



Teaching Music for Well-Being

Online, Self-Paced Professional Development
for Music Teachers

Syllabus & Course Information



Course Description

Recent years have brought many challenges for students and teachers, but schools remain vibrant centers of resilience, growth, and community. This online, self-paced professional development course explores student well-being and how to leverage music as a tool for healing and growth. Through videos, readings, activities, and written reflections, you will discover new ways to empower students with different modes of music engagement and strategies for teaching for well-being outcomes in the music classroom. The course comes with six hours of research-based instructional material, a specially designed workbook with lesson plans and activities, a review packet, glossary, and a certificate of completion.

Course Outcomes

By the end of this course, teachers will be able to:

- Describe the concept of well-being and identify the five facets of well-being in students.
- Paraphrase why and how music is a unique medium for building well-being.
- List and discuss common barriers to students building or maintaining well-being and understand how these barriers can disrupt student behavior and cause behavioral challenges.
- Explain why well-being is an important focus for music teachers of all types.
- Develop strategies for incorporating well-being into music teaching practices.
- Create a positive and supportive learning environment for students.
- Design and implement lesson plans that target music and well-being development simultaneously.

Student & Teacher Takeaways

Teacher Takeaways:

1. Any teacher can guide students through exploring their musical interests, learning from each other, and developing self-regulation through music.
2. Understanding the cognitive, social, and psychological connection between music and human development (especially through music listening) empowers music teachers to incorporate well-being goals into their instruction and curriculum.
3. Cultural equity and a global approach to music in schools are necessary for our diverse and traumatized student populations, especially after years of lockdown.

The ultimate beneficiaries are students. Students can benefit in areas such as stress management, cognitive regulation, anxiety reduction, anger regulation, loneliness alleviation, relationship-building, awe and appreciation, self-confidence, self-esteem, self-identity, and sleep.

Teacher benefits: Reduced feelings of helplessness, well-being resources for their students and classrooms, understanding of well-being at large and in the context of teaching, increased understanding of student behavioral challenges, conflict diffusion through trauma-informed approaches to teaching, and confidence with troubled students in the classroom.

Course Syllabus

Concepts & Activities

Key Terms

Unit 1: Music & Well-Being



- Course overview
- Initial reflection
- Well-being & why it matters
- The PERMA model of well-being
- Disruptions to well-being
- Music & music educators' role in well-being
- Self-reflection

Well-being, toxic stress, trauma, adverse childhood experiences (ACEs), mirroring, rumination, latent vulnerability, social thinning, hypervigilance, musical care, mental health, emotional self-regulation

Unit 2: Student Well-Being



- Student well-being in the classroom
- Student well-being challenges & symptoms
- Agency in music education
- Student culture, norms, & equity
- Self-reflections

Emotional dysregulation, student agency, musical agency, culture, equity, school-to-prison pipeline

Unit 3: Pedagogical Approaches



- Trauma-informed teaching: principles & tips
- Student-centered teaching: tenets & tips
- Culturally responsive teaching: competencies & tips
- Self-reflections

Trauma-informed teaching, student-centered teaching, top-down teaching, culturally responsive teaching

Unit 4: Planning & Applying



- The National Standards for Music Education & the PERMA facets of well-being
- Music listening in the classroom
- Activity: Well-being & the national standards
- Activity: A playlist of you
- Planning for well-being: lesson plan considerations, examples, & templates
- Activity: Lesson planning for well-being

Social surrogacy, passive listening, active listening, open-earedness, cultural omnivorousness, musical discovery

Unit 5: Available Resources



- Well-being resources for the classroom
- Music teaching resources for well-being in the classroom
- How resources relate to PERMA & pedagogical approaches to well-being
- Self-reflections

Unit 6: Course Conclusion



- Course conclusion
- Final reflection: Looking back and goal-setting
- Moving forward & next steps
- Review of reflections
- Certificate of Completion

Teaching Music for Well-Being

Online, Self-Paced Professional Development



Music Workshop's Professional Development courses teach educators and administrators at all levels how to use music as a tool for healing and growth.

Students continue to struggle with well-being after the COVID-19 lockdown, social upheavals, and increased media consumption since 2020. Music has been shown to mitigate the effects of these environmental challenges and improve well-being for children holistically through personal connection and social reintegration.

Professional development is necessary to support educators who are best equipped to guide music for well-being in schools, especially during this time of educational and social uncertainty.

Course Length: 6 hours



Continuing education credit hours



Immediately actionable tools and techniques for the classroom



Culturally responsive resources

Included Materials: We want you to walk away from Music Workshop professional development for educators courses with everything you need to put your learning into practice – the very next day. When you finish a course, you'll get a resource kit with links, worksheets, lesson plans, and more to continue your learning and apply what you learned in your classroom.

Continuing Education Credit: The Teaching Music for Well-Being course is worth six hours of professional development toward continuing education requirements in most districts. Teachers receive a certificate of completion when they finish the course and can download the syllabus and course information document if needed for pre-approval or reimbursement.

Professional Development Advisory Team

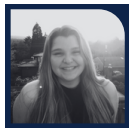
Each of our advisors are research and practice trailblazers within music education. Their research and guidance have been instrumental in our mission to empower educators with practical, evidence-based ways to improve their students' well-being through music.

Team Lead



Dr. Giuliana Conti
Director of Professional Development
Music Workshop

PD Development Team



Amy Sloan
Program Manager
Music Workshop

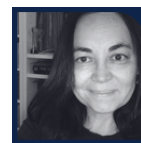


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Course Host



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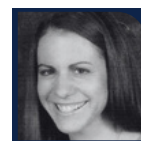
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