

Promoting Equity Through Music

AOSA 2021

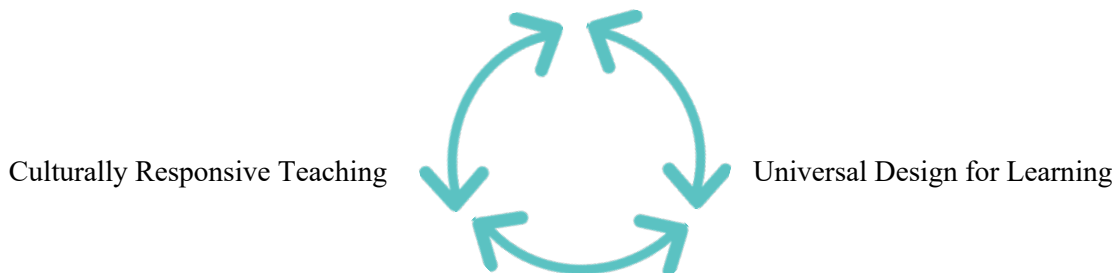
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Warm up

- Teach body percussion patterns, that are transferred to drums. (drumming pattern will return in the first large activity)
- Small group facilitated discussion on “What does it mean to do anti-racist work in our classroom?” (10 min) Focus of facilitated conversations will be:
 - What is “shifting focus” and what possibilities does this open up?
 - Seeing the structures as they are
 - “My anti-racism process is never done”
 - The how and what- considering areas of change:
 - Curricular
 - Power structures in the classroom and visibility
 - Issues of equity addressed
 - Intersectionality of identities
 - Inviting student agency through:

Backwards Design



- Music is the medium for shifting our focus. Today we will utilize diverse children’s literature as our springboard for considering the many points of identity that students bring to the classroom and ways to engage them in age-appropriate understanding of equity

Book: *Your Name is a Song* by Jamilah Thompkins-Bigelow

ISBN: 13-9781943147724

- ◆ Present book, reading to class
- ◆ Ask students to decipher the number of sounds/syllables in their names and decide how to perform their name. Ask them to create a motion to go with their name.
- ◆ Pair students up and combine the two names and decide a form to present both the sung name and motion.

- ◆ Put pairs into groups of 4, inviting students to create motions and add travelling into them.
- ◆ Groups of 4 merge into groups of 8. The groups of 8 take the original 4 pairs and turn it into a dance.
- ◆ Instructor adds pre-recorded music; groups make adjustments as necessary.
- ◆ Teach song:

(Original Melody)

Heart set of fire, dreams from the sky
Your name is a song so I'll just let it fly.
It has a sway, power and beat
Sing with your voice and move with your feet.

- ◆ Combine song with the dances that each group created.
- ◆ Return drumming patterns for transitions and have each group perform their song/dance independently.

Book: *I am Enough* by Grace Byers
ISBN: 9780062667120

(Original Melody)

Look in the mirror, what do you see?
I see a person ready to be
Anything my heart can conceive, so
Look at yourself and simply believe!

- ◆ Speak poem, echoing by phrase
- ◆ Add movements, created by the class to illustrate the poem
- ◆ Combine speech and movement and perform; process melody by rote
- ◆ Perform in 2-part canon; 4-part canon; with and without words
- ◆ Transfer through body percussion to barred instruments
- ◆ Create a final form and perform with original melody
- ◆ Create B section based on the couplets in the book:

Options for group to consider:

- ◆ Vocal inflection; high/low voice; staccato; smooth; peanut butter mouth...
- ◆ Vary the dynamics
- ◆ Vary the pitch level
- ◆ Antiphonal; solo/group; group/group

Use Visual Mapping (manipulative provided to groups) to structure formation of contrasting sections.
Some of your choices can be:

- ◆ Ostinato accompaniment
- ◆ Canonic treatment of couplets
- ◆ Transfer to body percussion and or unpitched percussion
- ◆ Add an introduction, interlude or coda
- ◆ Add movement or actions (gestures)

Book: *All are Welcome* by Alexandra Penfold
ISBN: 9780525579649

(Original Melody)

All are loved and welcome here, join us as we say
All are loved and welcome here, won't you come and play?
It doesn't matter what you wear, how you talk or move,
Ev'ryone has gifts to share, there's nothing you must prove.
All are loved and welcome here, join us as we say
All are loved and welcome here, won't you come and play.

- ◆ Process melody by rote
- ◆ Perform with book on alternating pages
- ◆ Present the poems from the book or ask students to write their own.
- ◆ Students improvise vocally, or on recorder to the rhythm of each poem.
- ◆ Use student improvisation as framework for creating a layered orchestration that fits with the original melody.
- ◆ Perform with melody.
- ◆ Ask students to brainstorm all the ways we can be unique and special and turn into a word chain for contrasting sections.