

# FREE WEBINAR SERIES

NEW ORLEANS MUSIC & ART IN SPECIAL EDUCATION

# Thinking Outside the Box: Adapting New Orleans Jazz Instruments



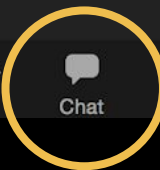
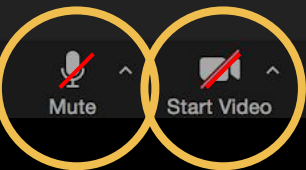
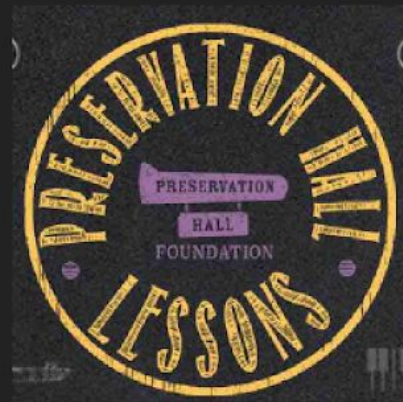
**VSA**  
The Kennedy Center

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

2020-2021



# Zoom Features



End

# ***Stage Introductions***

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Turn your camera on and say hi!

## **Challenges**

- Time
- Administrative Support
- Embracing the arts
- Multi -Discipline Arts Integration
- Finances
- Disability Services



# ***Stage Introductions***

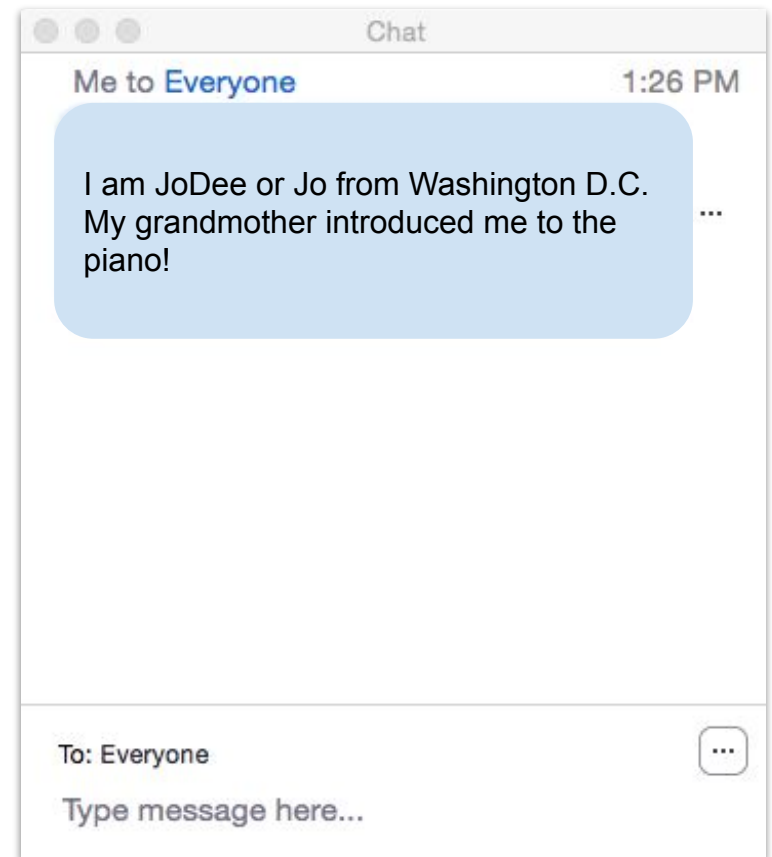
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In the chat box tell us three things about yourself:

**1. Name, Nickname, or Stage Name**

**2. City You Represent**

**3. What was the first instrument you were introduced to as a child?**

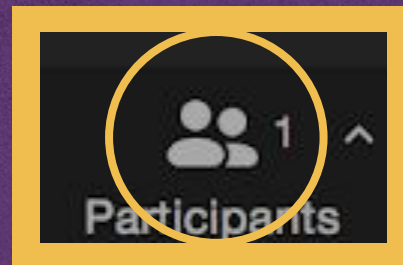


# ASL Interpreter

**\*\*PIN LAURA IN THE "PARTICIPANTS" TAB**



***Laura Sicignano***  
ASL Interpreter



# Panelists

NEW ORLEANS MUSIC & ART IN SPECIAL EDUCATION

## Thinking Outside the Box: Adapting New Orleans Jazz Instruments

with  
Special  
Guest



**Will Smith**

Self-Contained Special  
Education Teacher &  
Trumpeter



**Meredith Sharpe**

Neurologic Music  
Therapist



**Louis Ford**

Music Educator,  
Curriculum Developer &  
Artist Liaison



**Kate Lacour**

Art Therapist

# Welcome!



# ***Agenda***

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- Adaptive Instruments
- Experiential: STOMP Troopers
- Creating Instruments
- Experiential: Making Afro Cuban Rhythms
- Resources & Strategies
- Q&A





# ***Adaptive Instruments***







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Adaptive Instruments are instruments designed to accommodate people with disabilities so they can participate independently in making music.

Choices range from fully manufactured adaptive instruments to instrument supports, such as velcro, elastic bandages, or a simple switch operated device that can be made at home or in class.









# Examples of Adaptive Instruments






Instruments	Tools & Accessories	Technology
<ul style="list-style-type: none"> <li>• Velcro bells &amp; shakers</li> <li>• Foot tambourine</li> <li>• Desk Bells, Chimes</li> </ul>	<ul style="list-style-type: none"> <li>• Adapted mallets &amp; cuffs</li> <li>• Adapted guitar picks</li> <li>• Instrument mounts/trays</li> </ul>	<ul style="list-style-type: none"> <li>• Music apps</li> <li>• Eyeharp</li> <li>• Soundbeam</li> </ul>
<p>-Nuvo Recorder</p> <p>-Aulos Recorder</p>  <p>Silicone Keys</p>	<p>-Brass Instrument Supports</p> 	<p>-Skoog</p> 
<p>-Switch Adapted Instrument</p> 	<p>-Drum Wheelchair clip</p>  <p>(Paddle Drum not included.)</p>	<p>-Jamboxx</p> 

*Please see our resources list where you can learn more about these adaptive tools!*

# Adaptive Applications

Downloadable Apps			
App	Description	iOS	Android
	<a href="#">Keezy Classic</a> - Provides 8 tiles of different colors into which you can record different sounds or use the preloads.	✓	✓
	GarageBand - Record music, use virtual instruments, loops, and beat maker, adjusting various parameters as needed	✓	
	<a href="#">Specdrums Mix</a> - A curated sound packs that allow you to create sounds, loops, and beats by tapping different colors.	✓	✓
	Piano with Songs- Perform popular songs on melodic instruments or using the interactive starfall piano. Piano Free with Magic Tiles - Similar app for Android	✓	
	Easy Music for Kids - Ideal for kids ages 5+ where they can learn to recognize notes, pitch, rhythm, melody through interactive nature games	✓	✓
	ThumbJam - Perform and improvise using many different instruments with various scales and styles of music. Customize for an incredibly accessible experience.	✓	✓

# Cont. Adaptive Applications

Downloadable Apps			
App	Description	iOS	Android
	Walk Band - Similar to GarageBand this Android app allows you to play various instruments, loops, and record tracks		✓
	Singing Fingers - Allows students to finger paint and use their voice at the same time. Trace the visual creation to hear their own voice played back.	✓	✓
	Bubl Draw - Combines drawing with music as students create pictures, colors, or shapes with music to match.	✓	✓
	Loopy HD - Fun way to layer music created by your students. Easy to use looping app with which you can record sounds.	✓	✓
	Groovepad - Create your own beats, loops, and tracks using the beat maker and provided soundtracks.	✓	✓

# ***Adaptive Instruments & Tools in the Classroom***

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## **Music Experiences**

Develop music concepts and skills appropriate to individual level.

