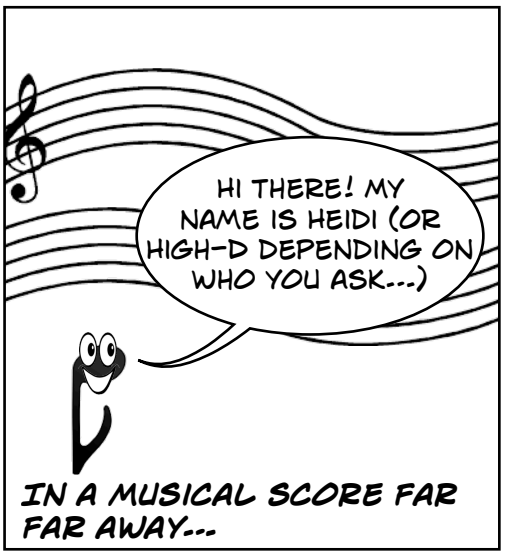
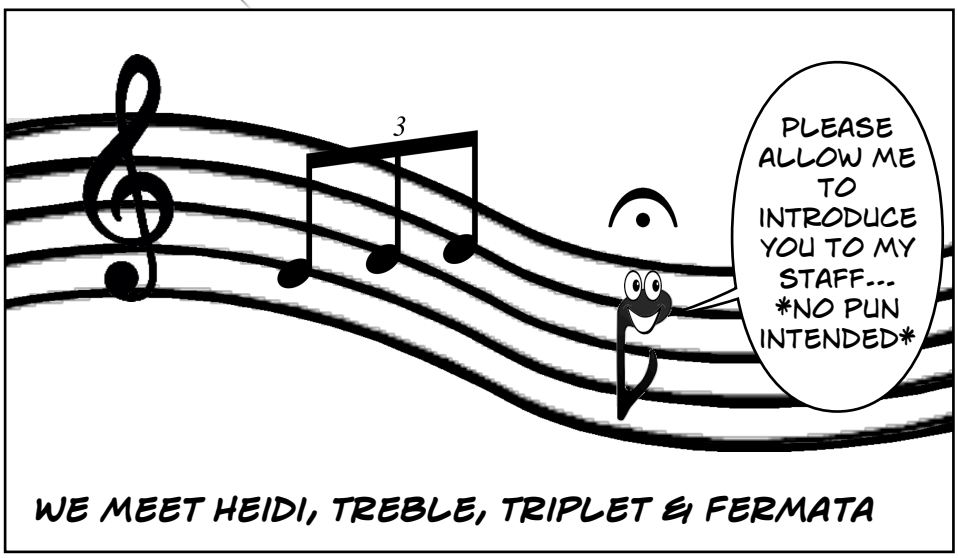
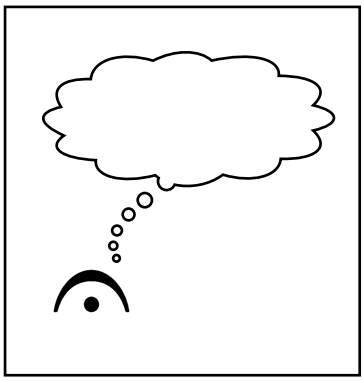
IN TUNE

BY LILY MCGOVERN
BASED ON HEDEMANN & FRAZIER, 2017

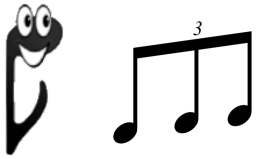




SO FERMATA? SHE'S THE THINKER. SHE HELPS US STOP FOR A SEC AND CONSIDER THE PROBLEM AT HAND



TREBLE IS OUR PROBLEM GUY. HE FIGURES OUT WHERE THE ISSUE LIES AND DIRECTS US TO IT... HE'S KIND OF A SHOW OFF...



TRIPLET AND I ARE THE VOICES OF THE OPERATION. THEY THINK. WE TALK.

BUT TRIPLET'S NEW TO THE SQUAD... SO HE MIGHT HAVE SOME QUESTIONS ALONG THE WAY...

TOGETHER ,WE MAKE UP THE...

EMOTIONAL TUNING & REGULATION QUARTET (FOR KIDS!)

