

MORE THAN MUSIC

SEL AND MUSIC EDUCATION NOW MORE THAN EVER

SCOTT EDGAR, PH.D.

LAKE FOREST COLLEGE

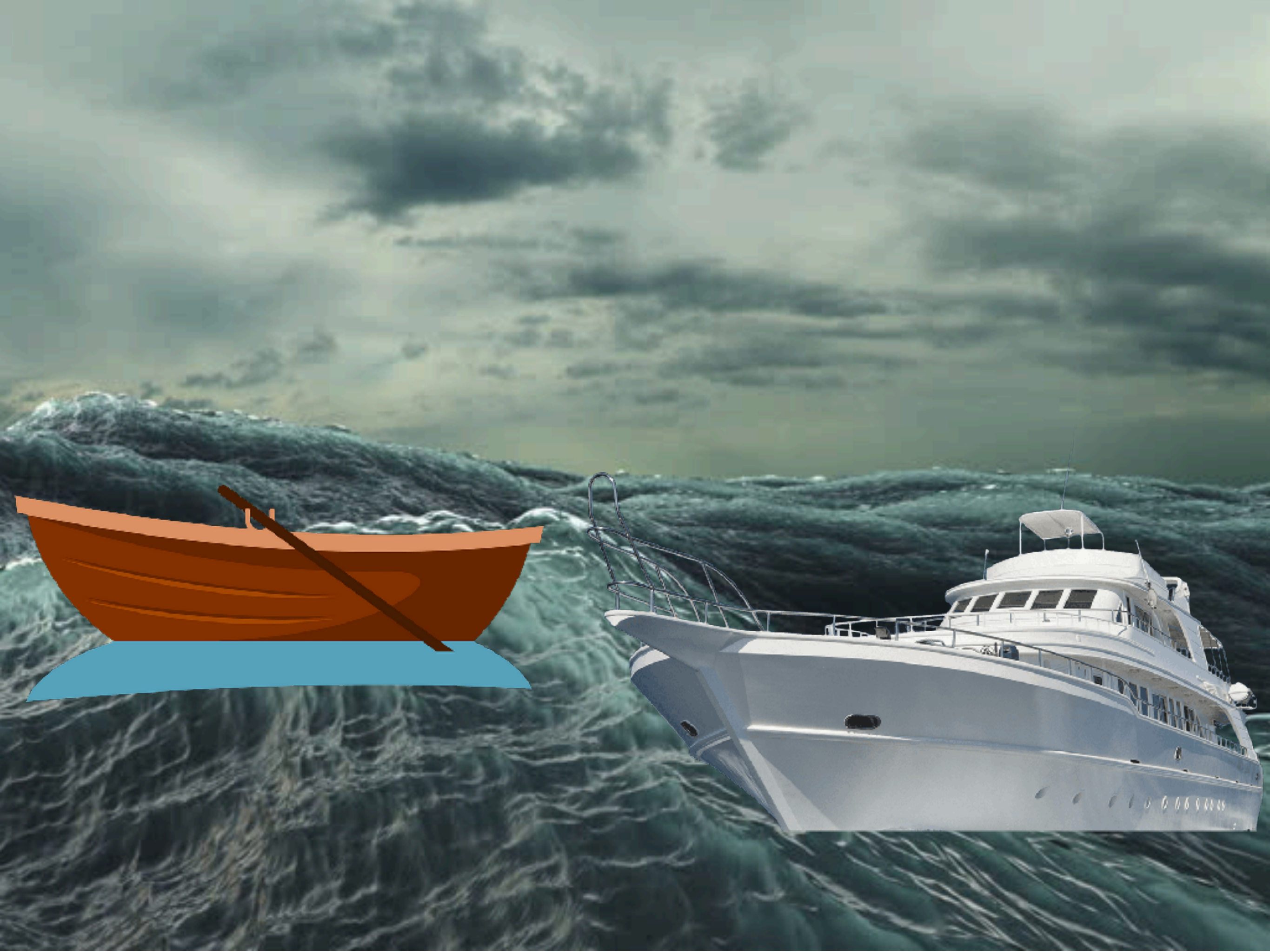
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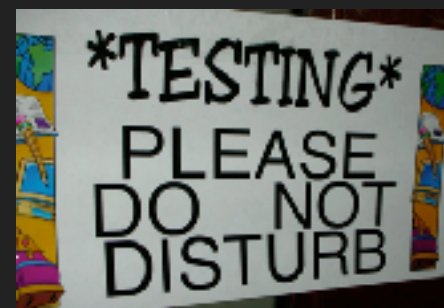
CAN THIS PERSON LEARN EFFECTIVELY?







