



Kaylee Kelsey

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(860) 689 - 5403

Winsted, CT

Philosophy of Music Education

*“There is music in every child.
The teacher’s job is to find it and nurture it.”*

I believe that music education is a fundamental component of a child’s overall development. Children are inherently rhythmic, and music provides a medium through which they can express themselves creatively and cultivate essential life skills, including critical thinking, collaboration, engagement, and contribution.

Effective music instruction extends beyond technical skill development; it requires modeling social-emotional competencies and fostering a safe, inclusive, and respectful learning environment. A music classroom should welcome all students, offering equitable opportunities for participation and valuing diverse perspectives, as music itself transcends social and cultural boundaries.

Teachers must critically examine their own cultural assumptions and biases to prevent them from inadvertently shaping classroom experiences. Through thoughtful, inclusive music education, students from varied backgrounds can come together to create meaningful and transformative musical experiences, celebrating diversity while cultivating shared understanding and connection.

Professional Experience

**Webutuck Central School District —
Amenia, NY**

Music Teacher, Grades 4–12

September 2023 – Present

- Design and deliver standards-aligned music instruction, fostering structured, engaging classrooms that support positive behavior and student growth.
- Lead inclusive, performance-based programs across diverse genres, guiding students of all skill levels from rehearsal to public performance.

Teachers College, Columbia

University — New York, NY

**Course Assistant – Music Production as
Collaborative Pedagogy**

September 2023 – December 2023

**Kingston City School District —
Kingston, NY**

Music Teacher

September 2022 – November 2022

- Delivered differentiated music instruction to students from diverse populations and musical backgrounds, adapting to individual needs and classroom dynamics.

**Rhinebeck Central School District —
Rhinebeck, NY**

Leave Replacement Music Teacher

September 2021 – June 2022

- Planned and implemented music programs and performance while balancing skill development and musical exploration.

Skills

Program Development
Curriculum Design
Critical Thinking
Performance Management
Subject Research
Creativity and Artistic
Expression
Behavior Management
Research Publishing

Publications

Kelsey, K. (2023, April).
Mental Health Check-Ins
for the Music Classroom.
Teaching Music, 30(4),
20-22.

Kelsey, K. (2023,
October). Mental Health
Awareness Advocates,
AKA Music Educators.
School Music News,
87(2), 26-27

Kelsey, K. (2024, May 1).
*Mental Health and Music
Education*. New Jersey
Music Educators
Association .
[https://issuu.com/njmea/d
ocs/2024_may_tempo/38](https://issuu.com/njmea/docs/2024_may_tempo/38)

Conferences

NJMEA: Poster
Presentation &
Participation (February
22nd - February 24th,
2024)

CMEA: Poster Presentation &
Participation (April 4th - April
6th, 2024)

Education

Teachers College, Columbia

University, New York, NY — *Master of Education (E.d.M) - Music and Music Education*

September 2024 - Current

- Achieved a 4.0 GPA while completing advanced graduate coursework in vocal pedagogy, critical praxis, and specialized topics in music education.
- Conducted in-depth research through coursework and independent inquiry, alongside one-on-one study in voice and classical guitar.

Teachers College, Columbia

University, New York, NY — *Master of Arts (M.A.) - Music and Music Education*

September 2022 - December 2023

- Graduated with a 4.0 GPA; completed advanced coursework in vocal pedagogy and music entrepreneurship.
- Conducted independent research (Feb–Dec 2023) and engaged in one-on-one vocal study.

Hofstra University, Hempstead, NY —

Bachelor of Science (B.S.) - Music Education

September 2017 - May 2021

- Completed coursework in vocal literature and pedagogy; New York and Connecticut State Teacher Certified.
- Active in professional organizations (NAfME, ACDA, DCMEA), NYSSMA volunteer, and Dean's List honoree (2020–2021).

