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## Composing Music with Canadian Kids for Postpandemic Recovery

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## Composing Music with Canadian Kids for Postpandemic Recovery

“Another one bites the dust!” The theme of [Queen’s famous rock hit](#) has been lived out soberingly within Canada’s postpandemic community music world. Years of restricted live singing has devastated the wellbeing of too many musical communities. Where I do my music education doctoral research, groups with vulnerable populations— elders and children—are struggling. Is there a musical solution?

My research looks at the postpandemic restart of a community children’s choir in a resource-scarce Ontario region, asking: Could composing and performing their own music contribute to the well-being of both children and adult staff? I use my theory of relational composition and Seligman’s wellbeing PERMA model to examine Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment in new choral activities in which I have facilitated new songs to be presented in concert.

With wellbeing evident in five key areas, this is one group that isn’t biting the dust!



*Redacted concert poster*