CHALLENGES

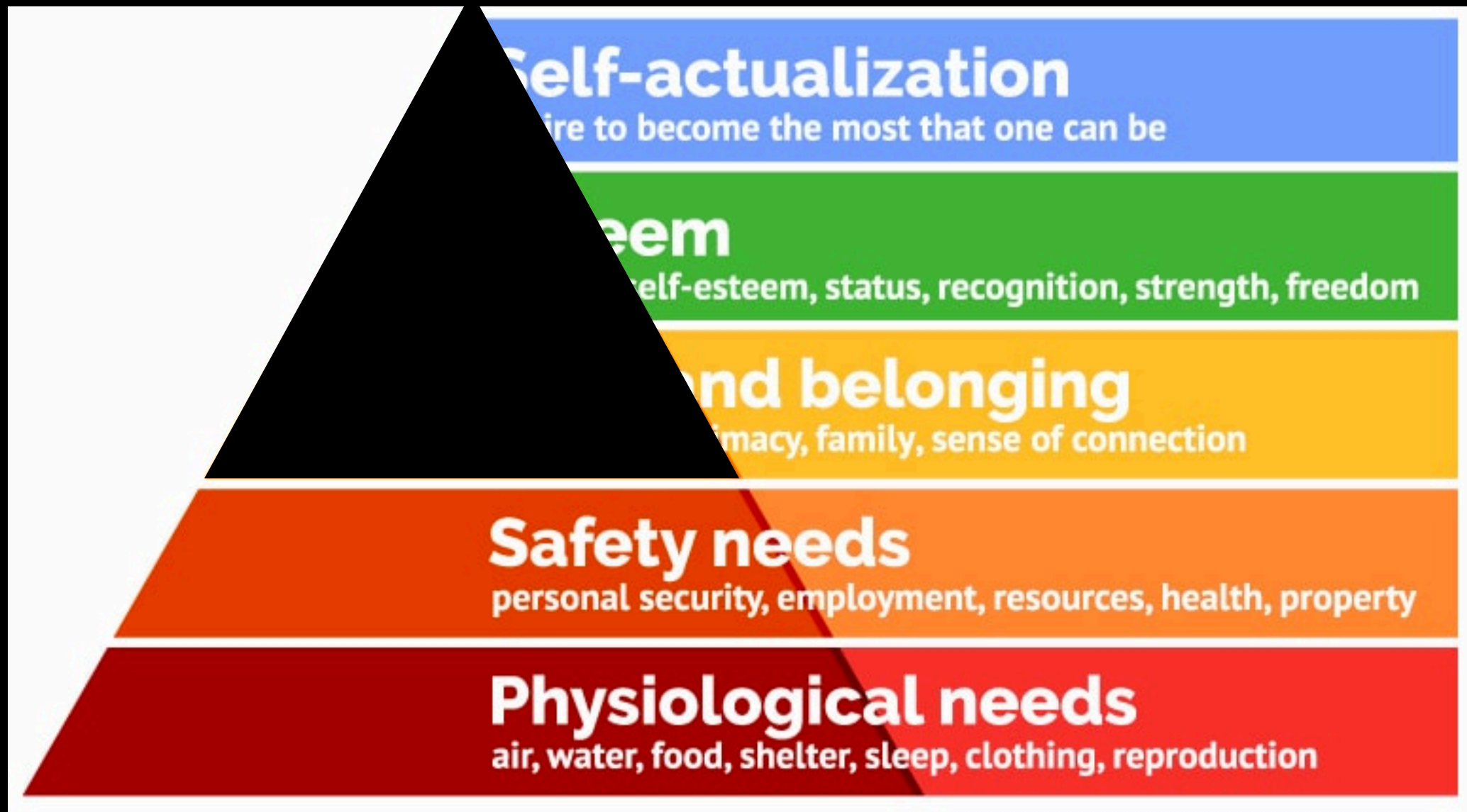




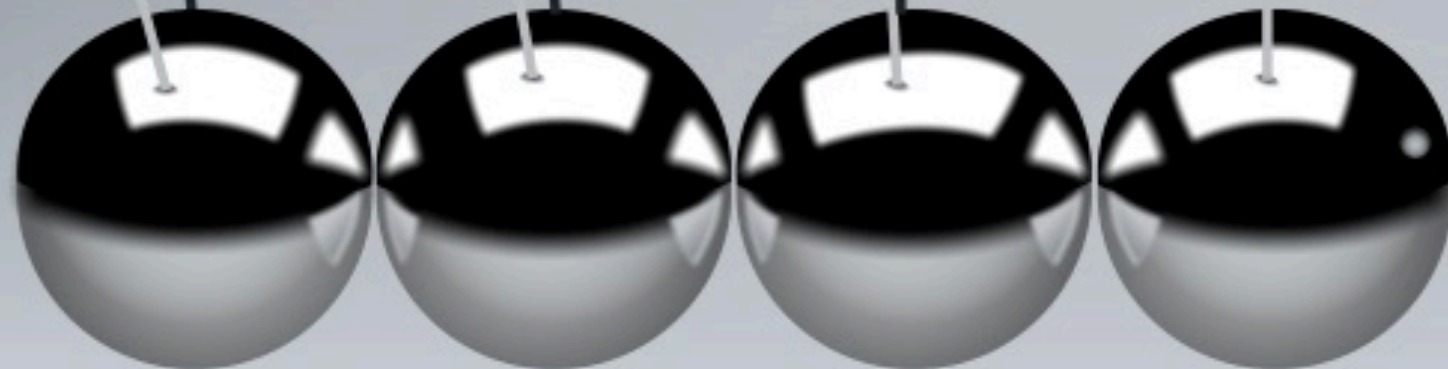
MASLOW



BLOOM



EITHER/OR



Tests/Academic Results

Student-first Approach/SEL

COVID-19

EDUCATIONAL FOCUS

Essential vs. Non-essential

Arts vs. No arts

SEL & MUSIC (MSEL): A SECRET WEAPON WITH SUPER POWERS



**SEL ALLOWS US TO
RESPOND
INSTEAD OF
REACT**

**PREVENTATIVE
MENTAL HEALTHCARE**

MUSIC EDUCATORS



COUNSELORS

YOU ARE THE MUSIC TEACHER



**YOUR STUDENTS
NEED YOU!**

THE HUMAN BEING ON THE OTHER SIDE OF THE MUSIC STAND



WHAT MOTIVATES

YOU

?

WHAT MOTIVATES STUDENTS?

Peer acceptance



WHAT MOTIVATES STUDENTS?

Teacher Approval



WHAT MOTIVATES STUDENTS?

Pride



WHAT MOTIVATES STUDENTS?

Anger



WHAT MOTIVATES STUDENTS?

Fear



WHAT MOTIVATES STUDENTS?

Boredom



YOUR ROLE: TO FIGURE IT OUT



SOCIAL EMOTIONAL LEARNING (SEL)

SEL DEFINED

- ▶ The process of acquiring the **SKILLS** to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively...Social and emotional education is a **UNIFYING** concept for organizing and coordinating **SCHOOL-BASED** programming that focuses on positive youth development, health promotion, prevention of problem behaviors, and student engagement in learning.
- ▶ (CASEL, 2006)