## **Independence**

Student choice for selecting tools and instruments.

## **Learn Abstract Music Concepts**

Rhythm, rhyme, sound and pitch.

## **Self-Expression**

Song and poem writing, demonstrating musical feelings using Dynamics.

## **Motor Skill Development**

Fine and gross motor (drumming, clapping, hambone, stomping)

## **Non-Verbal Ways to Communicate**

Eye Contact, Gestures, Conducting, Touch, Body Language

## **Social Interaction**

Creating musical instruments and joining organized music groups (choir, band).

## **Creative Expression**

The creative process can lead to a musical experience.

## **Sense of Accomplishment**

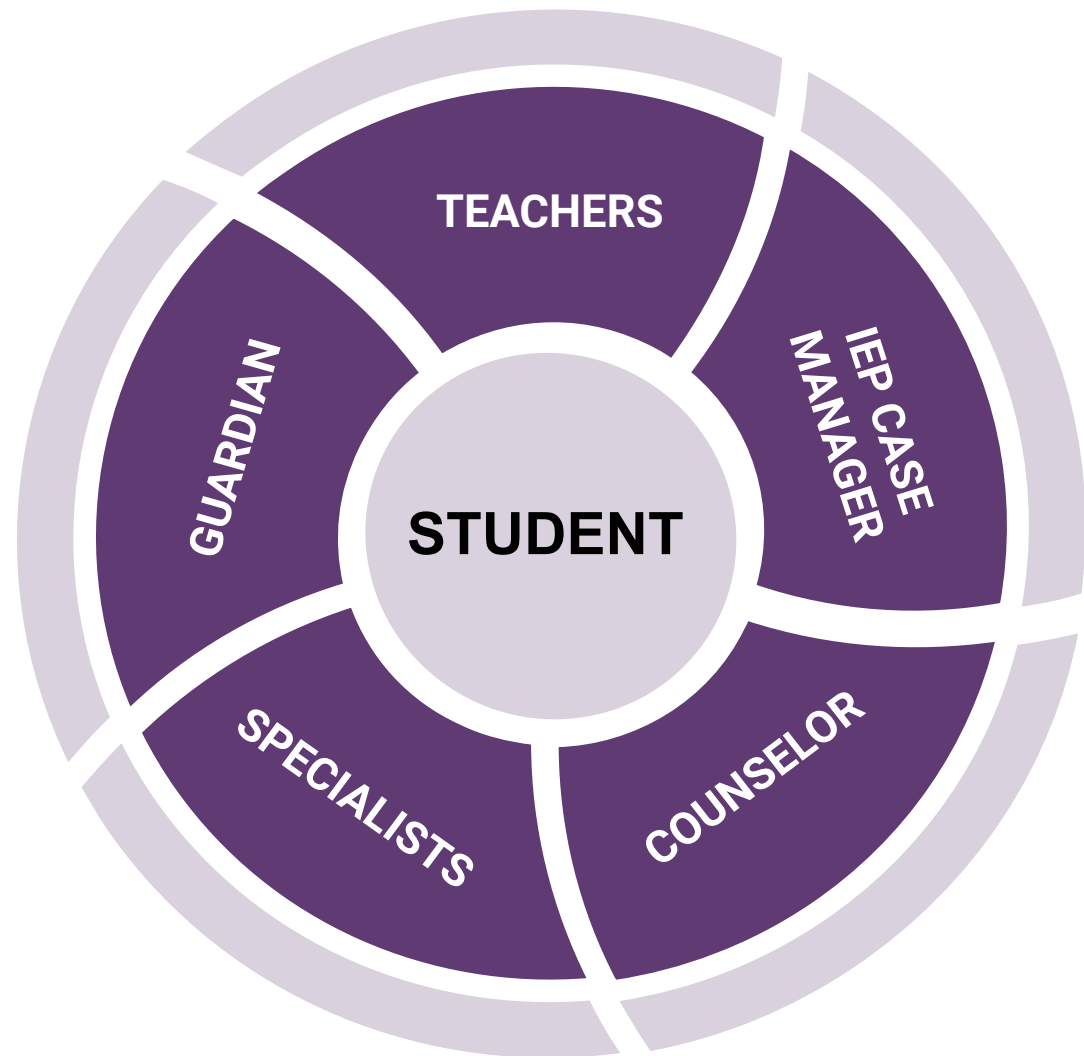
Self-rewarding, new skill, pleasure to a performance.