2024 Biennial Music Research
and Teacher Education
Conference: Poster
Presentation & Participation
(September 26th - September
28th, 2024)

New York State Teaching Certification
University of the State of New York Education Department
Public School Teacher Certificate
Awarded to: **Kaylee M. Kelsey**


Certification Area: **Music**
Form: **Professional**
Effective Date: **07/23/2025**

Certificate Number: **2934474**
Control Number: **1922417251**

Connecticut Teaching Certification



Connecticut State Department of Education
Certification Verification (Educator Copy)
Bureau of Educator Standards and Certification

Educator ID Card 

EIN: 5827215462
KAYLEE M. KELSEY
USER NAME: KelseyK

You may access your certification records on-line at:
www.ct.gov/sde/cert

KAYLEE M. KELSEY
Educator ID Number: 5827215462
INITIAL EDUCATOR
Certificate Number: C022023001276
December 9, 2022 TO December 8, 2032

Endorsement Code	Endorsement Description	Endorsement Date
049	Music, Pre-K through Grade 12 (End of List)	12/9/2022

Endorsement Code and Subject Area Test(s) Exemption:
049 - Enhanced Reciprocity

To whom it may concern,

I am pleased to write this letter of recommendation for my friend and colleague, Kaylee Kelsey, who is applying for a teaching position at your district. Having worked closely with Kaylee both in and outside the classroom, I have witnessed firsthand her dedication and exceptional skills as an educator.

During the school year 2024-2025, we collaborated as co-advisors for the High School Yearbook, where Kaylee demonstrated remarkable attention to detail and efficiency. Her organizational skills ensured that our project stayed on schedule, while her creative insights helped bring our students' visions to life. She possesses a unique ability to balance the demands of multiple tasks while maintaining a positive and encouraging atmosphere for our students.

Kaylee's passion for teaching is evident in her interactions with students and colleagues alike. She has a remarkable ability to connect with students, making learning both enjoyable and impactful. Her passion for education and her genuine care for her students' development have inspired many young learners to reach their potential.

I am confident that Kaylee would make a valuable addition to your district. I highly recommend her for the Music Department position, as I believe she will continue to inspire and positively impact the lives of her students.

Please feel free to contact me at 845-222-8923 or dmfalcaro@optonline.net if you require any further information.

Best,
Dawn Rogers

To Whom It May Concern,

I am writing to highly recommend Kaylee Kelsey for the music teaching position at your district. As a fellow educator at Eugene Brooks Intermediate School/Webutuck High School, I have had the pleasure of working alongside Kaylee for a couple of years now, and I can confidently say that she is an exceptional music teacher and a valuable asset to our team.

Kaylee has a remarkable ability to engage students of all ages and skill levels in the world of music. Her passion for teaching is evident in the way that she creates a positive and inclusive classroom environment. She consistently fosters a love for music among students, encouraging them to explore their creativity and develop their musical talents.

In addition to being an outstanding teacher, Kaylee is also a collaborative team player. She actively shares innovative ideas and strategies that benefit both students and staff. Her willingness to support colleagues and contribute to school-wide events demonstrates her commitment to our educational community. Kaylee is currently helping with our music needs for our upcoming Rainforest Rumble Theme Day.

Furthermore, Kaylee is dedicated to continuous professional development. She regularly seeks out new resources, attends workshops, and incorporates the latest teaching methodologies into her curriculum. This commitment to growth not only enhances her own teaching but also inspires those around her.

I wholeheartedly endorse Kaylee for any opportunities that may arise. I am confident that she will bring the same enthusiasm, dedication, and expertise to your school as she has demonstrated at Webutuck. Please feel free to contact me at **845-420-0912** or **leahsprague@gmail.com** if you would like to discuss Kaylee further.

Thank you for considering this recommendation.

Sincerely,

Leah Sprague

School Library Media Specialist, K-12

Webutuck Central Schools



Teachers College

COLUMBIA UNIVERSITY

Reference Letter

To Whom It May Concern,

It is with pride that I provide this letter of recommendation for Kaylee Kelsey, an exceptional music educator whose dedication, expertise, and enthusiasm make her an outstanding candidate for any teaching or leadership position in the field of music education. Having worked closely with Kaylee in multiple capacities at Teachers College, Columbia University, I can attest to her remarkable abilities as both an educator and a scholar.

Kaylee possesses a unique combination of pedagogical skill, musical talent, and a deep commitment to student growth and well-being. She creates dynamic and inclusive learning environments that engage students of all backgrounds, fostering a love for music while also promoting essential social-emotional learning. She has demonstrated a particular strength in working with middle and high school students, recognizing their developmental needs and tailoring her instruction to support their artistic and personal growth.

Her professional experience spans various educational settings, including her current role as a music teacher at Webutuck Central School District, where she works with students in grades 4-12. She has also held teaching positions in Kingston City School District and Rhinebeck Central School District, experiences that have provided her with a deep understanding of curriculum design, performance preparation, and differentiated instruction. Additionally, her role as a course assistant in music production pedagogy at Teachers College highlights her ability to integrate technology and innovative teaching methods into music education.

