

# MUSIC

## AS A TEACHING STRATEGY

### HOW MUSIC HELPS EMOTIONAL AND BEHAVIORAL DISORDERS:

- MUSIC IN THE CLASSROOM WORKS AS BOTH A MOOD STABILIZER AND STIMULI
- MUSIC DECREASES BOTH BOREDOM AND DISRUPTIVE BEHAVIOR
- MUSIC IMPROVES EMOTIONAL INTELLIGENCE
- MUSIC HELPS DECREASE ANXIETY, STRESS, NERVES, AND DEPRESSION; WHICH ALSO BOOST ACADEMIC PERFORMANCE

### HOW MUSIC HELPS STUDENTS WITH MILD LEARNING DISABILITIES:

- USING MUSIC AS A TEACHING TOOL HELPS IMPROVE READING COMPREHENSION AND MATH SKILLS FOR STUDENTS WITH LEARNING DISABILITIES
- MUSIC IMPROVES THE DEVELOPMENT OF RECEPTIVE/EXPRESSIVE SPEECH, LANGUAGE SKILLS, CHOICE MAKING, COMMUNICATION OF KNOWLEDGE, MOTOR SKILLS, AND UNDERSTANDING OF PATTERNS
- MUSIC CAN BE USED AS A MNEMONIC DEVICE TO REMEMBER BASICS SUCH AS PHONE NUMBER/ ADDRESS
- THE LOAD THEORY OF SELECTIVE ATTENTION POSITS THAT IN ORDER TO MAINTAIN ATTENTION ON A TASK STUDENTS WITH ADHD MUST HAVE INDIVIDUAL STIMULI MET; SUCH AS PLAYING MUSIC OF THEIR CHOICE

### WHY USE MUSIC IN THE CLASSROOM:

- STUDENTS RELATE TO IT!
- MUSICAL INSTRUCTION GENERATES MEANINGFUL LEARNING THROUGH RELAXED IMMERSION AND ACTIVE PROCESSING
- WHEN MUSIC IS USED AS A TEACHING TOOL LANGUAGE SKILLS AND RETENTION ARE IMPROVED
- SONGS GIVE INFORMATION TO STUDENTS IN PARTS WHILE STILL WORKING WITH THE WHOLE
- MUSIC NATURALLY EXPANDS VOCABULARY, PROMOTES SITE WORDS, IDENTIFIES RHYMES, AND RETELLS STORIES
- MUSIC HELPS CREATE A MOTIVATION ENVIRONMENT AND CAN IMPROVE SOCIAL SKILLS
- MUSIC HAS THE ABILITY TO MAKE LEARNING JOYFUL!

### HOW MUSIC HELPS STUDENTS IN GENERAL EDUCATION :

- MUSICAL EDUCATION GENERATES A MOTIVATIONAL SETTING THAT ENHANCES SOCIAL AND ACADEMIC SKILLS THROUGH CREATIVITY
- LEARNING MATERIAL IN SONG IMPROVES RETENTION AND RECALL FOR LANGUAGE AND MATH SKILLS
- MUSIC IMPROVES TESTING ATTITUDE

### HOW MUSIC HELPS STUDENTS LEARNING A FOREIGN LANGUAGE:

- USING MUSIC AND RHYTHM AS A MULTI-SENSORY APPROACH TO TEACHING IMPROVES READING AND LANGUAGE SKILLS SUCH AS VOCAB RETENTION, READING COMPREHENSION, SPELLING, AND AUDITORY AWARENESS
- STUDENTS WITH A LACK OF LANGUAGE KNOWLEDGE BENEFIT MOST FROM THE IMPROVEMENT IN MEMORY AND STRUCTURE THAT MUSIC BRINGS

### WAYS TO USE MUSIC IN THE CLASSROOM:

- 1) USE MUSIC TO TEACH DIRECTIONS
- 2) USE MUSIC TO TEACH INFORMATION
- 3) USE AUDIO AND PRINTED SONGS DURING INDEPENDENT READING TIME
- 4) USE MUSIC FOR FLUENCY AND FUN
- 5) USE MUSIC TO TRANSITION BETWEEN ACTIVITIES
- 6) USE MUSIC TO HELP CHILDREN LEARN, PRACTICE, AND INTERNALIZE CONCEPTS
- 7) MAKE UP MOVEMENTS TO GO ALONG WITH SKILLS
- 8) USE SONGS AND SING STORY BOOKS TO TEACH READING AND LISTENING COMPREHENSION
- 9) HAVE STUDENTS CHANGE THE LYRICS TO A SONG TO FIT THE LESSON
- 10) USE MUSIC TO TEACH VOCAB
- 11) USE BACKGROUND MUSIC TO ENGAGE STUDENTS IN INDEPENDENT WORK



