

Name _____

Date _____

Teacher: _____
and Professor Coty Raven Morris

Keeping it R.E.A.L: Culturally Relevant Teaching in the Choir Classroom

The opposite of love is not hate... It is indifference.

Our study of diversity and inclusion is to bring awareness to differences, showcase beauty and teach history, and bridge the gap with knowledge, acceptance, understanding, and connection.

What is your accountability moment for the day?

--

What are 5 identities that you express?

--

What is your ethnicity, culture, and race?

Ethnicity	
Culture (s)	
Race	

What are your privileges?

--



Keeping it R.E.A.L: Culturally Relevant Teaching in the Choir Classroom



Why aren't marginalized populations called to participate?

Do student in my community feel comfortable singing in the space and provide?



Is my content a reflection of who they are?

Does the environment in question give everyone a voice?

Does your environment reflect our brand ethos? Who is on my team?

What are your challenges with foster culture?

11 proven ways to build a positive school culture

1. Create meaningful parent involvement
2. Celebrate personal achievement and good behavior
3. Establish school norms that build values
4. Set consistent discipline
5. Model the behaviors you want to see in your schools
6. Engage students in ways that benefit them
7. Create Rituals/Traditions that are fun for both students and staff
8. Encourage innovation in the classroom
9. Professional development for teachers
10. Maintain the physical environment of your school
11. Keep tabs on your school's culture and make adjustments when necessary

ASK YOURSELF.. IS THIS R.E.A.L?

**RELEVANT
ENGAGING
ARTISTIC
LONGEVITY**



Have you establish connections with them?

Do you reflect before you criticize?

Are you refining or duplicating lessons?



What is your classroom culture?

How are your students, school, and community impacted?

Can you or your students connect to the activity, piece, and/or objectives?

What references are you using in order to connect?

Are your lesson plans evolving?

Are YOU evolving?

What resources are you using?

How do you introduce a piece (hook)?

Are you present during their input.. or combative?



Building Culture in Your Classroom:

Foster **community** in and outside of the classroom

Practice **social** engagement

Solicit **help** from parents and community members

Be a **model** for the character in your classroom and the community

Brain-Breaks: Schedule a mid-rehearsal break for socializing to foster connections without disrupting rehearsal.

Mix It Up: Change seating or formations to encourage new interactions and fresh perspectives.

Get Together **Outside** Rehearsal: Plan 1-2 social events annually, like a holiday party or family picnic, to build camaraderie.

Build **Trust:** Foster trust through honesty, respect, and shared responsibility within the choir.

Encourage Them: **Support**, teach, and honor members to build their confidence and pride in the choir's work.

Be **Humble:** Lead with humility, grace, and wholehearted dedication while also knowing what you know.

Practice **intent-** revisit your purpose, philosophy, and mission regularly along with the tools you have to execute.

Keep Up with Members: Reach out to absent members, offer support, and show that they are valued.

Serve Together: Participate in service projects as a choir to strengthen bonds and fulfill a greater purpose.



Coty Raven Morris
www.cotyravenmorris.com



Following Instructions

1. Look at the person.
2. Respond Positively
3. Do what you've been asked right away.
4. Check back.

Accepting Criticism or a Consequence

1. Look at the person.
2. Respond Positively
3. Don't argue.
4. Ask follow up questions at the appropriate

time

Accepting "No" for an answer

1. Look at the person.
2. Say "Okay."
3. Stay calm.
4. If you disagree, ask later.

Greeting Others

1. Look at the person.
2. Use a pleasant voice.
3. Respond positively (ie. Good morning/afternoon/evening, Hello, etc)

Giving Criticism

1. Ask for permission to give your criticism
2. Look at the person.
3. Stay calm. Use a pleasant voice.
4. Say something positive
5. Describe exactly what you are criticizing.
6. Tell why this is a problem and a suggested solution
7. Listen to the person. Be polite.

Getting the Teacher's Attention

1. Look at the teacher.
2. Raise your hand. Stay calm.
3. Wait until the teacher says your name.
4. Ask your question.

Resisting Peer Pressure

1. Look at the person.
2. Use a calm voice.
3. Say clearly that you do not want to participate.
4. Suggest something else to do.
5. If necessary, continue to say "No."
6. Leave the situation.

Making an Apology

1. Look at the person.
2. Use a serious, sincere voice.
3. Say "I am sorry for..." or "I want to apologize for..."
4. Don't make excuses.
5. Explain how you plan to do better in the future.
6. Say "Thanks for listening."

Talking with Others

1. Look at the person.
2. Use a pleasant voice.
3. Ask questions.
4. Don't interrupt.

Giving Compliments

1. Look at the person.
2. Smile.
3. Speak clearly and enthusiastically.
4. Respectfully give your compliment.

Making a Request

1. Look at the person.
2. Use a clear, pleasant voice.
3. Explain exactly what you are asking for. Say "Please."
4. If the answer is "Yes," say "Thank you."
5. If not, remember to accept "No" for an answer.

Disagreeing Appropriately

1. Look at the person.
2. Use a pleasant voice.
3. Recap your understanding of their view.
4. Tell why you feel differently.
5. Give a reason.
6. Listen to the other person.

Accepting Compliments

1. Look at the person.
2. Use a pleasant voice.
3. Say "Thank you."
4. Don't look away, mumble, or deny the compliment.

Volunteering

1. Look at the person.
2. Use a pleasant, enthusiastic voice.
3. Ask if you can help. Describe the activity or task you are offering to do.
4. Thank the person.
5. Check back when you have finished.

Introducing Yourself

1. Look at the person. Smile
2. Use a pleasant voice.
3. Offer a greeting. Say "Hi, my name is..."
4. Shake the person's hand.
5. When you leave, say, "It was nice to meet you."

@ColtonBlake

Are you being authentic to the piece?

Are you being authentic in your expression of self?

Do your students know why you fell in love with music?

How do you introduce yourself (first impressions)?

How do you introduce a piece?



How do you know what you have done will have a lasting impact?

The power of apologies and acknowledging ignorance (including yourself)

Addressing mental health and it's impact in daily life

What are your examples?

Notes:

Online, Self-Paced,
Professional Development



Check this
out!

Music & Well-Being

Empowering educators to use music
as a tool for healing and growth

Immediately actionable tools and
techniques for the classroom

Culturally responsive
resources

Continuing education
credit hours



www.musicworkshop.org

Sign-up Now for an exclusive preview
discount to this course!

PROFESSIONAL DEVELOPMENT

With Coty Raven Morris

And **Music Workshop**

**Music Workshop's Online,
Self-paced Professional
Development Courses**

With Coty Raven Morris

Coty's Classroom



MusicWorkshop.org