group awareness. Such questions may include:
 - What elements of the music match the way you feel—the rhythm, melody, dynamics, harmonics, lyrics?
 - Does this song make everyone feel the same way, or does anyone feel something different?
 - Does this song make you feel anything in your body, or bring to mind an image, a color, or a new thought?

What's Next?

JUNE

With Meredith Sharpe and Will Smith

Thinking Outside the Box: Adapting New Orleans Jazz Instruments



JULY

With Dr. Felicia Lively, MeLinda Ford, Meredith Sharpe, and Will Smith

Join the Second Line: Adapting Movements & Mobility Devices in the Classroom



FREE WEBINAR SERIES

NEW ORLEANS MUSIC & ART IN SPECIAL EDUCATION

Q&A



[@preshallfoundation](https://www.facebook.com/preshallfoundation)



[@preshallfoundation](https://www.instagram.com/preshallfoundation)



[@preshallfound](https://twitter.com/preshallfound)



VSA
The Kennedy Center

This program is provided under a contract with the John F. Kennedy Center for the Performing Arts

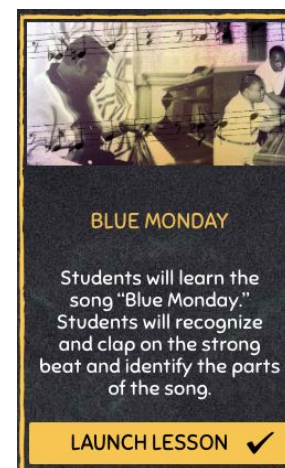
2020-2021



Resources

Websites

- [CASEL Social and Emotional Framework](#)
- [The Expression of Emotion in Music](#)
- [Research Links Music and Emotional Awareness](#)
- [15 Music Therapy Activities and Tools](#)
- [Teaching Self-Care for Grades 3-5: Music](#)
- [7 Music Games for Practicing Self-Regulation](#)
- [Using Music for Self-Care](#)
- [Mindfulness Game for Teens and Kids: Liking the Music](#)



ASL Interpreting Services
Laurasich@gmail.com



Sharpe Notes Music Therapy, LLC
sharpenotesmusictherapy@gmail.com

References

Athanasopoulos G., Eerola T., Lahdelma I., Kaliakatsos-Papakostas M. (2021). Harmonic organisation conveys both universal and culture-specific cues for emotional expression in music. *PLoS ONE* 16(1): e0244964. <https://doi.org/10.1371/journal.pone.0244964>

Halverson-Ramos, F. (2020, April 27). Developing body awareness through mindfulness and music. *Sound Well Music Therapy Blog*. <https://soundwellmusictherapy.com/developing-body-awareness-through-mindfulness-and-music/#:~:text=Body%20awareness%20requires%20having%20a,such%20as%20pain%20and%20tightness.>

Hiller, J. (2017). Aesthetic foundations of music therapy: music and emotion. In B. Wheeler (Ed.), *Music therapy handbook* (pp. 29-39). New York, NY: The Guilford Press. Lundqvist, L., Carlsson, F., Hilmersson, P., & Juslin, P.(2009). Emotional responses to music: experience, expression, and physiology. *Psychology of Music*, 37(1), 61-90.

Moore, K. (2017). Understanding the influence of music on emotions: a historical review. *Music Therapy Perspectives*, 35(2), 131-143.

Navarro, S. (2015). Music and self-awareness: a relationship or not? *Behavioural Sciences Undergraduate Journal*, 2(1), 24-35.

Ross, S. (2016). Utilizing rhythm-based strategies to enhance self-expression and participation in students with emotional and behavioral issues: a pilot study. *Music Therapy Perspectives*, 34(1), 99-105.

Schafer, T., Sedlmeier, P., Stadtler, C. & Huron, D. (2013). The psychological functions of music listening. *Frontiers in Psychology*, 4:511, doi: 10.3389/fpsyg.2013.00511.

Stewart, J., Garrido, S. Hense, C., & McFerran, K. (2019). Music use for mood regulation: self-awareness and conscious listening choices in young people with tendencies to depression. *Frontiers in Psychology*, 10:1199, doi: 10.3389/fpsyg.2019.01199. Stewart, R. & McAlpin, E. (2016). Prominent elements in songwriting for emotional expression: an integrative review of literature. *Music Therapy Perspectives*, 34(2), 184-190.

Tomaino, C. (2017). Music therapy and the brain. In B. Wheeler (Ed.), *Music therapy handbook* (pp. 40-50). New York, NY: The Guilford Press.

Attributions

Vectortoons. 2018. Cartoon Guy In Deep Meditation. Retrieved from
https://commons.wikimedia.org/wiki/File:Black_Cartoon_Guy_In_Deep_Meditation.svg

Vectortoons. 2018. Cartoon Woman Thinking Of A Career Change. Retrieved from
https://commons.wikimedia.org/wiki/File:Black_Cartoon_Woman_Thinking_Of_A_Career_Change.svg

Vectortoons. 2018. Thinking Cartoon Woman Using A Laptop. Retrieved from
https://commons.wikimedia.org/wiki/File:Thinking_Cartoon_Woman_Using_A_Laptop.svg

Vectortoons. 2018. Contented Guy Listening To Mobile Music Cartoon. Retrieved from
https://commons.wikimedia.org/wiki/File:Contented_Guy_Listening_To_Mobile_Music_Cartoon.svg