Academically, Kaylee has excelled in her studies, earning both a Master of Arts and currently pursuing a Master of Education in Music and Music Education at Teachers College. Her research interests, particularly in the intersection of music education and mental health, have been featured in notable publications such as *Teaching Music* and *School Music News*. This scholarly engagement reflects her passion for advancing the field and ensuring that music education remains both relevant and impactful.

Beyond the classroom, Kaylee is deeply engaged in the music education community. She is an active member of professional organizations such as NafME and ACDA and frequently presents at conferences, including NJMEA and CMEA. Committed to continuous growth, she actively

Music & Music Education

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pursues professional development opportunities to enhance her teaching and leadership skills. Her initiative, strong leadership, and collaborative spirit make her a valuable asset to any institution seeking a dedicated and forward-thinking educator. Thoughtful, skilled, and passionate, Kaylee's contributions will undoubtedly enrich any program. Please feel free to contact me for any additional information regarding her qualifications.

Sincerely,

A handwritten signature in black ink, appearing to read 'Drew X Coles', with a stylized, cursive script.

Drew X Coles, Ed.D., M.B.A.

Assistant Professor of Teaching & Director

[Hybrid M.A. Program](#) • [Music & Music Education](#)

E: dxcoles@tc.columbia.edu

P: (646) 598-6025

References:

Reference Name:	Relationship:	Years Known:	Contact Information:
Leah Sprague	Colleague	3 years	(845) 420-0912
Dawn Rogers	Colleague	3 years	(845) 222-8923
Dr. Drew Coles	Professor/ Mentor	3 years	(646) 598-6025
Dr. Jeanne Goffi-Fynn	Professor/ Mentor	3 years	jcg21@tc.columbia.edu

Extra-Curricular Activities:

Role:	School Year:	School District:
Vocal Director	2021-2022	Rhinebeck CSD
High School Yearbook Co-Advisor	2023-2024	Webutuck CSD
Play Director	2024-2025	Webutuck CSD
4th-6th Grade “Theme Day” Committee Member	2024-2025	Webutuck CSD
District Wide “Community Day” Volunteer	2024-2025	Webutuck CSD
Play Director	2025-2026	Webutuck CSD
4th-8th Grade “Theme Day” Committee Member	2025-2026	Webutuck CSD
District Wide “Community Day” Volunteer	2025-2026	Webutuck CSD
Field Trip Coordinator: Webutuck Drama Society’s Broadway Trip	2025-2026	Webutuck CSD
Field Trip Coordinator: Webutuck Choral Ensemble’s Field Trip to “Trills & Thrills” Festival	2025-2026	Webutuck CSD

♪ Unit Title: Music of the Animal Kingdom

Grade Level: 4th Grade

Length: 4 weeks (1 class per week, ~45 minutes each)

Big Idea: Animals have inspired composers for centuries. By exploring music that imitates or represents animals, students will understand musical expression, form, and instrumentation.

Standards Addressed (General):

- Identify and describe elements of music (melody, rhythm, tempo, dynamics, timbre)
- Respond to music with movement or visual representation
- Create and perform short musical compositions
- Recognize instruments and their characteristics



Unit Overview

Week	Focus	Activities	Key Concepts
1	Introduction: Sounds Like an Animal!	Animal sound ID, Saint-Saëns' <i>Carnival of the Animals</i> excerpts	Timbre, dynamics, tempo
2	Classical Animal-Inspired Music	Movement with <i>Peter and the Wolf</i> , create listening maps	Instrumentation, motif
3	Animals in World & Pop Music	Compare <i>Baby Elephant Walk</i> & tribal animal dances	Rhythm, form, call & response
4	Compose Your Own Animal Piece	Group project: compose a short piece about an animal	Composition, creativity

Week 1: Sounds Like an Animal!

Objective: Students will identify and describe musical elements used to mimic animal sounds.

Materials: Audio clips of animal sounds, excerpts from *Carnival of the Animals*, chart paper

Activities:

1. **Warm-Up:** Play real animal sounds. Ask: “What animal is this? How do you know?”
2. **Listen:** *Carnival of the Animals* - “The Swan,” “Fossils,” “Kangaroos”
 - Discuss how music mimics animal movement/sounds
3. **Visual Response:** Students draw what they “hear” during each piece
4. **Exit Ticket:** “What musical element told you it was a swan/kangaroo/etc.?”