SELF-AWARENESS



SELF- MANAGEMENT

Self Management

Goal Setting + Time Management



SELF- MANAGEMENT



SOCIAL AWARENESS



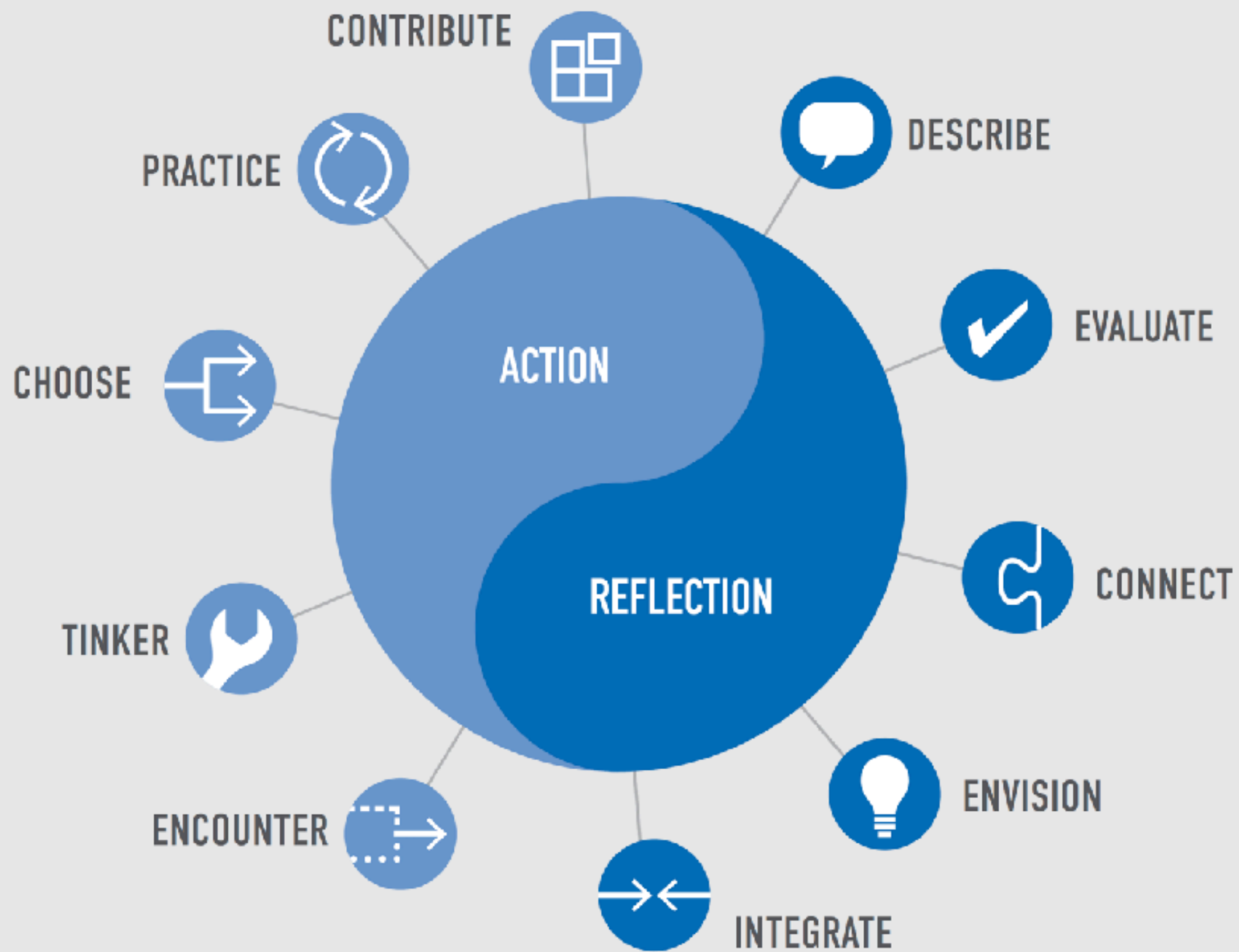
RELATIONSHIP MANAGEMENT



RESPONSIBLE DECISION-MAKING



SELF-OTHERS-DECISIONS





CONNECTION

REPERTOIRE

The background of the image is a close-up, slightly blurred photograph of a sheet of musical notation. It features several staves with various musical symbols, including treble and bass clefs, key signatures (flats), and dynamic markings such as 'ff' (fortissimo). The paper has a warm, aged, cream-colored tone.



EXPERIENCES

