

Fifth Annual Conference on Teaching Music to Students on the Autism Spectrum
Boston Conservatory at Berkee, 31 Hemenway Street, Boston, Massachusetts 02115

Music -Assisted Learning for Students with Autism Spectrum Disorders

Elise S. Sobol, Ed.D. Guest Presenter

Friday, April 28, 2017 at 4:30 P.M

Saturday, April 29, 2017 at 1:15 P.M.

II

Theory to Practice

I. Introductions:

C.E.A. (Continuing Education in Arts) Students: Alan Culbreath, Jake Velocci, and David Way

Faculty Members and Teaching Assistants:

Mr. Thomas Kopec, Ms. Jennielynn Damiano, Mr. Jake Glickman, Mr. Tyler Moore

*Special thanks and gratitude to families of C.E.A. students:

Culbreaths, Velocci-Searage, and Ways

II. Goal: Using music to facilitate cognitive understanding, language development and curriculum connections for greater independence and life-long wellbeing.

III. Demonstration:

A. Performance Skills developed from the foundational use of Green-Yellow-Red Songs (Sobol, 2017, p. 44-46) used for whole language reinforcement to improve focus for on task listening, cross-hemispheric stimulation through the bi-lateral movement of reading and other activities which cross the mid-line activities. (Sobol, 2017, p. 40-41)

B. For Understanding Musical Form and Numeracy Skills

Thunderer (John Philip Sousa) and Take Five (Paul Desmond)

Alan Culbreath, Drumset

C. For Modulating Dynamics for Developing Expression

I Got Rhythm (George Gershwin) and It Don't Mean A Thing (Duke Ellington)

David Way, Drumset

D. Consistency of Tempo, Relationships of Rhythms, Improving Communication Through Melodic and Ensemble Playing

Do-Re-Mi and Climb Every Mountain from *The Sound of Music* (Rogers and Hammerstein) Jake Velocci, Piano Primo Dr. Elise Sobol, Piano Secondo

IV. Post-Secondary Program Continuing Education in Arts, established Fall 2015, LIU-Post.

Pop Music Jam Band class (under direction of Mr. Thomas Kopec) is designed for all students to become fluent in performing on guitars, piano/keyboards, drumset and vocals.

Modified chords are taught in a specific sequence for student success. Songs reinforce technique and skill development. Each song is thoughtfully selected for a contextual learning purpose.

Pop Band
Chord Chart

The chord chart displays 12 diagrams for the following chords: G, C, D7, A, Dma7, D, Am, Em, E, G, C, and Dm. Each diagram shows a 4-fret neck with strings 1-4 and fingerings 1-4. Some diagrams have 'X' marks on strings 1 and 2.

C.E.A. Students and College-Age Peers will perform the following set. Please play or sing along. 1. Stand By Me (Ben E. King, 1961) 2. Lion Sleeps Tonight (The Tokens, 1961) 3. Yellow Submarine (The Beatles, 1968) 4. My Girl (Temptations, 1964) with Under the Boardwalk (The Drifters, 1964) 5. Twist and Shout (The Beatles, 1964) with La Bamba (Los Lobos, 1987) 6. Sweet Caroline (Neil Diamond, 1969) 7. Three Little Birds (Bob Marley & The Wailers, 1977).

V. Comments by Parents of C.E.A. Students on Positive Benefits for Music Instruction for Students with ASD.

With Pleasure, we thank you for inviting us to Boston this Conference. We hope our participation has not only been informational but inspirational too.

