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Ideas With IMPACT

idea packet

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Therapeutic Musical Sounds for Mental Health Support

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Disseminator: Ekaterina Belyakova, PhD
Dr_k@dadeschools.net
Feinberg-Fisher K-8 Center
School Code: 0761

For information concerning Ideas With IMPACT
Please contact:
Ideas with IMPACT Program Director
Audrey Onyeike

The Education Fund
305 558 4544 ext 113
Email: audrey@educationfund.org
www.educationfund.org

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Background

A smoothly functioning classroom facilitates good instruction and high levels of engaged students. How during the pandemic can teachers establish and monitor routines and procedures for the smooth operation of the classroom while teaching efficiently? Arts are may be used as a means to engage our students in learning. Music is often one of the most useful instruments at our disposal for integrating of Social and Emotional Learning into the knowledge acquisition, and higher-order thinking development process. Music provides opportunities to educators of all disciplines (not just the Humanities) to help students achieve greater levels of performance.

How can we assist students while the Covid pandemic continues to challenge learning norms? The pandemic created disruption of routines in and out of school, which created a greater risk for mental hygiene and wellness. As a teacher, what can be done that that results in higher incidences of positive adaptation and increasing emotional flexibility? By implementing the innovative project and program of instruction described in this document, students will not only gain useful knowledge about Music, but they will also be better prepared for their other classes and life's challenges by becoming less stressed and more grounded.

The Arts are important to the well-being of individuals and society. By employing music, we can positively influence interactions of the body, emotions, and mental engagement, as well as the healthy social development of students. Many have heard that Music has the power to heal. Much research has been conducted to examine how personal, familial, and societal challenges can affect the performance and comfort of our students. Research has shown that Music has the ability to reduce anxiety and relieve stress for overall improved performance. How can we help to address and alleviate anxiety that children may be experiencing due to environmental stressors such as the COVID – 19 pandemic?

Description of the Project

The project addresses social-emotional, mental, and physical needs of students, as well as exposing children to musical arts through creative expressions. Students will be introduced to the science and experience of calming and therapeutic sounds from musical instruments to benefit their academic achievement. This project is easy to use and it is highly beneficial. This project seeks to not only teach music, but also to address the needs of students using the “Whole Person Concept.”

The project demonstrates to students an important method for supporting their own mental health during stressful times. Students will learn that one of the main benefits of music is improved mental health. Students learned about sound creation, and how singing bowl instruments work to create healing live music. As a capstone activity, students may use their own self-expression through the therapeutic sounds of singing bowls to present and perform their creations for their peers. This project also allows students to practice and grow their capacity to provide support to others.

Over the course of 9 weeks, students will be introduced to various aspects of the project to create and immerse themselves in stress-relieving sound sessions. Students will learn how to apply the musical skills learned through an exploration of relaxing types of musical sounds, and the self –expressive discovery of multiple creative techniques. The teacher will model the project and guide the students through the process of learning to play therapeutic sounds on musical instruments.

Throughout the program of instruction, they were observed to progress rapidly in their skills and overall levels of achievement, which provided evidence that the project could be readily adapted to other age groups and experience levels. The project could be done with only one musical instrument, which doesn't need to be costly, or the project could be done with an entire set of musical instruments. It could be executed with students working alone, in pairs, small groups, or in certain cases, large groups.

Modifications

Teachers may also add different types of musical instruments. Additionally, STEAM-related activities might be used to lead the students to plan and create simple musical instruments, which they will use to accompany the teacher during sound-exploration sessions. All sessions may be conducted either in person or online, as required in response to the ongoing health crisis.

Students may use purchased and self-made instruments to accompany the teacher or other students during relaxation sound sessions such as: warm-up/opening of Music classes, taking coordinated group mental breaks during the school day, and for cool-down/closing activities for classes. This will provide students with a reduced-stress opportunity to become comfortable with the idea and process of sharing music with others.

The students may use the internet to read about therapeutic sounds and various musical instruments. Virtual visits from guests, or other students and performers may help motivate and inspire, in addition to imparting knowledge.

Moreover, I used therapeutic musical sounds to motivate and involve my students in the learning process. I implemented this project not only for the stress reduction, but I used it for misbehavior-handling strategy, to minimize the disruption of the flow of instruction. The reward of working with the singing bowls turned out to be a strong reinforcement for desired classroom behavior. The students demonstrated positive attitude changes during the project with a high-rate of attendance and active participation. I was able to demonstrate effective teaching through therapeutic musical sounds that led to the success of my students.

