

EDU 390 Diversity Capstone Paper

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In this paper I will be discussing my Cultural Diversity Practicum. For this practicum, I spent time with several different groups at many different schools in several different states over the last four years. I did this by being involved in music at the University of Mary. Every year the University of Mary's Music Department goes on a band and choir tour to different areas and get to perform for and work with many different kinds of students in several different schools in various parts of the country or area that is the designation for that year. I will also discuss what types of things that were worked on with the different group, the diversity of the groups and different ways of adaptation to different age groups and ensembles. Most of the groups we usually work with are that of the high school level but sometime we get to work with middle schoolers too.

The main focus of this paper will be from the most recent Music Tour done by the University of Mary Music Department and the rest will be from those over the last few years of my time at the University of Mary. To start, we, as a music department, went on music tour on October 29-31, 2018 around the western and some north central parts of North Dakota. On this tour we worked with a lot of students and ensembles in the Dickinson, Watford City, Williston, Minot, New Rockford and Jamestown areas. These areas are actually a pretty diverse part of the state because of the recent oil boom in the last decade bringing in a lot of different cultural aspects and different backgrounds to the areas, especially to Williston, Watford City and Dickinson. The groups that we worked with of either band or choir seemed to be fairly diverse in their makeup. However, because we are in North Dakota, there are of course a lot of Germans and Norwegians that have lived there their entire lives. This being said, we got to help out with several different ensembles in each location. We worked with them and got to be intermixed within their choirs and same with the bands too. (See Appendix A, C and D). This is always my

favorite part of going on tour, is getting to actually work with and be guides to these younger students and help them grow in their craft and love of music. I love when we, as college students, are asked to play or sing something when sitting amongst the group of high school or middle school students because their expressions, when we play something, are priceless and they are usually in awe of how we are playing or singing and how we sound. This is great because I can only hope that we inspire them to want to grow as musicians and better themselves to eventually be at the level that we are at.

In previous years we have gone to and done these tours around Montana, South Dakota, and Minnesota as well. Every year when we do tours, we do the same things while working with these groups. We usually start by singing or playing a little bit of our set for them and then they might do the same for us, then our directors' work with their ensembles and ours together to give them pointers and tips on what to do differently and how to better themselves. I think that these groups really take a lot out of this part because they not only get to hear what a college level ensemble sounds like but they also get to work with the directors of the college groups, and as high school and middle schoolers, that is a big deal. The first picture of my artifacts, Appendix A, is actually our University of Mary Concert Choir and Dr. Tom Porter working with Williston High School's Freshman Choir from our most recent tour to Williston, North Dakota. The students from Williston said that they got a lot out of this rehearsal and that it was so cool that they got to work with college level musicians. As of right now, and in the last few years, many of the towns we visited this year, have grown a lot lately so the diversity within the schools is drastically changing. Williston, especially, has grown a lot and is becoming more diverse because of the oilfield bringing in so many different cultures into the area.

In past years, especially when we went to Minnesota because we went to Minneapolis-Saint Paul, there seemed to be more diversity than that of anywhere we had been before on tour, since I have been here anyways. Because we were in the Twin Cities, we visited many different schools and all of them had quite a bit of diversity in them. Especially the schools that were in the intercity or more downtown parts of these place, as they usually seem to be a more rough part of town with a wider range of cultures and backgrounds, it was more prevalent that there more adaptations needed to occur within these schools. Most places, however, seemed to have a pretty good control on their students, no matter the background or ethnicity of the students. It usually seems that because the music ensembles at most of these schools are not part of the core classes, more students want to actually want to be there and participate, so there usually does not need to be too much discipline and adaptations or interventions from any outside sources.

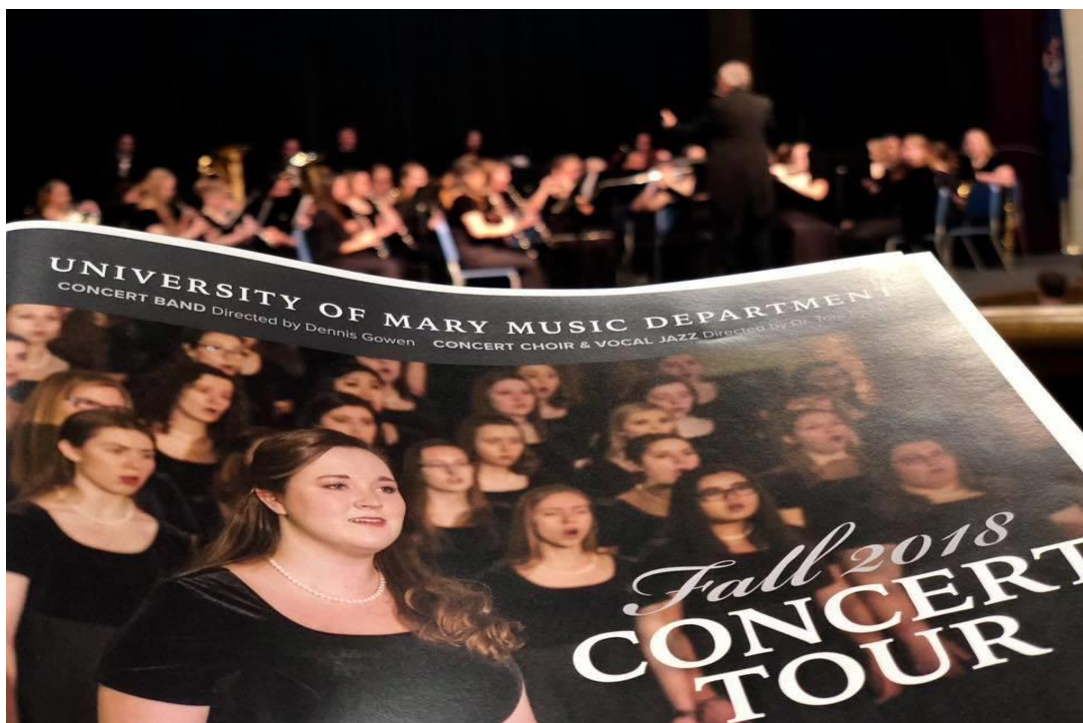
In my future classroom, I will incorporate a lot of different ways to work with all different kinds of students and their needs to best fulfil their needs. My overall experience in this process has been very enlightening and eye opening as I began to see that there is actually so much that goes into everything that a teacher does, especially when there are students of several different backgrounds, and cultures that may play into preparation and lessons. I just love music tours so much, not only do we get to preform and show off our own talents (see appendix B), but we also get to work with so many talented young student musicians as well My overall favorite part of any tour is actually getting to work with these students because we get to see all of their talent and help them to grow as musicians and hopefully as people too.

Appendices

Appendix A



Appendix B



Appendix C



Appendix D