HERE COMES THE BOSS WITH TODAY'S MISSION... IF WE CHOOSE TO ACCEPT IT... HONESTLY, WE DO OUR OWN THING... HE'S JUST STANDS AT THE FRONT.

OK ETRQ, I NEED YOU TO TAKE A CLOSER LOOK AT WHAT MUSIC CAN DO TO **HELP AT-RISK CHILDREN COPE WITH AND MITIGATE INTERNALIZING BEHAVIORS**. EVERYBODY READY?? 1...2...1-2-3-4!!!

WHAT'S WRONG TRIPLET? YOU DON'T KNOW WHAT ***INTERNALIZING BEHAVIOR*** MEANS? DON'T WORRY---I'LL EXPLAIN

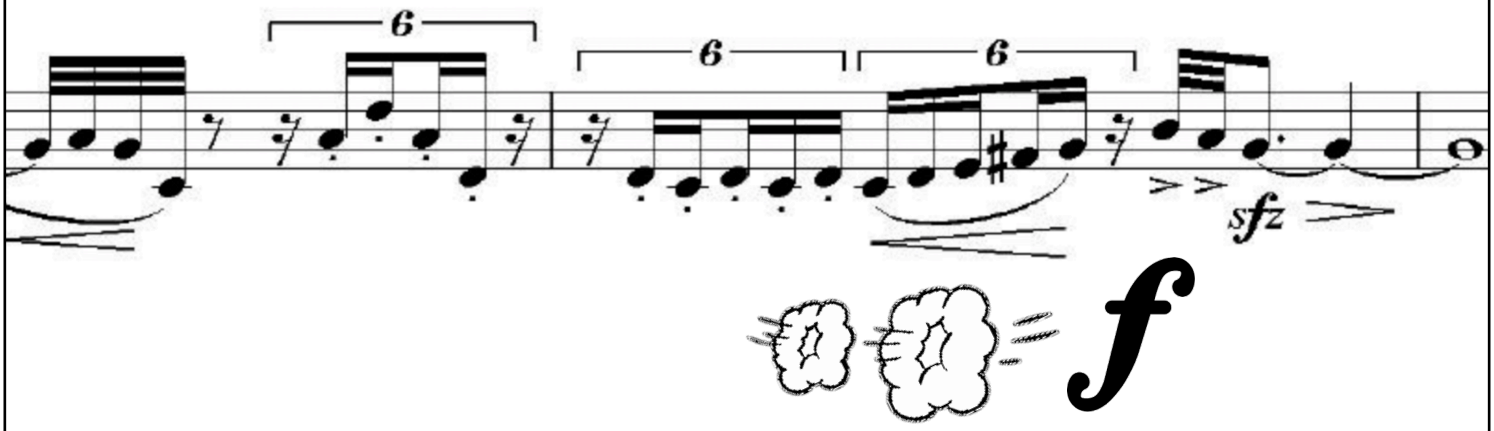
SOMETIMES--- WHEN CERTAIN KIDS ARE FACED WITH STRESSFUL/CHANGING SITUATIONS, THEY STRUGGLE TO COPE AND TURN TO INTERNALIZING. THIS MEANS THAT THEY DIRECT THEIR EMOTIONS INWARD, INSTEAD OF RECOGNIZING OR TALKING ABOUT THEM. OVER-INTERNALIZING CAN RESULT IN MANY NEGATIVE SYMPTOMS AND BEHAVIORS, INCLUDING: SOCIAL WITHDRAWAL, SOMATIC COMPLAINTS, DEPRESSION AND ANXIETY.