Successful Framework

Steps of Effective Teaching:

- **Planning and Preparation –** this project requiring minimum of planning and preparation
    - **Instructional outcomes –** easily differentiated for students of varied abilities and needs
- **The classroom environment** – seamless efficient routines are employed with the objective that the class runs itself as students are largely self-directed, allowing the teacher to provide gentle guidance or correction as needed
    - **Managing classroom procedures** – little or no loss of instructional time and students know what to do and where to move with little supervision from the teacher
    - **Engaging students in learning –** students are enthusiastic, show strong interest, thinking, reflecting, and problem-solving.
- **Instruction** - everyone in class on board by making own connections and formulating reflections
    - **Instructions and Questionary - the** teacher can effortlessly adjust and assist in response to students' needs and degree of understanding
    - **Assessment** – students with little guidance can evaluate their own work against established criteria

Course Outline

Florida Standards:

- MU.3. C.1.2 Respond to a musical work in a variety of ways and compare individual interpretations
- MU.3. F.2.2 Describe opportunities for personal music-making
- MU.3. O.3.1 Describe how tempo and dynamics can change the mood or emotion of a piece of music
- MU. 3 O.1.1 Identify, using correct music vocabulary, the elements in a musical work

- MU.68. O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
- MU.68. C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
- MU.68. S.1 The Arts are inherently experimental and actively engage learners in the process of creating, interpreting, and responding to art.

Goals and Objectives:

- Expose children to performing music through creative self-expression
- Teach students to respond to music with creative self-expression
- Let students experiment and applying their creativity by performing and creating their own calming sounds
- Teach students about the expression of emotions through music
- Encourage students to use correct music vocabulary

Learning Outcome:

- The students gained an understanding of how musicians employ expressive features
- The students explored the ways that music can reveal individual interpretations
- The students recognized the opportunities to create personal music
- The students expressed themselves through individual interpretations

Teaching Steps

Students will follow guided step plans to be sure they meet the objectives of increased scientific knowledge, art appreciation, and social-emotional well-being with body-mind awareness.

Step 1

Teacher introduces the project and models the use of musical instrument(s)

Step 2

Teacher guides students to learn about therapeutic musical instruments and how to play them

Step 3

Students take turns playing therapeutic musical instruments

Step 4

Students use their musical instruments to practice and self-express during multiple performances

Step 5

Students play music using different musical instruments to accompany others during relaxation sound sessions throughout the school year

Step 6 (optional)

Students conduct visits or virtual visits to other classes/areas to perform or accompany relaxation sound sessions

Step 7 (optional)

Teacher directs students to research and design their musical instruments

Step 8 (optional)

Students create their own therapeutic instruments and create their own music to accompany the teacher during relaxation sound sessions

Step 9 (optional)

Students refine their instruments and presentations as needed

Lessons Samples

Example of the lecture

1. Music is a great way to communicate emotions. It can help us get in touch with our feelings. Throughout this unit we will explore how music can help us deal with our emotions. Think about what emotions you hear and feel throughout the day, week, or month. I will play different types of music. Please share what types of emotions the music invokes.

   Think while listening:

   - Do emotions or feelings change throughout the performance of music?
   - What music elements did the composer uses to create these feelings or emotions?
   - What music vocabulary words can you use to describe the emotions you hear in music?

   (Students respond to music).

It is great that we can choose music to enhance moods. How about creating your own therapeutical sounds and play your own music for the class?

Today I will introduce you to “Singing Bowls.” (Demonstrate the bowls). The first singing bows were made in Mesopotamia over 5,000 years ago. It is believed to be one of the most ancient artisan crafts in human history. The sound is produced by the friction created either by rubbing or striking a singing bowl, which responds by vibrating. In Tibet (optional: tell about Tibet’s culture and show it on the map) Some people believe in healing power of the “Singing Bowls.” Today we often see these bowls used for the dealing with emotions and relaxation.

Let’s try. (Teacher demonstrates how to play and teaches students).

At the end of the lesson, ask students to think and reflect (see examples of reflective activities).

2. Last class we were exploring music and its effect on our emotions. What we can do if we feel sad and our emotions are down? We can do something pleasant to improve our mood and bring out our positive emotions. Listen to music, dance, or talk to your friend.

Let’s do a little experiment, I will play a musical selection and I will ask you to move to the beat. Please note how you feel. After the activity, on scale from 1 to 5 (5 - very excited to 1 - very calm), let me know how you feel.

Upbeat music is playing, and students are moving. (Add balloons or any other material to bring an element of excitement for your students if desired).

Please close your eyes, raise your arm, and by showing me your fingers (5,4,3 or less) let me know how you feel. Think, why did you feel this way? (Students provide feedback and sharing they thoughts).