# ***Instrument Selection***

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## **Consider**

- Interest
- Level of instrument understanding
- Abilities
- Developmental age
- Physical Range
- Mental Attributes



# ***Integrating Adaptive Instruments***

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## **Creating Successful Experiences**

**With whom will they play? How are they most comfortable?**

- Solo opportunity
- As a duet
- With the ensemble

**When will they play? How is their stamina and attention?**

- Whole composition
- Parts of a composition

**How will they play? What is their natural way of making music?**

- Creating musical experiences that allow for variety
- Creating roles within the music that highlight strengths

**What will they play? How can they be successful?**

- Selecting adaptive instruments and materials that promotes success
- Making sure their part contributes to the whole

**Where will they play? How can they feel comfortable and included?**

- Considering seating arrangement, space, and position
- Building peer relationships

# Engaging Students

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Introduce adaptive instruments the way you introduce any instrument or tool in your classroom.





# ***Producing Music***

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<b>Music Education</b>	<b>Content Areas</b>	<b>Arts Education</b>
<ul style="list-style-type: none"><li>• Music</li><li>• Choir</li><li>• Band</li><li>• Orchestra</li></ul>	<ul style="list-style-type: none"><li>• Math</li><li>• Science</li><li>• Reading</li><li>• History</li><li>• Engineering</li></ul>	<ul style="list-style-type: none"><li>• Theater</li><li>• Visual Arts</li><li>• Media Arts</li><li>• Dance</li></ul>

**MUSIC**  
is a  
**UNIVERSAL LANGUAGE**

# Experiential: STOMP Troopers



# ***STOMP Troopers***

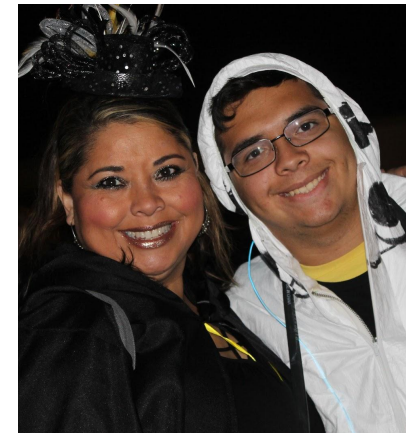
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Sensory, Social, and Creative

## **PURPOSE**

Chewbaccus Participation

- [OBJ] Socialize
- Self expression
- Respect
- Fun
- Exposure
- Engage with mainstream culture normalize and celebrate weirdness



# ***ASD Components***

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## **Spectrum, Spectrum, Spectrum → Addressing It**

**Sensory input/output dysregulation → make room for self-regulation**

**Delayed processing → slow down, multiple deliveries, defend individual space**

**social perception, social anxiety → clarity, reassurance**

**Attention → get it while it's fresh**

**Language → simplicity, multiple deliveries**



# ***Instrument Creation Benefits***

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## **BRAIN DEVELOPMENT**

- LANGUAGE
- SPEECH
- LISTENING
- READING
- SOCIAL and EMOTIONAL
- PERSPECTIVE
- CREATIVE THINKING

## **PHYSICAL DEVELOPMENT**

- GROSS MOTOR SKILLS
- FINE MOTOR SKILLS
- COMPLEX LOCOMOTOR SKILLS
- ENDURANCE
- SPATIAL REASONING



# ***SEL Benefits***

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## **The Creative Process Supports Social-Emotional Learning**

