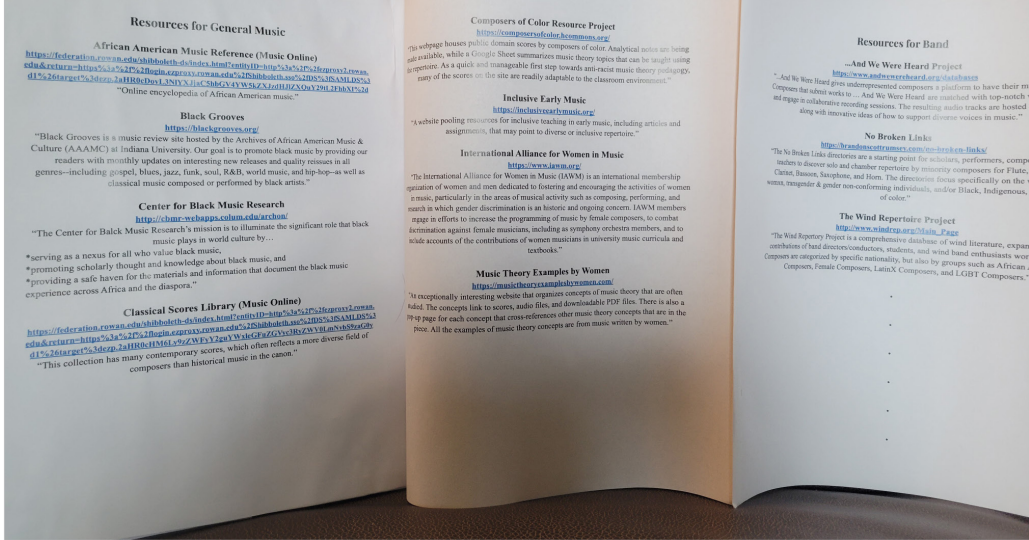
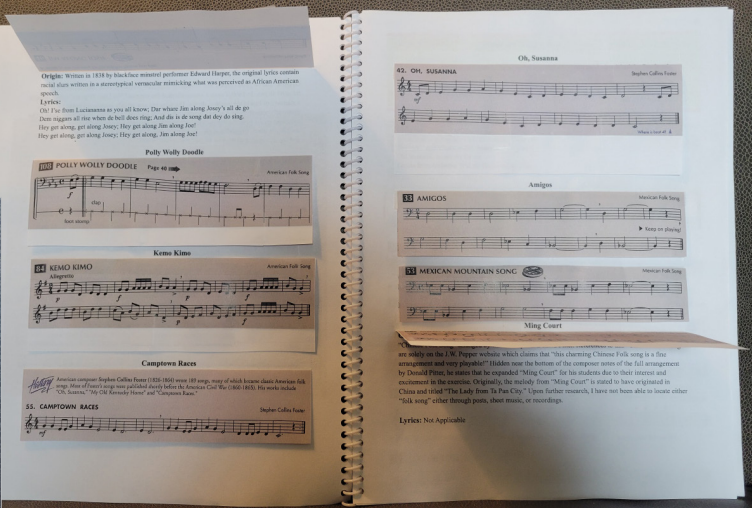
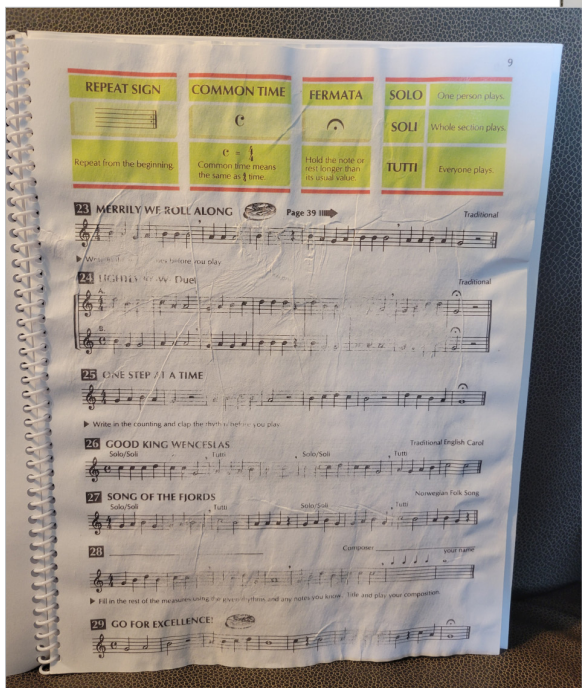
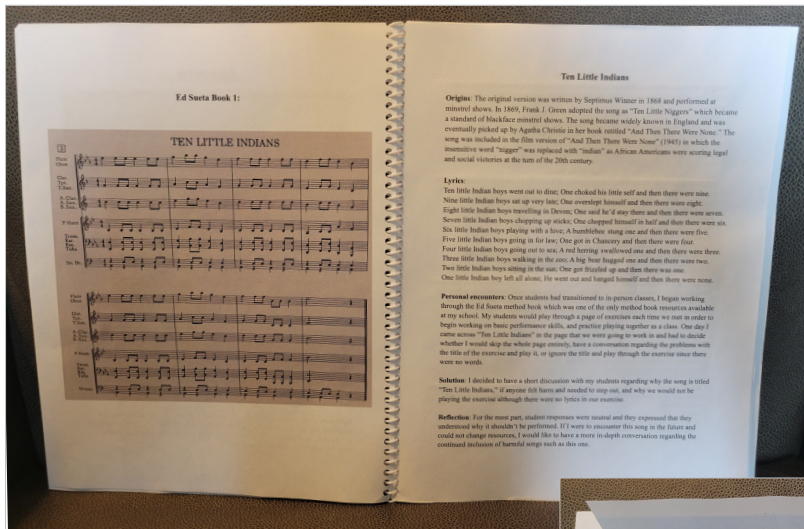


MAKING MUSIC MEMORABLE



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This artist book was created in the Summer of 2021 at the conclusion of my Masters of Arts in Teaching degree. I began this project by asking myself how I can adapt my instruction when I cannot replace culturally insensitive classroom resources, and analyzed two instances in which I came across such a dilemma in my student placement in the Spring of 2021. In the following pages I have included examples of insensitive exercises found in the following beginning band textbooks: Standard of Excellence Book 1 & 2 (1993), Essential Elements (1991), and Ed Sueta (1974). The criteria that I have used to determine exercises as insensitive is if they 1) originate in blackface minstrelsy, or 2) if the piece imitates a culture that the composer is not part of. Following the list of insensitive exercises I have damaged pages until they are practically erased to physically represent the erasure of insensitive exercises and songs within the music classroom. Since this question is a dilemma that cannot be easily answered with one solution, I have concluded my book with various resources that are continuously being updated that provide compositions, music theory, history, audio recordings, and musicians that are underrepresented in music today.

I hope this artist book helps support your meaningful moments “musiking” with your students.



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Hammond, Z., & Jackson, Yvette. (2015). Culturally responsive teaching and the brain : Promoting authentic engagement and rigor among culturally and linguistically diverse students. Thousand Oaks, California: Corwin, a SAGE Company.

Palmer, P. (1998). The courage to teach : Exploring the inner landscape of a teacher’s life (First ed.). San Francisco, California: Jossey-Bass.