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## EXAMPLES IN THE CLASSROOM

### MATH

-MUSIC HAS THE ABILITY TO TURN THEORETICAL MATH INTO TANGIBLE STEPS THAT ARE MORE EASILY REMEMBERED AND DIGESTED BY STUDENTS

**-ELEMENTARY CLASSROOM-** USE SONGS TO TEACH/REMEMBER BASIC MATH SKILLS SUCH AS ADDING/SUBTRACTING AND DIVIDING/MULTIPLYING

**SECONDARY CLASSROOM-** HAVE STUDENTS WRITE THEIR OWN LYRICS TO THE BEAT OF A POPULAR SONG THAT HELPS THEM REMEMBER A SPECIFIC MATHEMATICAL PROCESS, SUCH AS A PYTHAGOREAN THEOREM OR THE NUMBER OF PI

### HISTORY

-STUDENTS BENEFIT GREATLY WHEN MUSIC IS USED AS A LENS TO TEACH ABOUT CULTURE AND HISTORICAL EVENTS

**-ELEMENTARY CLASSROOM-** HAVE STUDENTS LISTEN TO MUSIC AND LEARN DANCES FROM AROUND THE WORLD TO INTRODUCE DIFFERENT CULTURES

**-SECONDARY CLASSROOM-** IN A LESSON ABOUT THE CIVIL RIGHTS MOVEMENT HAVE STUDENTS LISTEN TO "A CHANGE IS GONNA COME" BY SAM COOKE OR "STRANGE FRUIT" BY NINA SIMONE AND HAVE THEM DRAW PARALLELS BETWEEN THE LYRICS AND HISTORICAL EVENTS/TONE OF THE TIME THEY WERE CREATED. STUDENTS MAY THEN LOOK FOR CURRENT SONGS THAT EMBODY THE SAME MESSAGE AND COMPARE THE TWO SONGS.

### SCIENCE

-MUSIC, AS A MNEMONIC TOOL, HELPS STUDENTS REMEMBER THE LARGE VOCABULARY AND SPECIFIC PROCEDURES OF SCIENCE

**ELEMENTARY CLASSROOM-** USE SONGS TO HELP STUDENTS REMEMBER VOCAB AND CONCEPTS SUCH AS BONES OF THE HUMAN BODY, THE ORDER OF PLANETS IN OUR SOLAR SYSTEM, AND ORDER OF FOOD CHAIN.


**SECONDARY CLASSROOM-** HAVE STUDENTS WORK IN GROUPS TO WRITE THEIR OWN VERSE/CHORUS/HOOK ABOUT A SUBSECTION OF THE PERIODIC TABLE AND COME TOGETHER AS A CLASS TO PERFORM THE WHOLE SONG; WHICH SHOULD COVER THE ENTIRE PERIODIC TABLE

### ENGLISH/LANGUAGE ARTS

-LITERACY IMPROVES WHEN A STUDENT IS ABLE TO PICK UP ON THE PATTERNS IN THE STRUCTURE OF LANGUAGE AND IS ABLE TO DIFFERENTIATE BETWEEN PITCHES IN WORDS THAT SOUND SIMILAR BUT HAVE DIFFERENT MEANINGS. MUSIC CAN BE UTILIZED AS A METAPHOR TO EXPLAIN ELEMENTS OF A STORY SUCH AS CHARACTER, SETTING, CONFLICT, AND RESOLUTION, USING THE MELODIES, INSTRUMENTS, TEMPOS, AND DYNAMICS AS THE TEACHING LENS.

**ELEMENTARY CLASSROOM-** USE SONGS TO HELP STUDENTS REMEMBER THE PARTS OF A STORY AND WHAT THEY ARE; SUCH AS BEGINNING/MIDDLE/END, CHARACTER, PLACE, SETTING, TONE, ETC.

**SECONDARY CLASSROOM-** HAVE STUDENTS REWRITE A POPULAR SONG FROM THE PERSPECTIVE OF A MAIN CHARACTER



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