

Script - Inspire Student Confidence - Adam Goldberg

Greetings everyone! Thank you for attending my pre-recorded presentation. My name is Adam Goldberg. I'm gonna just get right into the title of my presentation and continue on from there. (**As title slide appears**) So, the more I look at this title, the more I'm thinking about symbiosis. And, in previous ABLE Assemblies I've discussed about how I share my passions and how I feel that that becomes a give and take; the students see my passions, they become more passionate, or certainly at least more interested, they may share their passions with me and I become more interested in them, and it becomes a situation where the classroom is open. The students feel like they're welcome, there's communication back and forth, and understanding, and all of that great stuff. So similarly with this - Inspiring Student Confidence - first of all, I realize, over the years, I have so much confidence in my students. And, of course, it's tempered, based on ya know, the reality sometimes, of different situations with different students. But the students know that I believe in them and that's so important because then they can feel confident - THEY can feel confident enough to try and to really kind of open up. And the same thing with perseverance and growth, which of course go hand in hand. I persevere, in trying to find those little gems inside each one of my students. And I know that on some level they see this. It's actually a little like modeling, but this is something the students can really feel. When I want to inspire student confidence by being confident in them, or showing them that I'm persevering in helping them, in supporting them, then they can feel more comfortable in persevering with their own abilities to do better and better and grow further and further.

Second slide - And so, I'm going to be discussing a few different students that represent a very wide range of abilities, creative styles or personas, and for you, what I'm hoping, and this is ongoing throughout the session - this is how you will be participating - please take whatever examples I'm giving, and think about how you can bring it back to your populations. Think about how maybe some of the students I'm talking about are very similar to some of your students, and maybe they're not, but still between the combination there's always some 'stuff' that can be applied to almost everybody. And so try to take that 'stuff' and more, and bring it back so that you can engage your students as much as possible and create their sense

of confidence and independence as much as possible. And the third point here, about envisioning; so this is really more about kind of taking what we do out into the larger community. 'With the creative engine of the Arts', I mean, we're artists! We can do a lot! And we see the world, sometimes, much more clearly as it is, because I mean that's I think part of what makes us artists and what makes us want to express ourselves through the Arts. But we can use that stuff we have within us to open doors for a better overall life for all of our students. But here's the key now and this includes 'employment and self-sufficiency'. And so this is where we need to find a way, no matter how much great work we're doing in the classroom, we need to find a way to get out in the community, even if it's finding just like one store owner, and saying, 'you can hire my student, my student is capable of this, and that', and getting a willingness for the community to open their doors to our students. And even if it's just one or two students, it has to start somewhere. And so,

Third slide - I don't really have an answer of course to how to do this, but I always wanna have conversations, and I always say that, ya know, during my presentation, if there's anything that strikes you that you have questions about, anything you want to discuss, please reach out to me. But this also includes, I mean, this is a great group of people, and we can start to at least discuss ways that we can kinda chip away at this society that is so very disabled. So it's not really our students, we don't - this is the ABLE Assembly - so we don't use that term for our students, at all, even if other people do, we don't. But our society? If we're not seeing how very disabled it is, then we're not going to be able to move forward. So we have to identify those disabilities and try to make headway in eradicating them and making our world completely accessible to all. So um,

Fourth slide (background music starts) - going to my first student I want to discuss, Ulysses Rivers. Some of you, if you've seen some of my presentations, you may recognize Ulysses. He's an incredibly talented young man. It was obvious from the very first time I met him that he had real genuine, genuine musical ability, and I've been working with him for ten years. And so, how do we persevere when he already has so much going on? Well I've tried to give him as much experience - real genuine performing experience - as possible. I've helped him to learn how to play an instrument. And I've helped him to learn how to write songs - he's

always had that desire - but then we kind of worked on it. But I could make a list of a whole bunch of things that we, as a band, and he, as an individual have accomplished. I mean, including performing for the US DOE in Washington, DC and going all the way to Carnegie Hall, with, really what was his composition. It was a group composition but he did really most of the work. And he performed that song at Carnegie Hall with the rest of the members of the band. And the music that you've been hearing in the background - this is his kind of culminating piece. Ulysses is graduating this year. And I applied for him to be a part of this program, and it's open to all students in the entire city and he was accepted. He was one of five people accepted. And so there's going to be five, they're working with these five students on their own composition. Each one has their own composition and in June, those compositions will be shared and there'll be like a red carpet event and each student's composition will be featured. So, you know, out of the whole city, and I have to say, when I applied I wasn't thinking in my head, 'well, I don't know, Ulysses, as talented as he is, he's still kinda comin' from a place in District 75, our 'special needs' district...' I didn't really think of it that way. I said, you know, this young man has so much going for him and as long as I kinda demonstrate that properly, he'll be accepted. And, so he was! You know, going back to that whole idea about confidence. And by the way, the organization that's working with these students is actually from Boston, CGMM; Clean Green Music Machine. So, I don't know, I wanted to mention that. I also have a link to that in my presentation package that's put out along with this video. So, check them out and you can find out more about the program. So, here we are,