Vocabulary: Timbre, Dynamics, Tempo, Legato, Staccato

Week 2: Animal Characters in Classical Music

Objective: Students will identify instruments and motifs representing characters in *Peter and the Wolf*.

Materials: Video or audio of *Peter and the Wolf*, character cards, instrument posters

Activities:

1. **Review:** Recap Week 1
2. **Storytime Listen:** *Peter and the Wolf*
 - Identify each animal/character and their instrument
3. **Movement Activity:** Students create simple movements to match each animal's motif
4. **[Instrument Matching Game: Match animal cards with instrument sounds](#)**

Assessment: “Which instrument would you use to represent a snake? Why?”

Vocabulary: Motif, Melody, Woodwinds, Brass, Strings, Percussion

Activity Overview:

In this lesson, students will listen to excerpts from *Peter and the Wolf* and match musical themes to animal characters. They'll learn to identify instruments by sound and associate them with specific musical characteristics and storytelling techniques.

Listening & Matching Activity

Materials Needed:

- Audio or video of [*Peter and the Wolf* by Sergei Prokofiev](#)
 - Printed Character & Instrument Cards
 - Matching Worksheet (included below)
-

 **Step 1: Introduction**


Begin by introducing the story of *Peter and the Wolf*. Explain that each character in the story is represented by a different instrument and has a musical theme.

 **Step 2: Guided Listening**

Play each character's musical theme and ask students to listen carefully. Stop after each one to discuss:

- What animal or person might this music describe?
 - What instrument do you hear?
 - How does the music move (fast, slow, jumpy, smooth)?
-

Flute	Oboe
Bassoon	French Horns
Strings	Timpani/ Woodwinds
Clarinet	

 **Step 3: Character & Instrument Match**
Instrument Word Bank:

High, fast, fluttery	Smooth, nasal, waddling
Slow, grumpy, low	Ominous, bold, strong
Bright, cheerful, playful	Marching, rhythmic, powerful

Music
Description
Word Box:

Character	Instrument(s) Guess	Music Description
The Bird		
The Duck		
The Cat		
Grandfather		
The Wolf		
Peter		
The Hunters		



Step 4: Reflection

- **Which instrument did you like best?**

- **Which animal's music helped you picture them the most?**

- **Why do you think the composer chose that instrument for that animal?**

Week 3: Animals in World & Pop Music

Objective: Students will explore rhythm and form in animal-themed music from different cultures and genres.

Materials:

- *Baby Elephant Walk* (Henry Mancini)
- African or Native American animal dances (video/audio)
- Rhythm instruments (hand drums, shakers, sticks)

Activities:

1. **Compare & Contrast:** Listen to [*Baby Elephant Walk*](#) and an [African elephant dance](#)
2. **Group Discussion:** What rhythms or instruments give it an "animal" feel?
3. **Rhythm Circle:** Students create animal sounds with instruments (e.g., slithering snake, stomping rhino)
4. **Call & Response Game:** Leader makes a rhythm pattern, others echo it with animal-themed movements

Vocabulary: Rhythm, Form, Call & Response, Percussion



Week 4: Create Your Own Animal Music

Objective: Students will compose and perform short musical pieces inspired by an animal.

Materials: Paper, pencils, classroom instruments, animal cards

Activities:

1. **Brainstorm:** Pick an animal from a deck. What sound does it make? How does it move?
2. **Compose in Groups:** 4-measure pieces using classroom instruments
3. **Rehearse & Perform:** Students perform for the class
4. **Reflect:** “What musical choices helped us know your animal?”

Assessment: Participation in group composition and explanation of musical choices

Extension: Create an "Animal Soundtrack Album" – record performances for families!

Unit Title: UKULELE FUNDAMENTALS

Grade Level: 5th Grade

Unit: Ukulele Fundamentals

Duration: 4 weeks (45–50 minutes each lesson)

Big Idea: Students will learn foundational ukulele skills including instrument parts, tuning, strumming, chords, and playing simple songs.

