

# Making Connections: Using Repertoire to Enhance the Social- Emotional Needs of All Students

ABLE Assembly 2020  
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## High Quality Repertoire is All

Incorporate music that is both rich in detail, and has a clear musical skill.

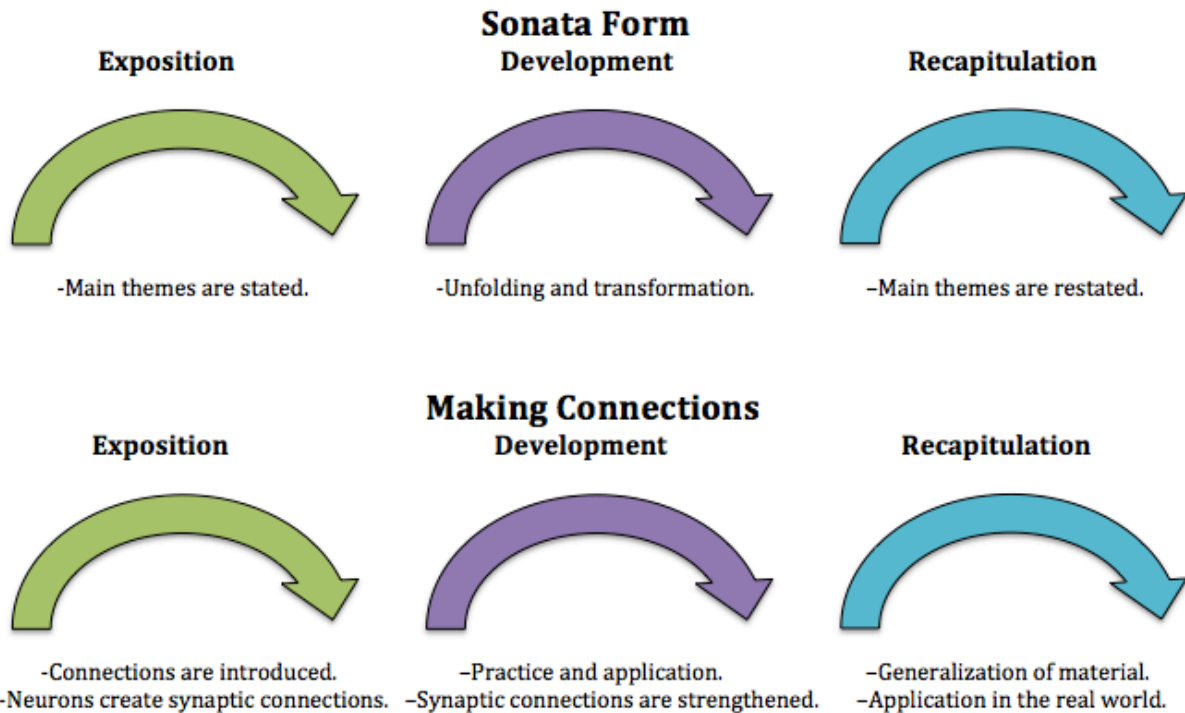
Incorporate music that teaches about social and/or life skills.

Incorporate music that makes connections to other interdisciplinary areas and standards.

Making connections has to do with cognitive function.

- Many students coming into our classrooms do not have the skills yet to build connections.
- Music can be the tool to build these connections.

Incorporate whole language activities to build connections (listening, speaking, reading and writing).



### Repertoire Examples for Younger Students

Song	Composer/Artist	Social/Life Connections
"If You're Happy and You Know It"	A. Smith	Feelings and emotions.
"My Head and My Shoulders"	Traditional Zulu Game Song	Different parts of the body.
"Downright, Upright"	Traditional Game Song	Basic directions (ex: down, up, left, right), making friends, social skills.
"Goin' on a Picnic"	L. Olson	Sharing, eye contact, learning friends' names.
"Goin' to the Zoo"	T. Paxton	Animals, vocalization, language development.
"Shine, Shine, Shine"	C. Johnson	Self-esteem, believing in oneself.
"Three Little Birds"	B. Marley	Self-esteem, anxiety.
"You've Got a Friend in Me"	R. Newman	Friendships, social skills.

### Repertoire Examples for Older Students

Song	Composer/Artist	Social/Life Connections
"Turn, Turn, Turn"	P. Seeger	Dealing with change.
"You've Got a Friend"	C. King	Friendship, support.
"Blowin' in the Wind"	B. Dylan	Asking questions.
"Lean on Me"	B. Withers	Friendship.
"I'll Stand by You"	The Pretenders	Supporting a friend when in need.
"Roar"	K. Perry	Self-esteem, believing in oneself, setting personal goals.
"Count on Me"	B. Mars	Friendship, support.
"Try Everything"	Shakira	Taking risks.
"Give a Little Love"	Z. Marley	Supporting friends, supporting our community.
"Thunder"	Imagine Dragons	Self-esteem, developing goals.

Compiled by Brian Wagner-Yeung, 2019.

## Social Skills & Friendship

Music can be a vehicle to build and develop appropriate social skills, which will influence future friendships.

- Different musical activities can develop different types of skills.
- Ex: Ensemble work, call-and-response, composition.