Fifth slide - of course, actually, this picture show you Ulysses back in December. But this is a little montage and like I mentioned, we're gonna start with Ulysses, when he was about twelve years old and, you know, just so you guys all can see this is what I was privileged to be able to work with all of these years and there are, as you see here, there are little notes that'll be scrolling by. So, I'll try to be quiet while we just play the video here and you can follow along and read along. And if you miss something, you can always rewind - you can't do that live, right?! So here we go

Fifth slide video - (Song is being performed; Emile Sande's 'Wonder' Please do not post words). (Video transitions to students playing iPads with descriptive text scrolling at the bottom) Narration of presenter - as iPad jam

fades - 'Right, so, discovery and experimentation all happening at once and just revelations!' (Ulysses at piano, singing, lyrics scrolling as text near bottom of screen). Narration of presenter - 'Ok, so yeah, you know, and again, with this.... Ah! The other thing about this culminating activity that he's doing, those tracks were all produced and recorded by Ulysses. And so now tomorrow he's going to 'The Cutting Room', it's a professional studio in New York City, and he's going to add his vocals to that. So, ya know, wonderful stuff, and I see more in Ulysses' future. So, uh,

Sixth slide - Next! Now, this is what most people see when they see Jaylen, and it's really hard to get Jaylen to really do much of any work. I've asked his teachers about that. But there was one teacher who I knew had him previously and I asked her about Jaylen and she said, 'you know he likes this song called 'Sugar'. So this is Maroon 5, Sugar. So this video is all about is all about, it's a story about Jaylen and his love for 'Sugar', and how wonderful Jaylen can be when he does finally pick his head up. Or, more importantly, when we have the perseverance to find; even if it's just that one little thing that will get our students to engage. So this is video taped on two separate days and so he was kinda well I'll let the video explain it. Here we go

Sixth slide video - (The song 'Sugar' plays - please don't add lyrics)
Narration of presenter - So yeah, he hears the song and he's really into it but he's not quite ready maybe yet. So he's kind of gonna going back in his shell. That nice baseline - I had some other students in the class - this is Lucas, who could actually, ya know, play the baseline on GarageBand for iPad. So here you're gonna see how Jaylen actually sings along a little bit here and there. There, that's one spot, right there. And there'll be another one coming up... ok. And of course the idea was to create musical instruments by using sugar cubes in these plastic cups and having them be shakers. And here's even more great stuff. Good footwork, agility by Jaylen. Everyone else is tired but he's still goin'. But, we're getting near to the end of the song now, and nobody knows that better than Jaylen. So he goes back into his little shell. **** Student in video says 'The sugar is granulated' *** (please add this to the transcription). Narration of presenter - So, yeah, and after, the sugar is granulated after shaking the sugar so much we have granulated sugar. But so, ya know, the other thing I can say about Jaylen is that, of course, ya know, I've known him for many years. Ya know, I'll pass

him in the hallway, say 'Hi Jaylen'. He's always... he never wants to have any eye contact with anyone. No response. But since we've done this little project, and of course he saw the video of it, so he knows what's goin' on. And now, when I see him in the hallway, he'll actually make so eye contact with me. And I'll say 'Hi Jaylen!' And he'll, ya know, he won't say 'hi' back, but he might kinda nod a little bit, or smile just ever so slightly. So, ya know, these are all the different ways that we get in, to try to find a way to help our students to grow. And, well ... everyone, of course, like I said, everyone has different abilities and they're in different places in their development, so, we do whatever we can. And through the Arts, it's incredible how powerful and beautiful the Arts are! So,

Seventh slide - Kiki. This is Kiki, and Darrell who you'll see in a minute I start playing the video. Back in 2019, I had Kiki in the spring of 2019, and there was just, ya know, no concept of how to keep a rhythm. The other kids would be clicking sticks, or clapping, whatever, to keep a beat and she would try, but it was just, not at all there. So, of course I know, like I said before, I have the confidence in my students. I know that one way or another, if it's not here learning to keep a beat something else is gonna emerge, and we're gonna be able to work with that. But, ok, I'll let the video explain itself and I'll

Seventh slide video - also talk about Darrell. Darrell is a wonderful young man. Very aware, in a very mature way, of what's going on and able to express that. And I knew from talking to him that he could probably do something like this. 'Course, the next step is to get him to play a bass line like that with just his left hand. *** Darrell speaking in the video**** please add to transcription - 'Uh, Hopefully the world can go back to normal as it once was before covid came. And hopefully we can keep the guns off the street of New York.' Narration of presenter - Ok, now here's Kiki. You'll see, she gets more and more on the beat as we go here, and really nails it at the end. Teacher in video - Alright, Kiki. Kiki, you got something to say? (Kiki responds - unintelligible). Video fades and Presenter speaks - Ok, so, what I didn't say at the outset was that this project was about speaking to your ancestors. So, you heard Darrell speak, and Kiki, I don't know exactly what she said, but you know, she very very cute and a little mischievous as well. But I'm just so glad that she is starting to emerge. Her musical abilities are starting to come out. And so, that's, I guess that's where we're gonna

leave it off for today. Thank you again, and I do hope that you're inspired to inspire your students and have them inspire you. Um, there is always so much there! Thank you.