WEEK 1: Getting to Know Your Ukulele

Objectives:

- Identify the parts of the ukulele
- Hold the ukulele correctly
- Name and hear the open strings (G, C, E, A)
- Understand basic tuning concepts
- Play open strings with simple strumming

Materials:

- Ukulele and parts diagram
- Ukuleles for students
- Tuner or tuning app (demo only)
- Simple strumming handout

Lesson Outline:

1. Introduce parts of the ukulele (5–7 min)
 2. Demonstrate proper holding posture (5 min)
 3. Listen and name open strings (10 min)
 4. Overview of tuning and demo (10 min)
 5. Practice open-string strumming with steady rhythm (10 min)
 6. Wrap-up & questions (5 min)
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WEEK 2: Tuning & Strumming Patterns

Objectives:

- Tune the ukulele using a tuner or app
- Practice down-stroke strumming
- Introduce basic strumming patterns (down-up)
- Maintain steady rhythm with strumming

Materials:

- Ukuleles and tuners/apps
- Strumming pattern handouts
- Metronome or backing track

Lesson Outline:

1. Review tuning process, then practice tuning (15 min)

2. Demonstrate down-stroke strumming; students practice (10 min)
 3. Introduce and practice down-up strumming pattern (10 min)
 4. Group strumming exercises with metronome (10 min)
 5. Reflection and recap (5 min)
-

WEEK 3: First Chords & Changing Chords

Objectives:

- Learn basic chords: C, F, Am
- Practice finger placement and chord switching
- Combine chord changes with strumming patterns

Materials:

- Chord charts for C, F, Am
- Ukuleles
- Practice exercises handout

Lesson Outline:

1. Introduce and demonstrate each chord (10 min)
 2. Finger placement exercises (10 min)
 3. Practice switching chords slowly (15 min)
 4. Play simple chord progressions with strumming (10 min)
 5. Wrap-up and practice tips (5 min)
-

WEEK 4: Playing Simple Songs & Performance

Objectives:

- Play simple songs using learned chords and strumming
- Keep steady rhythm and smooth chord transitions
- Perform a song for the class or small group
- Reflect on learning and set practice goals

Materials:

- Ukuleles
- Backing tracks (ukeAliens from YouTube)
- Reflection worksheet (optional)

Lesson Outline:

1. Teach simple song(s) with chords and strumming (15 min)
2. Practice songs with backing tracks or metronome (15 min)
3. Student performances (10 min)
4. Group reflection and goal setting (5–10 min)

Unit: Can AI Really Make Music... That's Actually Good?

Lesson 1: What is AI? An Introduction to Artificial Intelligence

Grade: 6th

Time: 45–50 minutes

Objectives:

- Define Artificial Intelligence (AI) in age-appropriate terms
- Identify examples of AI in everyday life
- Express curiosity and ideas about AI through brainstorming and discussion

Materials:

- Kid-friendly [video](#) explaining AI (e.g., BrainPOP, SciShow Kids, or YouTube)
- Whiteboard or chart paper and markers
- Student notebooks or paper for reflection
- Projector and speakers

Vocabulary:

- Artificial Intelligence (AI)
- Robot
- Algorithm
- Chatbot
- Machine learning

Lesson Flow:

1. Hook & Engage (5 minutes):

- Ask: “*What do you think Artificial Intelligence is?*” Collect quick responses.
- Show a short, kid-friendly video explaining [AI basics](#) (3–5 minutes).

2. Guided Discussion (10 minutes):

- Facilitate a class conversation:
 - What examples of AI did you notice in the video?
 - Where else might we see AI in our daily lives?
 - Can AI think or feel like a person? Why or why not?

3. Group Brainstorm (10 minutes):

- In small groups, students brainstorm examples of AI they know or imagine (games, virtual assistants, art apps, music, robots).
- Groups share with the class and teacher records on chart paper.

4. Individual Reflection (10 minutes):

- Students write/draw one AI example they found surprising or interesting and why.

- Volunteers can share reflections aloud.

5. Closing & Preview (5 minutes):

- Explain the unit’s focus on AI’s role in music.
- Ask students to think about music they love and imagine what AI might do with it.



Assessment:

- Participation in discussions and brainstorming
- Individual reflection completion



Differentiation:

- Provide sentence starters for reflections (“An example of AI is _____. I think it is interesting because _____.”)
- Allow drawings or verbal responses for students who need them

Lesson 2: AI in Music History & Listening

Time: 45–50 minutes



Objectives:

- [Describe AI’s history](#) and development in music
- Listen critically to early and modern examples of AI-generated music
- [Use a listening worksheet to guide observations](#)



Guided Listening Sheet: *A Brief History of AI*

Name: _____

Date: _____

Instructions:

Watch the video closely. Use this worksheet to guide your observations and thinking. Pause and replay sections if you need extra time to think or write.