REFLECTION



THE RELEVANT QUESTION IS NOT IF AN ARTS PRACTICE WILL AFFECT A SOCIAL-EMOTIONAL COMPETENCY, BUT HOW IT WILL HAPPEN AND WHAT ARTS EDUCATORS CAN DO TO IMPROVE THE ODDS THAT THE IMPACT IS POSITIVE.

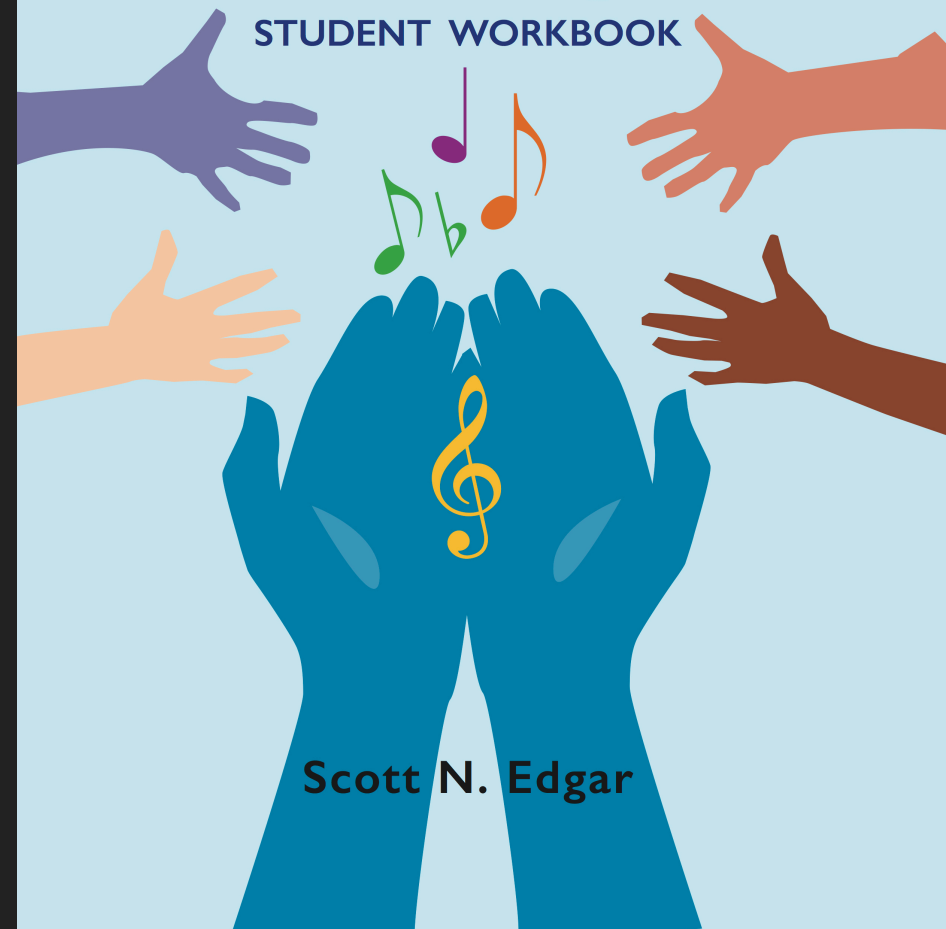
**ARTS EDUCATION AND SOCIAL EMOTIONAL
LEARNING OUTCOMES**

**Music Education and
Social Emotional Learning**
The Heart of Teaching Music
SCOTT N. EDGAR



Foreword by
Tim Lautzenheiser

**Music Education and
Social Emotional Learning**
The Heart of Teaching Music
STUDENT WORKBOOK



Scott N. Edgar

Emoji Word Bank

(write the emotion below each picture)

