

A Place to Belong: Reaching Your Students Where They Are

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A way to open new doors

What is your goal as an educator? Who are your students? What are they like? Who are we missing? How can we get them in the door?

Implement a structure that will allow your current groups to work with new genres/styles of groups



Find ways to collaborate with other art forms to increase attendance at performances as your new program grows



Authentically feel they belong

Research styles of music performed locally in your community to determine what styles will work best

What might others on your campus need to find a place to belong? What else can we offer? What will they need? What do they want?



How can you create space to help students use their own voice?



Use culturally responsive repertoire in an inclusive way

WHAT IS culturally responsive repertoire? What isn't?

How can I broaden my scope of selections? Who ARE my students?

How can I expand cultural competence?

How can students build deep connections? With whom or what?



Examples of Core Content Standards Used

HS Advanced	
MU:Cr1.1.E.IIIa Compose and improvise musical ideas for a variety of purposes and contexts .	Imagine
HS Advanced	
MU:Cr2.1.E.IIIa Select and develop composed and improvised ideas into draft musical works organized for a variety of purpose s and contexts .	Plan and Make
MU:Cr2.1.E.IIIb Preserve draft musical works through standard notation , audio, or video recording.	
HS Advanced	
MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works based on appropriate criteria , including the extent to which they address identified purposes and contexts .	Evaluate and Refine
HS Advanced	
MU:Cr3.2.E.IIIa Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts .	Present

Write & Collaborate on Original Songs

Build a Gig Setlist

Record a demo track, write a chord chart

Work with staff & student producers on original works

Share & discuss original songs

HS Advanced	
MU:Pr4.1.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble , and the purpose and context of the performance .	Select
HS Advanced	
MU:Pr4.2.E.IIIa <i>Examine, evaluate, and critique</i> , using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances .	Analyze
HS Advanced	
MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.	Interpret
HS Advanced	
MU:Pr5.1.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.	Rehearse, Evaluate and Refine

Design a show for a specific purpose

Teacher inquiry in rehearsals

Lobby Walk Presentations

Student-led development of timeline & pacing for show run

HS Accomplished
MU:Re7.1.E.IIa Apply criteria to select music for a <i>variety of purposes</i> , justifying choices citing knowledge of the music and the specified purpose and context .
lements of music.
HS Accomplished
MU:Re7.2.E.IIa Explain how the analysis of structures and contexts inform the response to music.
HS Accomplished
MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts , (when appropriate) the setting of the text , and <i>varied researched</i> sources.
HS Accomplished
MU:Re9.1.E.IIa Evaluate works and performances based on <i>research</i> as well as personally- and collaboratively-developed criteria , including analysis and interpretation of the structure and context .

Setlist building for 85 gigs per school year, student-built criteria to justify selections

Teacher inquiry in rehearsals

Lobby Display Project Presentations, write-up & discussion responses to songs during rehearsal

Student-led tech rehearsals & show week

HS Advanced MU:Cn10.0.E.IIIa	
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
HS Advanced MU:Cn11.0.E.IIIa	
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

Original song & student-selected show

Arts Enterprise course curriculum, all collaborative pieces throughout year

Strategies, materials, resources, and more information can be found at dcollinsmusic.com

