



# Teaching Music for Well-Being

Online, Self-Paced Professional Development  
for Music 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 music 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 music teachers of all types.
- Develop strategies for incorporating well-being into music teaching practices.
- Create a positive and supportive learning environment for students.
- Design and implement lesson plans that target music and well-being development simultaneously.

## 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 music teachers 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: Music & Well-Being



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

Well-being, toxic stress, trauma, adverse childhood experiences (ACEs), mirroring, rumination, latent vulnerability, social thinning, hypervigilance, musical care, mental health, emotional self-regulation

### Unit 2: Student Well-Being



- Student well-being in the classroom
- Student well-being challenges & symptoms
- Agency in music 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: Planning & Applying



- The National Standards for Music Education & the PERMA facets of well-being
- Music listening in the classroom
- Activity: Well-being & the national standards
- Activity: A playlist of you
- Planning for well-being: lesson plan considerations, examples, & templates
- Activity: Lesson planning for well-being

Social surrogacy, passive listening, active listening, open-earedness, cultural omnivorousness, musical discovery

### Unit 5: Available Resources



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

### Unit 6: Course Conclusion



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

# Teaching 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**  
Planning & Applying



**Unit 5**  
Classroom Resources



**Unit 6**  
Course Conclusion

### Professional Development Advisory Team

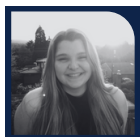
Each of our advisors are research and practice trailblazers within music education. Their research and guidance have been instrumental in our mission to empower educators with practical, evidence-based ways to improve their students' well-being through music.

#### Team Lead



**Dr. Giuliana Conti**  
Director of Education & Equity  
Music Workshop

#### PD Development Team



**Amy Sloan**  
Program Manager  
Music Workshop

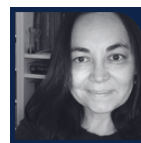


**Amy Hall**  
Director of Communications and Outreach  
Music Workshop

#### 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



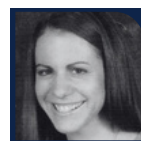
**Dr. Carlos Abril**  
Associate Dean of Research  
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**Dr. Cat Bennett**  
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