

Exploring Standards and Instructional Practices through a BEDR lens

Creating a community of belonging which empowers all members and students to feel respected, valued, and equally included as they engage with the ongoing work of NYSSMA.

To achieve this goal, teachers may consider:

- Practicing thoughtful, intentional work with diversity, equity, and representation.
- Employing repertoire enhancements such as:
 - Students sharing music for listening lessons.
 - Composers sharing music.
 - Teachers sharing music written by composers of all backgrounds.
- Modelling inclusivity in all things possible (everyone gets to play, run for office, etc.).

Equity in all aspects of the organization through reflection on shortcomings, reevaluation of traditions, and growth in accountability, transparency, and access.

To achieve this goal, teachers may consider:

- Moving beyond historical race and gender choices when casting a show.
- Revisiting district practices that may favor one group over others.
 - Programming a “Winter” Concert, instead of a “Holiday” Concert.
- Avoiding terminology that may exclude — e.g., “traditional” notation may not be everyone’s tradition.
 - Embracing varied notation systems.
- Exploring/accessing additional genres of music.
- Investigating historical reflections of music. (Cn1 1.1)
 - Incorporating music from different cultures into instruction.

Diversified curricular and pedagogical practice that is responsive to the teacher and student population in all areas of the state.

To achieve this goal, teachers may consider:

- Presenting music that is inclusive and representative of all students in the school community. (Re7.2; Cn 11)
 - Encouraging students to generate informed discussion surrounding music from various cultures.
 - Inviting students/families/community members to share important cultural music.
- Including ensemble repertoire that is composed by a diverse group of composers (multiple ethnicities, genders, orientations, etc.) with an eye toward skill, knowledge, and outcomes. (Cn11)

- Encouraging students to make meaningful selections of repertoire with an awareness of diverse compositional and cultural backgrounds. (Pr 4.1; Re7.1)
- Incorporating culture bearers. (Pr4.2; Re7.2; Cn10; Cn11)
 - Using YouTube as a resource for culture bearers when in-person experiences are not available.
- Identifying lessons created by experts of particular cultures/genres that can be used by music educators, regardless of background. (Cn11)
- Expanding music literacy to include different backgrounds or abilities.
- Providing opportunities for students to create their own music (drawing on their own knowledge and background). (Cr1; Cr2; Cr3)
- Teaching via an ‘oral’ tradition (call and response, folk music, etc.) and explaining why some cultures embrace them more than others. (Pr4.3; Re8)
- Exploring music traditions and practices. (Re7.2; Re8.1)
 - Utilizing composition activities.
 - Exploring instruments of various cultures.

Improved representation in all areas inclusive of new ideas for classroom experiences, NYSSMA leadership, festivals, and publications.

To achieve this goal, teachers may consider:

- Striving to actively recruit students into ensembles who are representative of the entire school population.
- Cultural sharing.
 - Inviting guests of various cultures.
 - Inviting student sharing.
- Expanding types/definitions of ensembles (vocal/instrumental) to be more inclusive.
- Lobbying for changes:
 - Requesting publishers to provide developmentally appropriate versions of “classics” representing a variety of cultures.
 - Increasing representation of diverse composers.
 - Embracing ‘non-traditional’ instruments.
 - Expanding repertoire categories to include non-European instruments.
 - Working with districts to remove barriers to students being in an ensemble (instrument rentals, festival fees, scheduling, etc.).
- Bringing to your class guest conductors/presenters who represent demographics other than your own.
- Giving students a voice in the classroom — inviting their perspectives into the group.
 - Incorporating “Soundtrack Of My Life” project where students present meaningful music from their family/upbringing. (Re7.1; Re7.2; Cn10)
 - Inviting students to provide input when selecting repertoire for ensembles. (Pr4.1)