

Curriculum Unit
Title

**Music for Healing: Addressing the Social-Emotional Needs
of Students in the Elementary Setting**

Author

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

Students will discover how to use musical experiences as a means of expressing, recognizing, and regulating emotions as well as improving communication, behaviors and social interactions.

ESSENTIAL QUESTION(S) for the UNIT

In what ways can music be used to support behavioral development, identity, and social emotional learning experiences in elementary school students in grades K-5?

CONCEPT A

Identity

CONCEPT B

Behavior

CONCEPT C

Social-emotional Needs

ESSENTIAL QUESTIONS A

How can music be used to connect with others and also help develop, express and reflect identity within elementary school students?

ESSENTIAL QUESTIONS B

In what ways can music be used to identify and support behavioral needs within elementary school students?

ESSENTIAL QUESTIONS C

How can music be used to assess and support the social-emotional needs of elementary school students?

VOCABULARY A

Character traits, unique, community, differences, purpose, pride, confidence, self-esteem

VOCABULARY B

Behaviors, supports, managing, coping, strategies, regulate, accountability, responsibility

VOCABULARY C

Emotions, social skills, trauma, dysregulation, stimulated, agitated, meditate, regulate, create, express

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

- Inside Out, Animated Film
- Collaborative for Academic, Social and Emotional Learning (CASEL)
- American Psychological Association. Trauma and Shock
- Healing the Inner-City Child Creative Arts Therapies with at-Risk Youth*, Camilleri, Vanessa A.