YOU STILL DON'T GET IT??
OK--- LET'S LOOK AT A MUSIC EXAMPLE

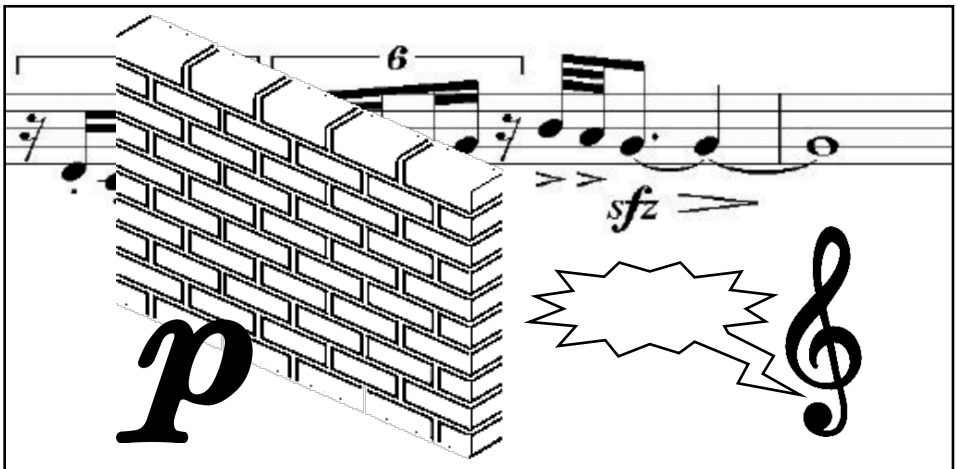
LET'S MEET TWO NEW PLAYERS--- PIANO, AND FORTE

PIANO IS VERY SOFT. HE HAS A LOT TO SAY, BUT DOESN'T KNOW HOW TO SAY IT SOMETIMES. IT'S IMPORTANT THAT EVERYONE ELSE GIVE HIM SPACE TO BE HEARD

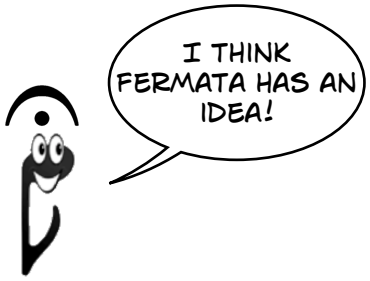
FORTE ON THE OTHER HAND IS ***LOUD***. HE MAKES SURE EVERYONE KNOWS WHAT HE'S THINKING AND OVERPOWERS THOSE THAT ARE QUIETER



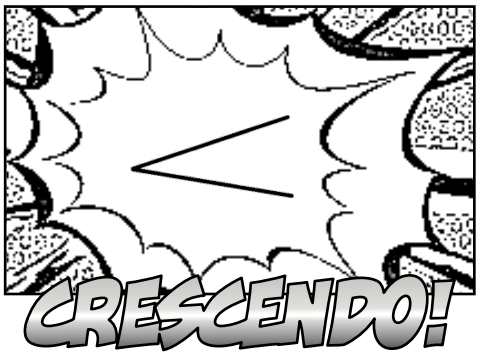
SEE THIS PASSAGE WITH THE SFORZANDO? REMEMBER, IT'S LIKE A MUSICAL ***YELL***- SOMETHING IS BUILDING UP IN THE MUSIC--- AN EVENT--- A CHANGE--- THEN, IT COMES OUT OF NOWHERE! ***BOOM***. FORTE IS ALL OVER THAT. HE APPRAISES THE SITUATION, EXPRESSES AND COMMUNICATES LOUD AND CLEAR. HE LEAVES POOR PIANO IN THE DUST.

