



# Coming Back HOME: Re-shaping the Post-pandemic Curriculum with Holistic Objectives for Music Education

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## Re-Shape Teaching Practices

**REACH AND TEACH:** Must teach whole student and reach all students

**RE-DESIGN:** Syllabi, policies, and assignments to accommodate ALL needs and situations

**FAIR VS. EQUAL:** Does everyone need to do the exact same task?

**HEAR THEIR VOICES:** Allow students to choose repertoire, share music, and show what they can do

**MINDFULNESS:** Integrate meditation, grounding exercises, etc. into your classroom procedures

Roof = Balance

When trauma is considered and wellness is prioritized, then we can truly teach in a culturally responsive manner.



Abstract

Trauma-Informed Pedagogy

Health and Wellness

## Left Wall

- Trauma-affected students need opportunities to regulate emotions by identifying and acknowledging feeling (Brunzell et al., 2015).
- Music can give participants an increased sense of openness, belonging, an outlet for self-control (Benison et al., 2008).
- Incorporating movement into rehearsal (Swart et al., 2010).
- Music helps to build regulatory strategies and mood regulation (Saarikallio, 2010).

Culturally Responsive Teaching

## CRT as Foundation

To become a culturally responsive music teacher, educators must (McCoy, 2020):

- Know themselves by employing consistent and continual critical self-reflection and assessment (Palmer, 1997).
- Know their students and view the learning process through a cultural and anthropological lens in addition to the traditional psychological lens (Ladson-Billings, 2006)
- Create a supportive, caring, and rigorous learning environment that recognizes and values diverse, culturally-situated communication and learning styles (Gay, 2010; Ladson-Billings, 1995; Villegas & Lucas, 2002).
- Consciously make program and curricular choices that meet individual student musical goals and aspirations (McCoy, 2020).

## Right Wall

- Pre-service and in-service music teachers can benefit from a plan for self-care (Kuebel, 2019).
- Mental health can be addressed through strategies used in trauma-informed pedagogy (Roman, 2020).
- Mindfulness and SEL practices have been used to boost wellness in pre-service teachers (Elder, 2020; Schmoyer, 2020).
- Teaching the “whole musician” is necessary (Savvidou, 2020).