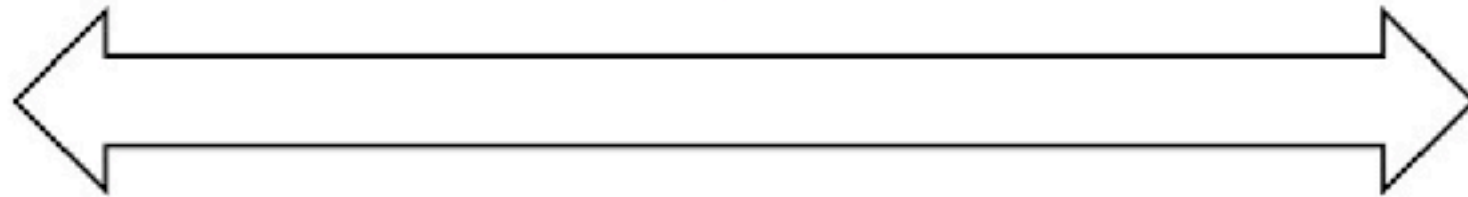


UNDERLYING EMOTIONS

WE SOUND LIKE THAT? I WAS NERVOUS!

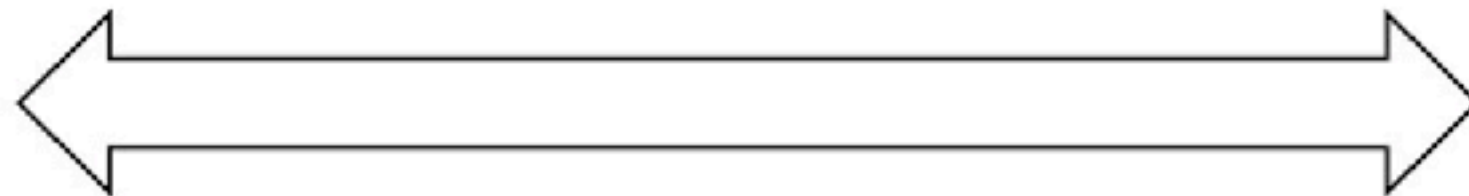
PREPARATION

Sight-reading Familiar Confident Excelling Performance Ready



ANXIETY

Unable to perform Shaking Butterflies Excited Calm and ready



My MUSIC

Three pieces of music that represent you:

1. _____
2. _____
3. _____

How do you want to create your project?

What is the story you want to tell about yourself?

NOT JUST DEAD WHITE GUYS



Music for Social Justice

Piece:

Artist/Composer:

Race/Ethnicity of Artist/Composer:

Gender Identity of the Artist/Composer:

What is the social issue addressed in this piece?

What events inspired this piece?

What effect did this piece have on the social issue?

What artistic elements impacted you and demonstrated action on the social issue?

**We're All in This
Together:
Mission Statement**

Organization:

Collective Group Values:

1.

2.