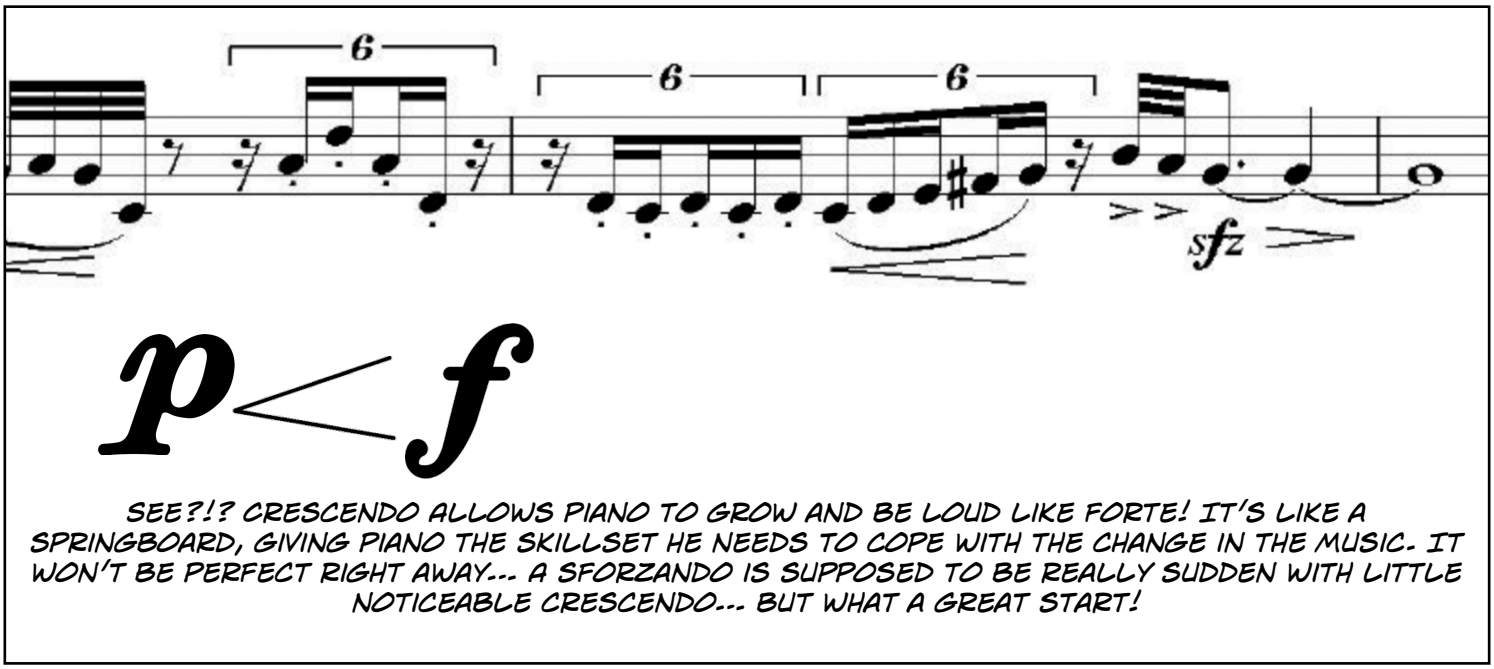


PIANO DOESN'T REALLY KNOW HOW TO GET LOUD--- OR ASK FOR HELP--- HE CAN'T PLAY THAT SFORZANDO--- IT'S LIKE THERE'S A BRICK WALL IN THE WAY. TREBLE SEES A PROBLEM.



LADIES AND GENTLEMEN, I GIVE YOU---

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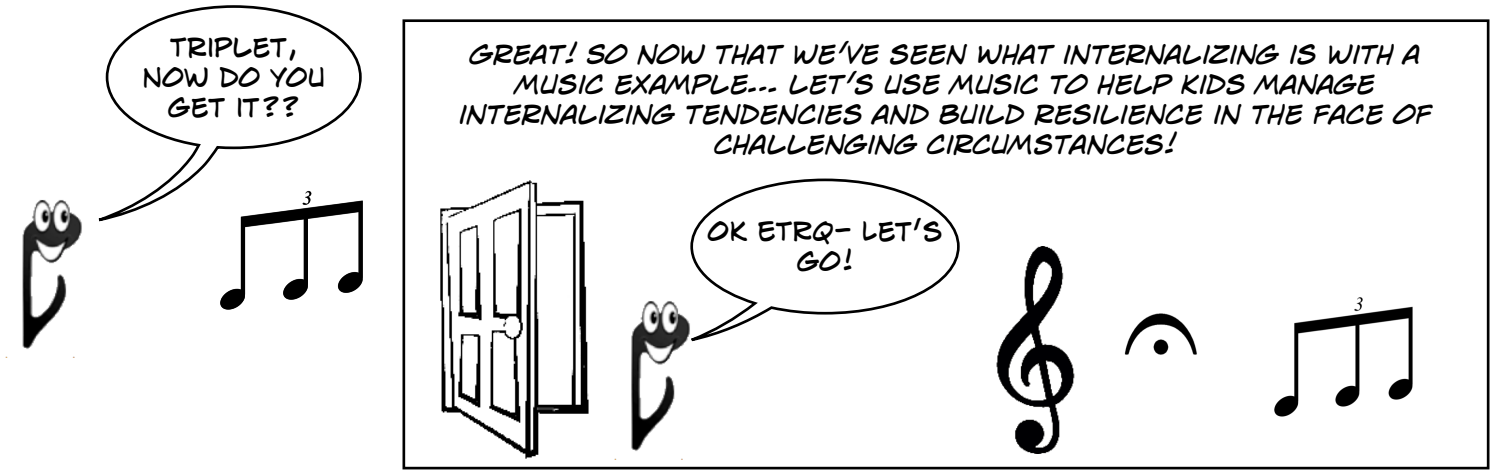
SEE?!? CRESCENDO ALLOWS PIANO TO GROW AND BE LOUD LIKE FORTE! IT'S LIKE A SPRINGBOARD, GIVING PIANO THE SKILLSET HE NEEDS TO COPE WITH THE CHANGE IN THE MUSIC. IT WON'T BE PERFECT RIGHT AWAY... A SFORZANDO IS SUPPOSED TO BE REALLY SUDDEN WITH LITTLE NOTICEABLE CRESCENDO... BUT WHAT A GREAT START!