### "You've Got a Friend" Composition Project

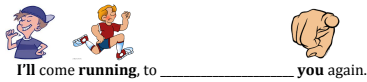
"You've Got a Friend" can be used as a tool to develop, and deepen, friendships within the classroom/school community.

"You've Got a Friend" steps:

- First, teach the song.
- Next, discuss the meaning of the song through text/lyrical analysis.
- Next, have students compose an alternate version of the song about someone in the class, or someone they are friends with.
- Last, connect music literacy to accompany the song.

## You Got A Friend

Name \_\_\_\_\_



Talk



Playground



Sing



Eat



Baseball



Dance



Watch TV



Swing



Basketball



Draw



School



Video Games



Read

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## Self-Esteem

Many students enter the music classroom with low self-esteem.

Many factors can affect a students' self-esteem, such as:

- Age, sex, ethnicity, academic level, social-economic status, physical appearance.

Music, and repertoire, can be used to boost students' self-esteem.

Through carefully planned activities, repertoire choices, and ensemble experiences - music can be used to further develop and increase a students' value of him or herself.

- Ex: Composition, lyrical analysis, musical theatre incorporation

## Social & Life Connections

Music and repertoire can be a vehicle to build important life and social connections.

Text of the music can be used to teach students: different types of emotions, feelings, and ways to properly show them.

Text from music can benefit student lives outside the music classroom.

Many students enter our classrooms without basic life/social skills that their peers have.

Focus on important skills that will benefit them outside of the music classroom.

- Ex: appropriate feelings and emotions, sharing, turn-taking, eye contact when talking to peers.

Focus on teaching students to be proud of their achievements, and to believe in themselves.

Self-esteem is important to teach to ALL types of learners.

## **“Roar” by Katy Perry**

Song can be used to teach about self-esteem.

- What are you strong at? Proud of? Hope to do?
- How can you achieve that goal?
- How do we face our fears?

Steps:

- First, teach the song “Roar.”
- Next, use different ways to teach the concept of self-esteem, and believing in yourself.
  - Books, internet, interclass visitations, videos.
  - Can incorporate books/stories about characters who are brave, and/or how they faced their fears.
- Have students create a class-book “I Can” explaining what they are already strong at, what they are proud of, and what their goals are.

## **Musical Theatre Incorporation to Enhance Self-Esteem**

Musical theatre can be a valid tool to deepen and increase self-esteem.

Musical theatre repertoire is:

- Age appropriate, fun, provides opportunities for social skills, and provides opportunities to be part of an ensemble and take leadership.

Many musical theatre programs, and shows, can provide opportunities for students to improve their self-esteem and self-worth.

<b>Musical and Academic Benefits</b>	<b>Social/Emotional Benefits</b>
Singing Skills	Language and speech development
Music Literacy	Connections to ELA skills (ex: reading, writing, analyzing, form)
Movement and Dances	Connections to OT and PT skills, gross motor skills, and cross-hemispheric development
Ensemble Experience	Development of social skills, teamwork, and peer relationships
Analysis and Directing Opportunities	Development of student choice, ideas, and input
Performance Experience	Final product for students to be proud of and reflect upon

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## **Pirates! The Musical Project**

Pirates! The Musical is a show by John Jacobson and Roger Emerson.

- Theme can be used to teach students about how everyone has a talent, and a place within the community.

Pirates! The Musical steps:

- First, introduce the show (plot, script, characters, songs).

- Next, have a group/class be in charge of one scene and song.
- Have students create different pirate movements that can be used to choreograph their song.
- Have students use different emotions to show how the movements would look different when combined with the pirate movements.
- Have students put their scene and song together and perform.
- Students can later reflect what the experience was like.

The whole project is student-directed, based on: student choices, communication, and teamwork.

## The Blues Composition Project

Many students enter the music classroom with depression, or sadness.

The Blues can be used to teach students how to deal with depression.

The Blues can allow students to vent out their frustration into music, and find coping mechanisms they can use in the real world to deal with their emotions.

Students can connect how they feel to others, and see that many people have similar feelings.

The Blues Composition steps:

- First, teach the historical and musical importance of The Blues.
- Next, teach students about Blues lyrical form (AAB).
- Next, have students compose their own Blues lyrics in AAB form.
  - Students can compose about something that upsets them (A), and something that will make them feel better (B).
  - Students can compose about something that angers them (A), and something that will calm them down (B).
  - Last, have students accompany their Blues compositions using a 12-bar Blues progression, taught using colored pitches from the Wager Approach to Melodic Literacy.



  
 When I feel \_\_\_\_\_, I \_\_\_\_\_



  
 When I feel \_\_\_\_\_, I \_\_\_\_\_





  
 \_\_\_\_\_ makes me happy, and I feel great.

## **“Green Eggs and Ham” from *Seussical***

Incorporate connections to ELA and Literacy concepts/stories being learned in the classroom.

Steps:

- First, read the book [Green Eggs and Ham](#)
- Next, teach the song (can include introduction to jazz, and the musical *Seussical*).
- Next, discuss how the song connects with the story, or how it is similar to what happens in the book.
- Last, have students compose their own version to the song.
- “What would you not want to eat green eggs and ham with?”

### **Contact**

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