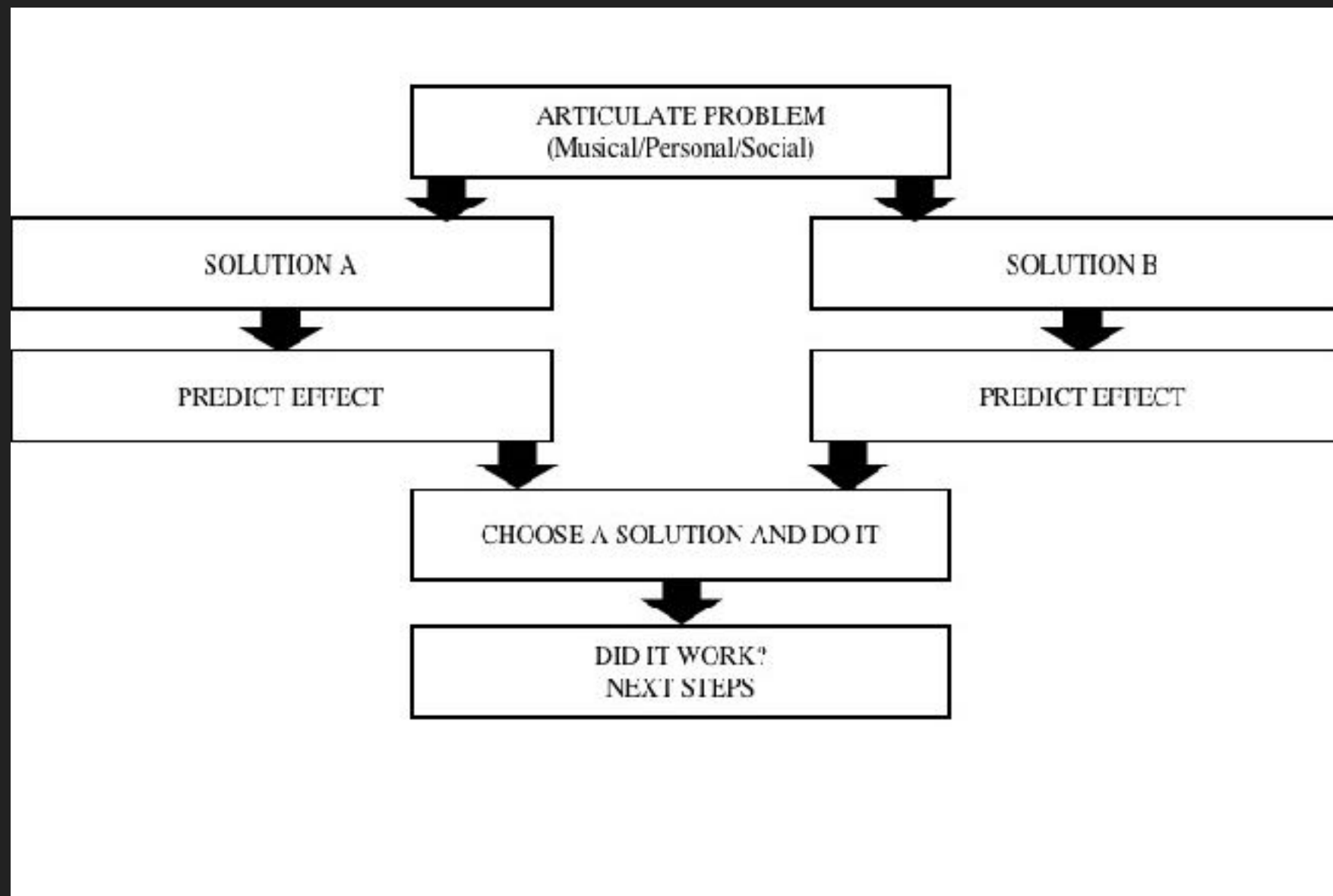
3.

4.

5.

Mission Statement:

BRAINSTORM: DON'T JUDGE ME!



BEPURPOSEFUL

**“WE ALREADY DO THIS”
ISN'T ENOUGH**



PERSONAL CONNECTION

**"As I've said many times before,
arts education is not a luxury,
it's a necessity. It's really the air many of
these kids breathe. It's how we get kids
excited about getting up and going to
school in the morning. It's how we get
them to take ownership of their future.
And, most importantly, it's how we get
[them] to go to college."**