Now think what activities you can do to change your excited emotions, or opposite unpleasant emotions like fear to more calming emotions. Correct, we can listen to nice peaceful music, meditate, or use healing sounds by playing or listening to our singing bowls. Who would like to create this therapeutic sound for us today? (Students take turns playing, listening, or collaborating on creating sounds from multiple musical instruments).

Examples of reflective activities

- **"My Emotional Journal" -** Ask students to think and reflect
  - ***How do you feel and how's class going for you?***

    (Circle one)

    - Excellent
    - Good
    - Ok
    - Bad
    - Terrible

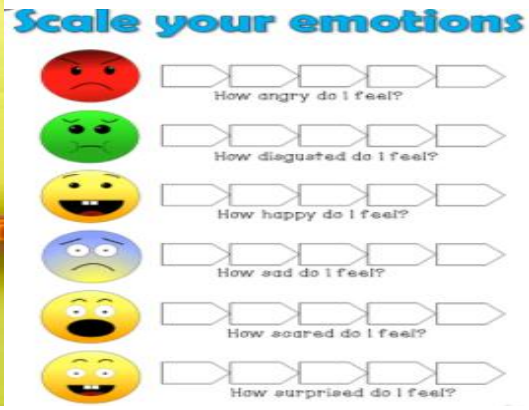
  - **What emotions do you feel?**

    (Write down)

    - Reflect on your class performance today
    - What went well with the class and what needs improve?
    - What was your contribution to the class' performance?
    - What did you learn from this class?

- How would you feel if you did your part during performance, but no one else contributed?
- How would you feel if you did not do your part during performance, but the rest did?

- **Looking at the pictures, how do you feel today?**



Rubric

Self-Evaluation

	Excellent	Fair	Poor
Ability to Follow Instructions	Followed all instructions	Followed most instructions	Did not follow instructions
Creativive Communication	Shows excellent creativity and communication	Shows fair creativity and communication	Shows poor creativity and communication
Understanding and Proper Use of Vocabulary	Demonstrates a clear understanding and use of musical vocabulary	Demonstrates a very good understanding and use of musical vocabulary	Demonstrates a minimal understanding and use of musical vocabulary
Audience Participation	Was an excellent audience member when not involved in performance	Was a good audience member when not involved in performance	Was an inadequate audience member when not involved in performance; Disrupted others' performance

Peer Evaluation

	Excellent	Fair	Poor
Ability to Follow Instructions	Followed all instructions	Followed most instructions	Did not follow instructions
Creativity Communication	Shows excellent creativity and communication	Shows fair creativity and communication	Shows poor creativity and communication
Understanding and Proper Use of Vocabulary	Demonstrates a clear understanding and use of musical vocabulary	Demonstrates a very good understanding and use of musical vocabulary	Demonstrates a minimal understanding and use of musical vocabulary
Audience Participation	Was an excellent audience member when not involved in performance	Was a good audience member when not involved in performance	Was an inadequate audience member when not involved in performance; Disrupted others' performance

Teacher Evaluation

	Excellent	Fair	Poor
Ability to Follow Instructions	Followed all instructions	Followed most instructions	Did not follow instructions
Creativity Communication	Shows excellent creativity and communication	Shows fair creativity and communication	Shows poor creativity and communication
Understanding and Proper Use of Vocabulary	Demonstrates a clear understanding and use of the vocabulary	Demonstrates a very good understanding and use of musical vocabulary	Demonstrates a minimal understanding and use of musical vocabulary
Audience Participation	Was an excellent audience member when not involved in performance	Was a good audience member when not involved in performance	Was an inadequate audience member when not involved in performance; Disrupted others' performance

Materials

- Singing bowls (different tones)
- Different musical instruments (bells, drums, piano, etc.)
- Optional classroom materials (glues, tapes, cans, papers, scissors, pens, pencils, markers, etc.)
- Student-made instruments (shakers, wind chimes, etc.)

Resources

https://www.youtube.com/watch?v=iFFATyenHNk
Music and Emotions

https://www.youtube.com/watch?v=eD9xCF22jKE
Movements and Emotions

https://www.youtube.com/watch?v=RXEWn87Jfqc
Meditation with Singing Bowls

https://www.youtube.com/watch?v=-O2uiYfBCVY
Tutorial how to play Singing Bowls

Contact Information

Together we're providing the best possible education to enable our students to realize the best possible outcomes. I am always willing to work collaboratively. I may be reached at:

Ekaterina "Dr. K" Belyakova, PhD
Feinberg-Fisher K-8 Center
1420 Washington Ave.
Miami Beach, FL 33139
(305) 531-0419

dr_k@dadeschools.net
linkedin.com/in/Dr-K

Students' Work