1. What is AI?

- In your own words, define **Artificial Intelligence** as described in the video:

- Name **two examples** of AI in everyday life that the video mentions:

1. _____

2. _____

2. Key Moments in AI History

- List **three major milestones or turning points** shown in the video (with approximate dates if given):

1. _____
2. _____
3. _____

3. AI and Creativity

- Does the video talk about AI making music or creative content? How?

- What questions came to your mind about AI and creativity while watching?

4. Reflection & Personal Thinking

- What part of the video did you find most interesting or surprising? Why?

- What do you wonder now after watching? Write one question you have:

- Do you think AI could ever “feel” emotion like humans? Use evidence from the video to support your answer:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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AI can create music that sounds as expressive as humans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AI will change the way we listen to or make music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Quick Opinion Box (Circle one) *Explain one of your responses:*



Materials:

- Timeline poster/slide showing AI music milestones
- Audio/video clips of AI music from early computers to recent examples (3–4 clips, 30 sec to 1 min each)
- [Listening worksheet \(simple with prompts\)](#)
- Speakers/projector



Vocabulary:

- Composition
- Algorithm
- Synthesis
- Beatbox (if used)
- Technology



Lesson Flow:

1. Introduction & Timeline (5 minutes):

- Present a brief timeline highlighting key moments in AI music history (e.g., 1950s computer-generated tones → recent AI apps).
- Ask students what they notice about how technology has changed music.

2. Listening Activity (15 minutes):

- Play AI-generated music clips from different eras/styles.
 - <https://www.youtube.com/shorts/lwz-oSt-CR0>
 - <https://www.youtube.com/shorts/wwEhNOdLzI>
- After each, pause and ask students what they heard (sounds, feelings, instruments or no instruments).

3. Discussion & Reflection (10 minutes):

- Ask: How did AI music change over time?
- What surprised you about the sounds?
- What would you want AI to do with music in the future?

4. Closing (5 minutes):

- Preview next lesson: comparing AI vs human music.



Assessment:

- Completed listening worksheet
- Participation in discussion



Differentiation:

- Provide listening worksheet with picture icons to support understanding
 - Allow verbal sharing of responses
-

Unit Title: Music & Disability Awareness

Grade Level: 7th Grade

Length: 3 Lessons (45–50 minutes each)

Big Idea:

Explore how music connects us, raises awareness about disabilities, and celebrates diverse abilities through creativity and inclusion.

Unit Objectives:

By the end of this unit, students will be able to:

- Understand different types of disabilities and how they affect people’s lives
 - Learn about musicians with disabilities and their contributions
 - Experience adaptive music-making techniques
 - Reflect on inclusion and the power of music to bring people together
-

Lesson 1: Understanding Disability & Inclusion Through Music

Objective:

Introduce the concept of disability and discuss inclusion in music and daily life.

Activities:

- **Discussion Starter:** [What does “disability” mean? What kinds of disabilities can people have?](#)
 - **Video/Story:** Watch a short video or read a story about a musician with a disability (e.g., [Evelyn Glennie](#), a deaf percussionist).
 - **Class Discussion:** How can music be inclusive for everyone?
 - **Reflection:** Write or draw about one way music can include all people.
-

Class Discussion Activity: How Can Music Be Inclusive for Everyone?

Objective:

Think about ways music can welcome and include people of all abilities.

Step 1: Warm-Up Question (Whole Class)

- What does the word **inclusive** mean?
- Why do you think it’s important for music to be inclusive?

Step 2: Small Group Brainstorm (3–4 students)

Discuss these questions:

1. How can music include people who can’t hear well or at all?
2. How can music include people who have trouble moving or using their hands?
3. How can music include people with learning differences?
4. What kinds of music activities can everyone join in?

Write or draw your group's ideas here:

Step 3: Share Out (Whole Class)

- Each group shares one idea from their brainstorm.
- Teacher writes ideas on the board or chart paper.

Step 4: Wrap-Up Question

- Which idea surprised you the most? Why?
- How do you feel when everyone can join in making music?

 **Reflection: Music and Inclusion**

Name: _____ **Date:** _____

Think about today's discussion:

Write or draw about **one way music can include all people**, no matter their abilities.