**— Michelle Obama, speaking at 2015 National Arts and
Humanities Youth Program Awards ceremony**



SCHOOL CONNECTEDNESS



RESILIENCY

Self-awareness



SELF-AWARENESS



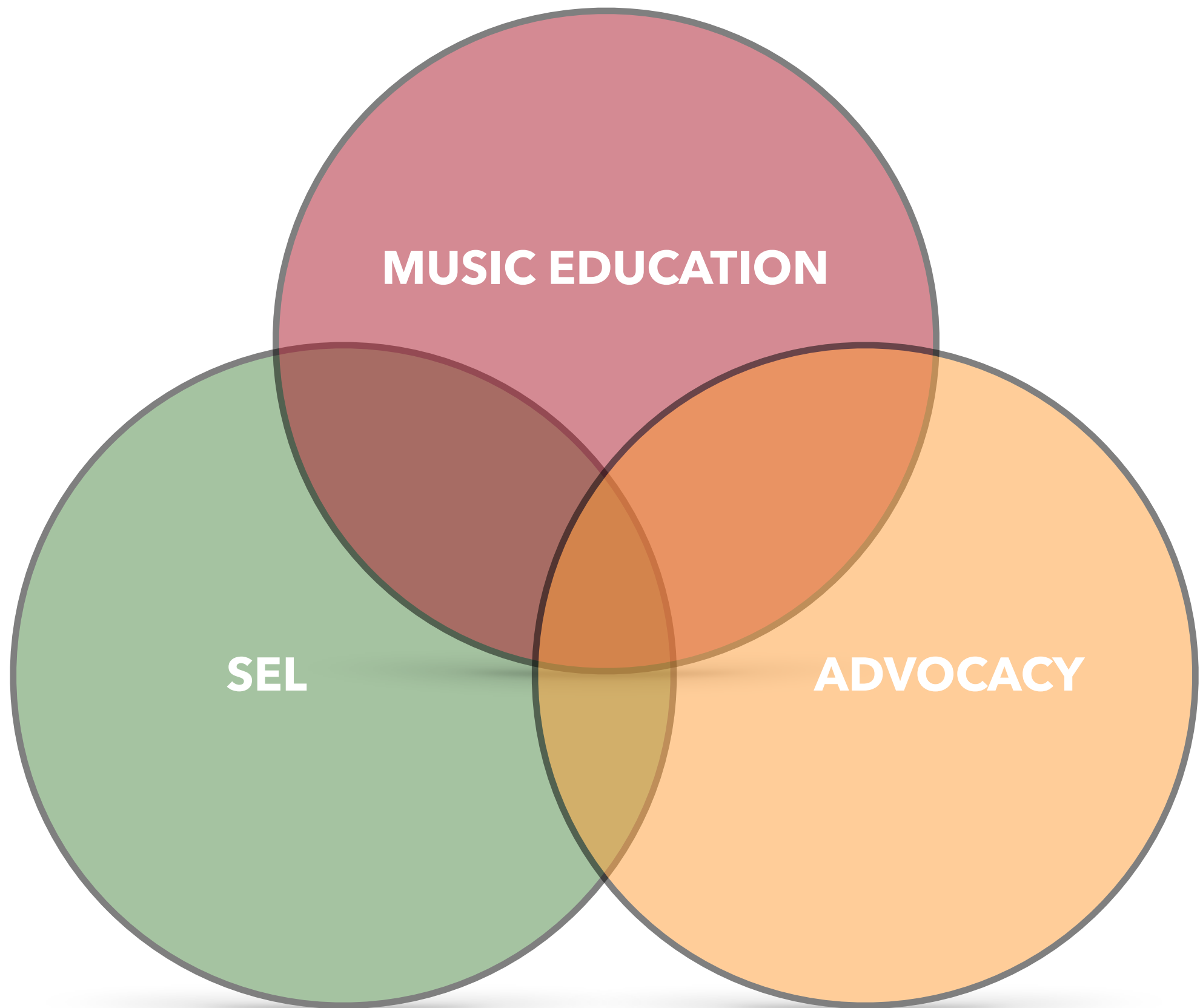
DIVERSITY



HIGH STANDARDS



CULTURAL NECESSITY



ENGAGE STUDENTS

SELF: Realizing the personal/collective value of music education.

OTHERS: Understanding how this value will be perceived by those making decisions

DECISIONS: Promoting music education through advocacy



SELF
OTHERS
DECISIONS



CREATE
PERFORM
RESPOND
CONNECT

SELF

OTHERS

DECISIONS



CREATE

PERFORM

RESPOND

CONNECT

Adaptations are changes in the learning process- the *how*- to achieve the desired learning outcomes.

Modifications are changes to the content- the *what*- and to the expectations of the student.

(Elise Hackl)



CHORAL-SPECIFIC THOUGHTS

- ▶ “Choir is the most risky”:
How does that make us feel?
- ▶ What CAN we do?
- ▶ The power of repertoire and text
- ▶ We are the instruments +/-