Creating an instrument promotes:

### **Self-Management**

- By serving as a tool for emotional regulation
- By organizing time and thought processes
- By inspiring self-motivation to achieve a goal

### **Self-Awareness**

- By recognizing strengths & learning from mistakes
- By identifying emotions associated with the process
- By building confidence & a growth mindset

### **Social Awareness**

- By celebrating students' unique creations
- By allowing an opportunity for sharing & respect
- By considering different perspectives

### **Responsible Decision-Making**

- By promoting constructive choices
- By creating a sense of responsibility
- By revealing consequences to actions

### **Relationship Skills**

- By encouraging communication & listening
- By supporting group cooperation & cohesion
- By developing the skill of seeking & offering help

# Creating Original Instruments

WHISTLES	BODY PERCUSSION	COCONUT SHELLS	MARDI GRAS BEADS
			
BOX GUITAR	CAN DRUM	CLAVES	TAMBOURINE

## Additional Original Instruments

- Box Guitar
- Can Drum
- Claves
- Tambourine

# ***Experiential***

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Let's Make Afro Cuban Rhythms Together!

**Grab a  
household  
instrument!**





## ***Action Step!***

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***Make a musical experience  
using adaptive instruments,  
tools, or handmade  
instruments!***

# Lesson Adaptations

The screenshot shows the website for Preservation Hall Foundation Lessons. At the top, there is a circular logo with the text "PRESERVATION HALL FOUNDATION" and "LESSONS" around it. Below the logo are navigation links: "LESSONS", "PRINCIPLES", and "ABOUT". A "QUICK SEARCH" section contains five dropdown menus labeled "GRADE", "SUBJECT", "GENRE", "TOPIC", and "DISCIPLINE", followed by a "RESET" button. Below the search section are four lesson cards, each with a title, a description, and a "LAUNCH LESSON" button with a checkmark.

**LESSONS** ▾ **PRINCIPLES** ▾ **ABOUT**

QUICK SEARCH

GRADE ▾ SUBJECT ▾ GENRE ▾ TOPIC ▾ DISCIPLINE ▾ RESET

**BARLINES, MEASURE, AND THE STAFF**

Students will identify and describe the elements of a musical staff.

**LAUNCH LESSON** ✓

**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** ✓

**BOURBON STREET PARADE**

In this lesson, students will learn the history of Carnival season in New Orleans and the lyrics and instrument techniques for, "Bourbon Street Parade."

**LAUNCH LESSON** ✓

**CLARINET INTRODUCTION**

Students will be able to describe the role of the Clarinet in New Orleans music.

**LAUNCH LESSON** ✓

# ***What's Next?***

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**JULY**

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

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



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# Q&A



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# Resources

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## Websites

- [NAFME, All Types of Learners in the Music Classroom](#)
- [Adaptive Music Partnership](#)
- [An Adaptation Tool Kit for Teaching Music](#)
- [How to Make Your Own Instrument](#)
- [Ways to Make Music at Home](#)
- [Make Musical Instruments](#)
- [10 Simple Music Instruments Kids Can Make](#)
- [Arts Integration](#)



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Sharpe Notes Music Therapy, LLC  
[sharpenotesmusictherapy@gmail.com](mailto:sharpenotesmusictherapy@gmail.com)

# References

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<https://news.gallup.com/opinion/gallup/245600/teachers-promote-creativity-educational-results.aspx>.

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<https://www.nagc.org/healing-benefits-creativity>.

# ***Adaptive Instrument References***

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[Ergobrass.com](http://Ergobrass.com)

[Jamboxx.com](http://Jamboxx.com)

[Enablingdevices.com](http://Enablingdevices.com)

[Remo.com](http://Remo.com)

[Skoogmusic.com](http://Skoogmusic.com)

[Aulos.com](http://Aulos.com)

[Eyeharp.org](http://Eyeharp.org)

[Musiclab.chromeexperiments.com/Experiments](http://Musiclab.chromeexperiments.com/Experiments)