You can answer these questions to help:

- What is something music can do to be more inclusive?
- How would that make people feel?

Your reflection:

Lesson 2: Musicians Who Inspire: Spotlight on Artists with Disabilities

Objective:

Learn about famous musicians with disabilities and their impact.

Activities:

- **Presentation:** Share stories and music clips from musicians such as [Stevie Wonder](#), [Andrea Bocelli](#), [Evelyn Glennie](#), Haben Girma, or [Mandy Harvey](#).
 - **Listening & Discussion:** How does their music inspire others? What challenges might they have faced?
 - **Group Research:** In small groups, students pick one artist to learn more about and share with the class.
-

🎵 Music & Disability Awareness: Inspiring Musicians 🎵

Name: _____

Date: _____

Instructions:

You will learn about **four musicians** who have inspired people all over the world. As you read, listen, or watch videos about them, answer the questions below.

1. Stevie Wonder

- **What is he known for?** _____
- **What challenges might he have faced?**

- **How does his music inspire others?**

2. Andrea Bocelli

- **What is he known for?** _____
- **What challenges might he have faced?**

- How does his music inspire others?

3. Evelyn Glennie

- What is she known for? _____
- What challenges might she have faced?

- How does her music inspire others?

4. Mandy Harvey


- What is she known for? _____
- What challenges might she have faced?

- How does her music inspire others?

Final Reflection

Which of these musicians inspired you the most and why?

 **UNIT TITLE: How Music Affects the Brain: Neuroscience Basics**

 **GRADE LEVEL:** 8th Grade General Music

 **UNIT LENGTH:** 3–4 Lessons (45–50 minutes each)

 **UNIT BIG IDEA:**

Music is not just an art—it actively shapes how our brain functions, influences emotions, memory, and cognition. Understanding the neuroscience of music helps us appreciate its power beyond entertainment.

 **UNIT OBJECTIVES:**

By the end of this unit, students will be able to:

- Describe basic brain regions involved in music processing
 - Explain how music can affect emotions, memory, and concentration
 - Analyze scientific findings about music and the brain
 - Reflect on personal experiences of music’s impact on mood and thought
 - Create simple visual or written representations of how music affects brain activity
-

 **MATERIALS NEEDED:**

- Computer/projector + speakers
 - Short videos/animations explaining brain parts & music (links provided)
 - Worksheets (provided below)
 - Paper, markers, or digital tools for creative projects
 - Optional: headphones for individual listening
-

LESSON 1: The Brain and Music: What Happens When We Listen?

Duration: 45–50 minutes

 **OBJECTIVES:**

- Identify key brain regions involved in music processing (auditory cortex, motor cortex, limbic system, etc.)
- Understand basic brain functions related to sound and music

 **LESSON OUTLINE:**

1. **Warm-Up Discussion (5–7 min):**

- Ask: “What happens in your brain when you listen to music?”
- Collect student ideas about emotions, memories, movement, etc.

2. **Mini-Lecture + Visuals (15 min):**
 - Show brain diagram highlighting auditory cortex, motor cortex, limbic system, prefrontal cortex
 - Play a short animation/video about music and the brain (suggestion: “*How Music Affects the Brain*” by TED-Ed or similar)
 - Discuss how each region contributes (hearing sound, feeling emotion, moving to beat, planning)
3. **Guided Worksheet:**
 - Complete “Brain Regions & Music” worksheet (see below)
4. **Group Discussion (10 min):**
 - Share answers and examples of how they use these brain parts when listening or playing music
5. **Exit Ticket (5 min):**
 - Write one surprising fact about music and the brain



Brain Regions & Music Worksheet

Instructions: Using the chart and information below, answer the following questions about our brain regions and how our brain works and responds to music.

Brain Region	Function Related to Music	Example of Activity
Auditory Cortex	Processes sound and pitch	Hearing melodies and rhythms
Motor Cortex	Controls movement	Dancing or tapping to a beat
Limbic System	Controls emotions	Feeling happy or sad from a song
Prefrontal Cortex	Planning and decision making	Remembering lyrics or planning a performance

Questions:

1. Which brain area helps you feel the emotions of a song?

2. What part of your brain helps you tap your foot in time?

3. How might the prefrontal cortex help when you learn a new song?

4. Why is the auditory cortex important for musicians?

LESSON 2: Music, Emotion, and Memory

Duration: 45–50 minutes

 **OBJECTIVES:**

- Explain how music influences emotions and memories
- Analyze examples of how music can trigger memories or moods

 **LESSON OUTLINE:**

1. **Warm-Up (5 min):**

- Ask: “Has a song ever made you feel happy, sad, or nostalgic? Which song and why?”

