



Integrating Music for Well-Being

Online, Self-Paced Professional Development for General Education and Specialist Teachers

Syllabus & Course Information



Course Description

Recent years have posed significant challenges for students and teachers alike. Schools have become focal points for the continued emotional and psychological fallout of the world's many public health crises, social upheavals, wars, and economic struggles. This online, self-paced professional development course explores student well-being and how to leverage music as a tool for healing and growth. Through videos, readings, activities, and written reflections, you will discover new ways to empower students with different modes of music engagement and strategies for teaching for well-being outcomes in the classroom. The course comes with six hours of research-based instructional material, a specially designed workbook with lesson plans and activities, a review packet, glossary, and a certificate of completion.

Course Outcomes

By the end of this course, teachers will be able to:

- Describe the concept of well-being and identify the five facets of well-being in students.
- Paraphrase why and how music is a unique medium for building well-being.
- List and discuss common barriers to students building or maintaining well-being and understand how these barriers can disrupt student behavior and cause behavioral challenges.
- Explain why well-being is an important focus for teachers of all subjects.
- Develop strategies for incorporating well-being into cross-curricular teaching practices.
- Create a positive and supportive learning environment for students.
- Design and implement lesson plans for new and existing curricula that target student well-being development through music.

Student & Teacher Takeaways

Teacher Takeaways:

1. Any teacher can guide students through exploring their musical interests, learning from each other, and developing self-regulation through music.
2. Understanding the cognitive, social, and psychological connection between music and human development (especially through music listening) empowers any subject teacher to incorporate well-being goals into their instruction and curriculum.
3. Cultural equity and a global approach to music in schools are necessary for our diverse and traumatized student populations, especially after years of lockdown.

The ultimate beneficiaries are students. Students can benefit in areas such as stress management, cognitive regulation, anxiety reduction, anger regulation, loneliness alleviation, relationship-building, awe and appreciation, self-confidence, self-esteem, self-identity, and sleep.

Teacher benefits: Reduced feelings of helplessness, well-being resources for their students and classrooms, understanding of well-being at large and in the context of teaching, increased understanding of student behavioral challenges, conflict diffusion through trauma-informed approaches to teaching, and confidence with troubled students in the classroom.

Course Syllabus

Concepts & Activities

Key Terms

Unit 1: Well-Being & Music



- Course overview
- Initial reflection
- Well-being & why it matters
- The PERMA model of well-being
- Disruptions to well-being
- Educators' role in student well-being & music
- Self-reflections

Well-Being, Music, Musical Care, Toxic Stress, Trauma, Adverse Childhood Experiences (ACEs), Mental Health, Mirroring, Latent Vulnerability, Social Thinning, Hypervigilance, Emotional Self-Regulation, Rumination

Unit 2: Student Well-Being



- Student well-being in the classroom
- Student well-being challenges & symptoms
- Agency in music-integrated education
- Student culture, norms, & equity
- Self-reflections

Emotional Dysregulation, Student Agency, Musical Agency, Culture, Equity, School-to-Prison Pipeline

Unit 3: Pedagogical Approaches



- Trauma-informed teaching: principles & tips
- Student-centered teaching: tenets & tips
- Culturally responsive teaching: competencies & tips
- Self-reflections

Trauma-Informed Teaching, Student-Centered Teaching, Top-Down Teaching, Culturally Responsive Teaching

Unit 4: Integrating Music Pt. 1



- National education standards for music
- Music listening: interdisciplinary perspectives and 21st-century skill development
- Activity: A playlist of you
- Activity: Well-being & the national standards

Social Surrogacy, Passive Listening, Active Listening, Open-Earedness, Cultural Omnivorosness, Musical Discovery

Unit 5: Integrating Music Pt. 2



- National music education standards continued
- Interdisciplinary music integration: examples & tips
- Activity: Well-being & the national standards
- Lesson planning for well-being: considerations, examples, & templates
- Activity: Lesson planning for well-being and music
- Music, resources, and information gathering

Unit 6: Well-Being Resources



- Well-being resources for the classroom
- Music integration resources for well-being in the classroom
- How resources relate to PERMA & pedagogical approaches to well-being
- Self-reflections

Unit 7: Conclusion & Takeaways



- Course conclusion
- Final reflection: Looking back and goal-setting
- Moving forward & next steps
- Review of reflections
- Certificate of Completion

Music for Well-Being

Online, Self-Paced Professional Development

Music Workshop's Professional Development courses teach educators and administrators at all levels how to use music as a tool for healing and growth.

Students continue to struggle with well-being after the COVID-19 lockdown, social upheavals, and increased media consumption since 2020. Music has been shown to mitigate the effects of these environmental challenges and improve well-being for children holistically through personal connection and social reintegration.

Professional development is necessary to support educators who are best equipped to guide music for well-being in schools, especially during this time of educational and social uncertainty.

Course Length: 6 hours **Price \$75**



**Continuing
education
credit hours**



**Immediately
actionable tools
and techniques for
the classroom**



**Culturally responsive
resources**

Course Learning Map



Unit 1
Music &
Well-Being



Unit 2
Student
Well-Being



Unit 3
Pedagogical
Approaches



Unit 4
Integrating
Music: Part 1



Unit 5
Integrating
Music: Part 2



Unit 6
Classroom
Resources



Unit 7
Course
Conclusion

Professional Development Advisory Team

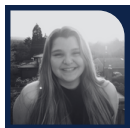
Each of our advisors are research and practice trailblazers within music education. Their research and guidance have been instrumental in our mission to empower educators with practical, evidence-based ways to improve their students' well-being through music.

Team Lead



Dr. Giuliana Conti
Director of
Education & Equity
Music Workshop

PD Development Team



Amy Sloan
Program Manager
Music Workshop

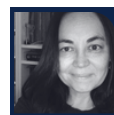


Amy Hall
Director of
Communications
and Outreach
Music Workshop

Course Host



Coty Raven Morris
Assistant Professor of Choir,
Music Education & Social Justice
Portland State University



Dr. Beatriz Ilari
Chair of Music Teaching & Learning
University of Southern California



Dr. Carlos Abril
Associate Dean of Research
University of Miami



Dr. Cat Bennett
Assistant Professor of Music Education
Oakland University



Dr. Sarah Bartolome
Associate Professor of Music Education
Northwestern University



Dr. Jennifer Mellizo
University of Wyoming Laboratory School
Curriculum Developer at Smithsonian Folkways



Dr. Erin Riesland
Learning Designer and Researcher
All Circles of Learning



Dr. Michelle Salgado
Senior Science Educator
Exploratorium