

## Integrating Music in Classroom Management and Instruction

3 P Credits offered through After School Professional Development Program (ASPDP)  
36 Hours

**Course Objective & Learning Goals:** This course will equip teachers with a research-based understanding of and practical implementation methods for integrating music in teaching to improve student learning. As a result of taking this course, participants are equipped with an understanding of music and its role in cognitive and social development, strategies for using music to enhance classroom learning, and technological resources for integrating music.

**Session 1: Making the Case for Music Integration** This session provides an overview of the history and theory of arts integration in education and addresses common objections and obstacles to its implementation. The case will be made for the arts, particularly music, as a crucial component of 21st-century learning and the development of creativity, empathy and cognitive flexibility. The session also draws from musicology (Christopher Small) and ethnomusicology (John Blacking) to explore the nature of music and an expanded view of music-making and what it means to be a musician.

**Session 2: Music and Listening** This session draws from research in soundscape studies (including the World Soundscape Project and the World Forum for Acoustic Ecology) to raise awareness of the auditory challenges of noise pollution and overstimulation in the modern world's acoustic environment. Listening programs such as the Tomatis Method and Auditory Integration Training are discussed objectively. Participants are guided through the materials of music (melody, harmony, rhythm, dynamics, timbre), which they will actively listen for in online musical excerpts. Correlations are made between musical concepts and psychological or physiological effects: musical time (beats per minute) and brain activity; pitch (high and low frequencies) and mental or physical energy. Finally, potential classroom listening assignments will be discussed.

**Session 3: Music and the Brain** This session provides the "why" of integrating music into teaching, including a brief overview of how the brain works and how music enhances different cognitive systems, including visual-spatial, analytical, mathematical, and creative. The session also explains how music can improve executive function,



activate attentional systems, and enhance memory systems to improve retention and recall—all with powerful implications for learning in the classroom.

**Session 4: Music for Teaching and Learning** Participants will be equipped through this session with several ideas and tangible applications of using music to enhance teaching and learning. Specific topics include using music to: create active learning experiences, welcome students, incite interest, and activate attention; to boost memory or for memorization tasks; to improve attitudes towards school, including tardiness, truancy, and participation; to reach and impact all students from delayed to gifted; to increase self confidence and motivation as well as heighten aspirations; and to improve executive functioning as it relates to learning.

**Session 5: Music for Socioemotional Development** Topics in this session include a definition of socioemotional development; the development of social competency, empathy, emotional regulation and impulse control; how emotion and cognition are inextricable and ultimately affect academic performance; and how music can benefit emotional intelligence and socioemotional development.

**Session 6: Music Integration to Enrich Core Academic Subjects** Music can connect learners to content in any subject, deepening both instruction and learning. This session explores ways to create synergy between music and academic subjects, including reading and writing, math and spatial reasoning, social studies, science, and technology.

**Session 7: Midterm – Persuasive Letter or Essay** This “open-book” midterm will consist of writing a persuasive letter or essay that makes the case for music integration in the classroom. Participants must incorporate empirical research and content from the previous lessons as well as 1 or 2 outside resources. They must give specific examples of how music can benefit learning and strategies for incorporating music into teaching practices.

**Session 8: Music, Identity and Cultural Diversity** Music not only expresses but constructs identity. The sociology of music is discussed, including Professor Simon Frith’s (University of Edinburgh) decades-long research and thinking on popular music, to investigate music as an individualizing form and its importance in the cultural placing of the individual in society. If students’ self-perception affects their learning, then music can be embraced and harnessed to create more confident individuals and effective learners. Furthermore, understanding and entering into the music of others cultivates empathy and bridges cultural and historical divides. Sam Seidel’s experience and advocacy of hip-hop education will be used as a case-study not only of music for empathetic connections but how the aesthetic imperatives of a popular genre can be mobilized into a broader educational ethos.

**Session 9: Music and Technology** This session introduces various technological tools for applying what has been learned, for accessing, producing, and showcasing music. Participants will learn about free and legal music to use or for students to use, how to create music through Garageband and Music Maker Jam, and how to upload created music or videos onto YouTube.

**Session 10: Final – Presentation** Participants will create a presentation as the final for this course, including a general overview of the content of this course, the ways in which the participant plans on incorporating music into their teaching, and a summary of expected learning outcomes for students and how these are improved through the incorporation or inclusion of music in their teaching practice.