2. **Video + Mini-Lecture (15 min):**

- Show a short clip explaining music and emotions/memory (e.g., from *Scientific American* or *BrainCraft*)
- Discuss how music can activate the hippocampus and amygdala (memory and emotion centers)

3. **Listening Activity & Reflection (15 min):**

- Play 3 short songs with different moods (happy, sad, calming)
 - i. Ocean Eyes - Billie Eilish
 - ii. Moonlight Sonata - Beethoven
 - iii. Can’t Stop The Feeling - Justin Timberlake
- Students fill out “Music & Mood” worksheet (see below)

4. **Group Sharing & Discussion (10 min):**

- Share moods evoked, personal memories connected to the songs
 - Discuss why music is often used in movies to create mood
5. **Exit Ticket (5 min):**
- Write: “Describe a memory or feeling you experienced from music today.”



Music & Mood Worksheet Reflection Questions:

Song Title / Clip	Mood Evoked	Emotions Felt	Any Memories or Images That Came to Mind?
Ocean Eyes			
Moonlight Sonata			
Can't Stop The Feelin'			

1. How does music help you remember important moments?

2. Why do you think sad songs sometimes make people feel better?

LESSON 3: Music and the Brain in Action: Concentration and Learning

Duration: 45–50 minutes



OBJECTIVES:

- Explore how music can affect focus and brain activity during tasks
- Reflect on individual experiences of studying or working with music



LESSON OUTLINE:

1. **Warm-Up Discussion (5 min):**

- Ask: “Do you like to listen to music while studying? Why or why not?”

2. **Mini-Lecture + Research Summary (10 min):**

- Present studies about music’s effect on attention, such as the “Mozart Effect” and effects of lyrical vs instrumental music on concentration
 - Discuss differences in how music affects different people
3. **Experiment Activity (20 min):**
- Students complete a simple focus task twice: once in silence, once with instrumental music playing (teacher-provided or student-selected)
 - Record how they felt about focus/attention each time
4. **Reflection Worksheet:**
- Complete “Music & Focus” worksheet (see below)
5. **Class Discussion (8 min):**
- Share results and talk about how music can help or distract from tasks
6. **Exit Ticket (5 min):**
- Write one tip for using music to improve concentration or mood

 **Music & Focus Worksheet**

Instructions: Students will be given a remedial task that they will have to complete within two conditions: (1) In Complete Silence & (2) With Music On In The Background. There will be a pause in between each, and students will write down their reflections below.

Task Condition	How Focused Did You Feel? (1-5)	What Helped or Hurt Your Focus?	Notes or Observations
Silence			
Music (instrumental)			

Questions:

1. Did music improve or reduce your ability to focus?

2. What type of music helps you work best?

3. Would you recommend listening to music while studying? Why or why not?

Awards / Recognition

Award/ Recognition	Description	School Year	School District:
Berkshire Taconic Grant Recipient	The Webutuck Quest for Excellence Fund: 2024 grant for Fall Play (Clue: On Stage) in the amount of \$1,000.00.	2024-2025	Webutuck CSD
Berkshire Taconic Grant Recipient	The Webutuck Quest for Excellence Fund: 2025 grant for Spring Play (Back To The 80s) in the amount of \$1,000.00.	2025-2026	Webutuck CSD
Berkshire Taconic Grant Recipient	The Webutuck Quest for Excellence Fund: 2025 grant for Broadway Field Trip in the amount of \$1,500.00.	2025-2026	Webutuck CSD

Student Participation in State Ensemble Festivals

Festival:	School Year:	Role:
NYSSMA Junior High All County	2023-2024	<ul style="list-style-type: none"> ● Provided instruction in sight-reading, tone, and technique while fostering confidence and ensemble cohesion.
NYSSMA Elementary All County	2023-2024 & 2024-2025 & 2025-2026	
NYSSMA Area-All State	2025-2026	<ul style="list-style-type: none"> ● Coordinated practice schedules, performance expectations, and student progress tracking to ensure readiness for a high-level, regional festival setting. ● Mentored students in audition preparation, including performance etiquette, memorization, and self-assessment strategies.