TRIPLET, NOW DO YOU GET IT??
3
GREAT! SO NOW THAT WE'VE SEEN WHAT INTERNALIZING IS WITH A MUSIC EXAMPLE... LET'S USE MUSIC TO HELP KIDS MANAGE INTERNALIZING TENDENCIES AND BUILD RESILIENCE IN THE FACE OF CHALLENGING CIRCUMSTANCES!
OK ETRQ- LET'S GO!
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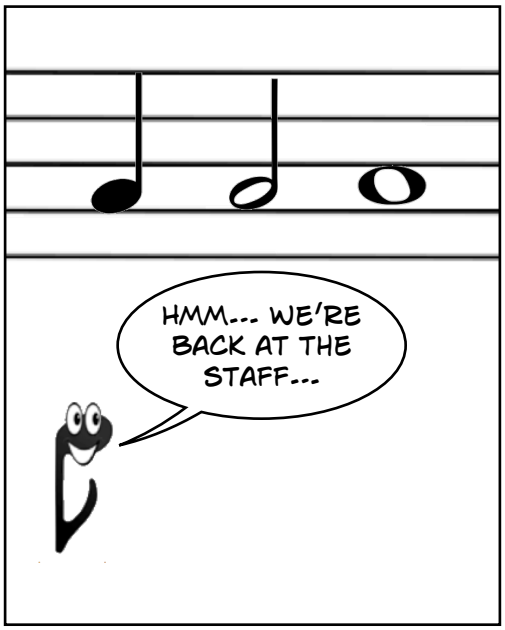
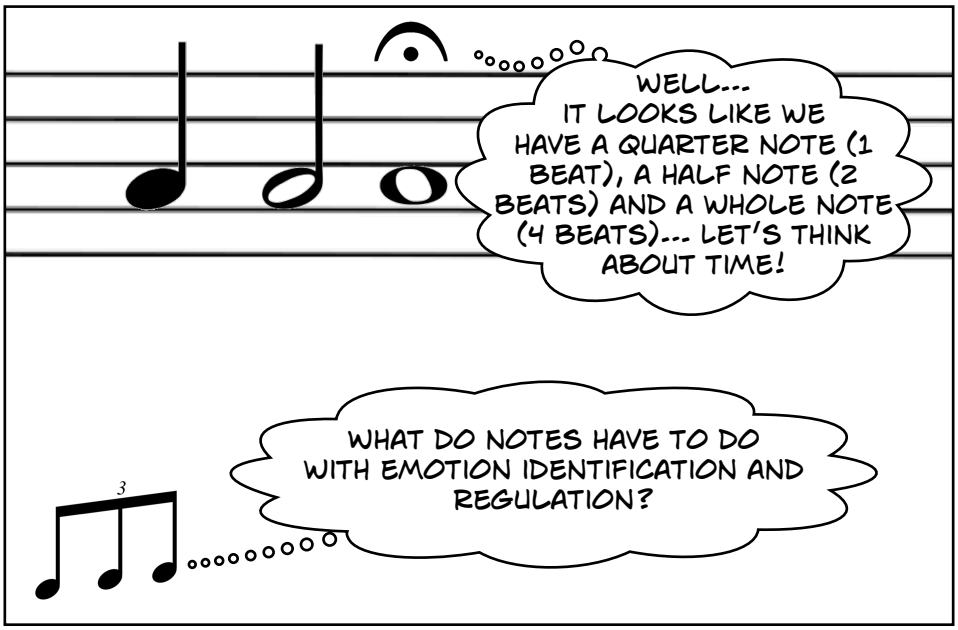

HMM... WE'RE BACK AT THE STAFF...