OR



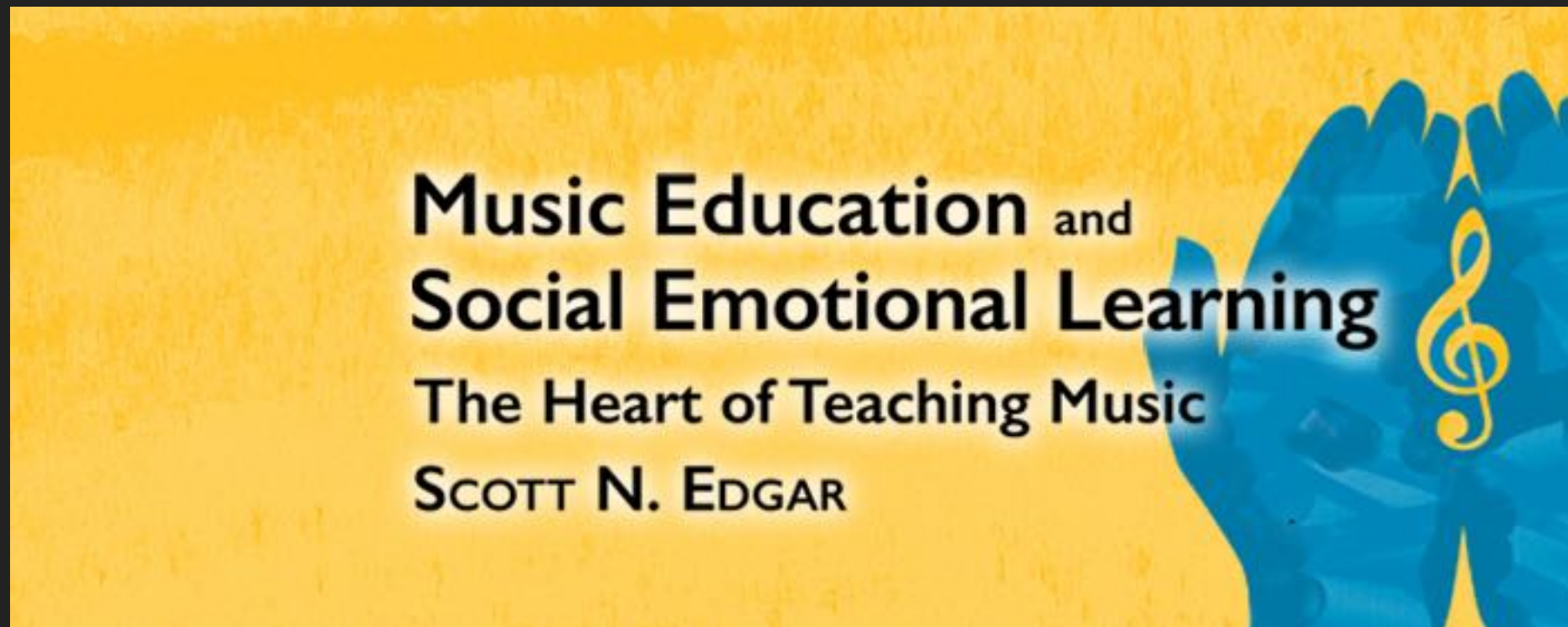


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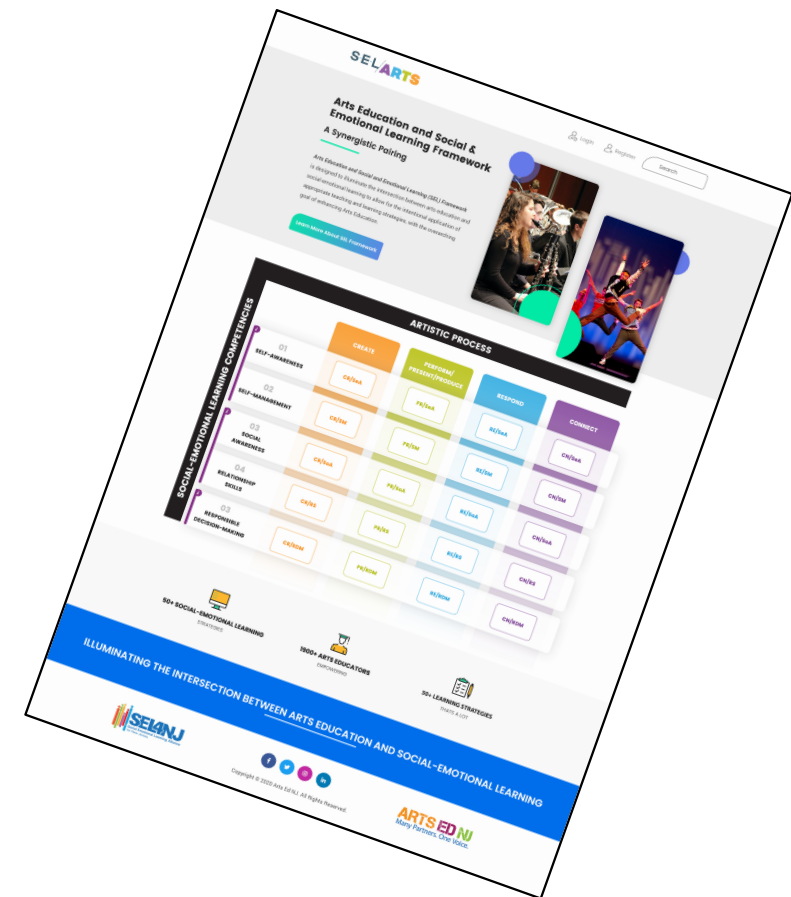
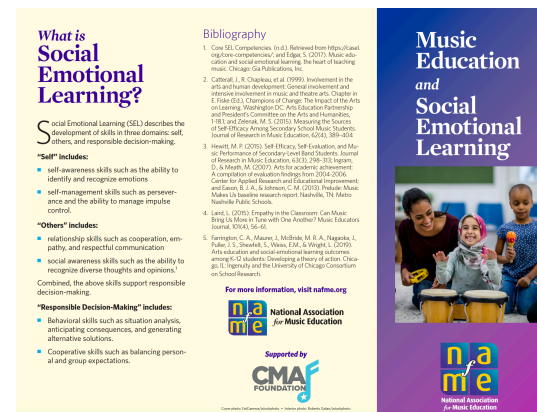


“I’m too busy playing”



LIKE THE FACEBOOK PAGE
@MUSICSOCIALEMOTIONALLEARNING

Resources



ARTS ED NJ
 Many Partners. One Voice.

edutopia



**“I BELIEVE EVERYONE WILL SOON COME
TO REALIZE THAT OUR ARTS EDUCATORS
ARE THE SECRET WEAPON TO
IMPLEMENTATION OF SOCIAL-EMOTIONAL
LEARNING IN OUR SCHOOLS.”**

DR. MAURICE ELIAS

THANK YOU!

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