WELL... IT LOOKS LIKE WE HAVE A QUARTER NOTE (1 BEAT), A HALF NOTE (2 BEATS) AND A WHOLE NOTE (4 BEATS)... LET'S THINK ABOUT TIME!
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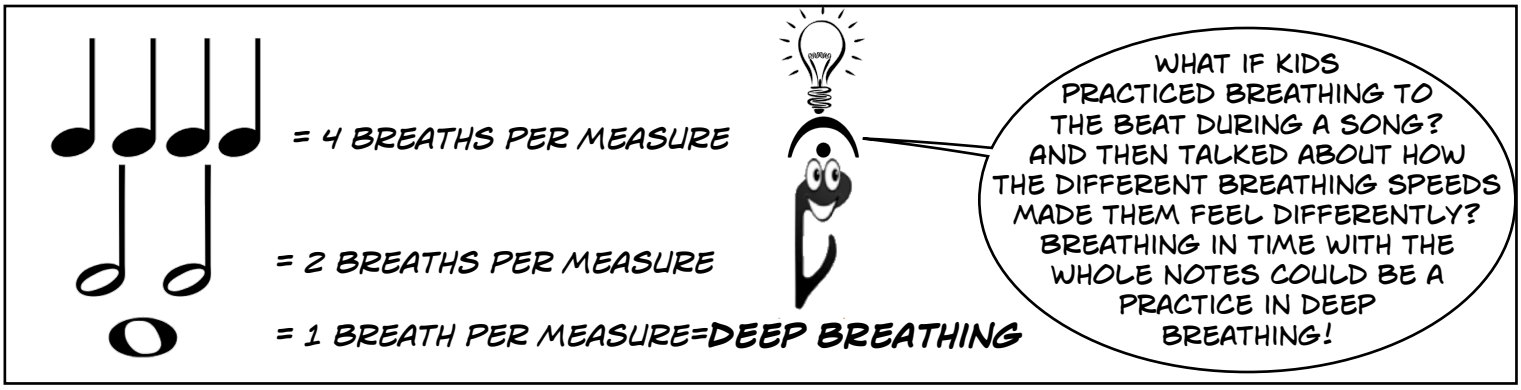
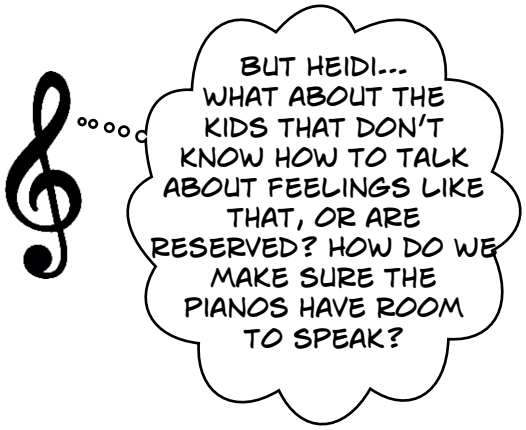
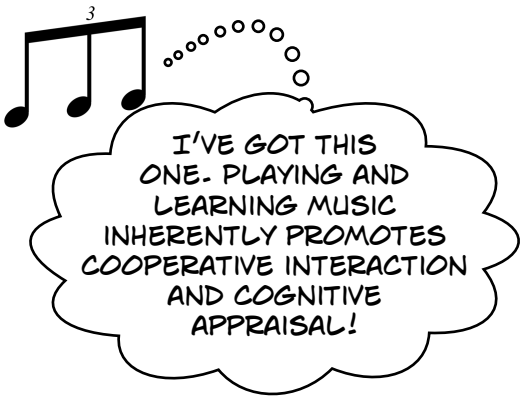
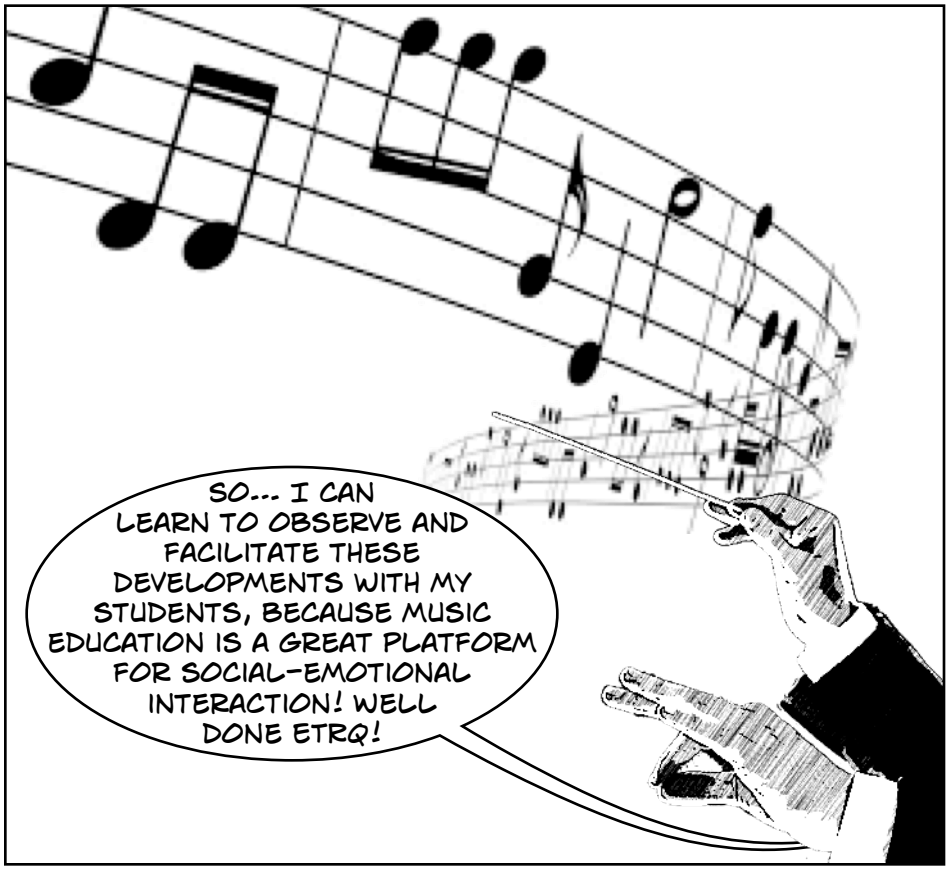
WHAT DO NOTES HAVE TO DO WITH EMOTION IDENTIFICATION AND REGULATION?



OTHER FUNDAMENTALS OF MUSIC EDUCATION CAN BE TURNED INTO SOCIO-EMOTIONAL GAMES TOO! FOR EXAMPLE, KIDS CAN SING THE SAME SONG IN BOTH A MAJOR AND MINOR KEY. THIS WILL ELICIT A DIFFERENT PERCEPTION/FEELING ASSOCIATION EVEN THOUGH THE SONG DIDN'T REALLY CHANGE AT ALL!







IN CONCLUSION...

MUSIC EDUCATION PROMOTES SOCIAL-EMOTIONAL SKILL BUILDING THROUGH EMPHASIS IN TEAMWORK, SELF-EXPRESSION, COMMUNICATION AND PROBLEM SOLVING... WHICH IN TURN RESULTS IN INCREASED EMOTIONAL UNDERSTANDING AND REGULATION!

MISSION ACCOMPLISHED

Hedemann, E. R., & Frazier, S. L. (2017). Leveraging After-School Programs to Minimize Risks for Internalizing Symptoms Among Urban Youth: Weaving Together Music Education and Social Development. *Administration and Policy in Mental Health and Mental Health Services Research*, *44*(5), 756–770. https://doi.org/10.1007/s10488-016-0758-x