

# Therapeutic Music Day 2012

## Project location and scope

“Therapeutic Music Day 2012” will be focused on Martin County and St. Lucie County, with some more limited outreach in other locations throughout the USA. Our target for this third event is to serve 70 facilities, serve thousands of patients, provide pay and promotion opportunity for more than forty music teachers (and their affiliated schools) some of which are licensed music therapists, and provide educational opportunity for hundreds of music students.

## Project description, including the need or issue to be addressed by the project

Trained and educated by licensed music therapists, music teachers and their students will perform at nursing homes, hospitals, hospices, assisted living facilities, and (where appropriate) in the prison system. Audiences may include those terminally ill and in advanced stages of Alzheimer's as well as individuals with few chronic diseases but for various reasons, may no longer live independent lives. In addition, artists will perform to both adults and adolescents at Florida jails, prisons, detention centers, group homes, and community-based probation and parole programs. Research points not only to savings on resources spent on medication and traditional therapy by psychiatrists, but also to music therapy's unique ability to treat in some cases.

A4AC is partnering with several organizations to have the greatest outreach including but not limited to the American Music Therapy Association, Treasure Coast Music Teachers Association, Little Prodigy Music School, Bach's Children Music School, and The Stuart School of Music.

There are four components to the “Therapeutic Music Day” program.

### *1) Students Of Music*

Receive a valuable performance opportunity to serve those in great need, community service hours, an event-day t-shirt, an award certificate from A4AC, a master class with a certified music therapist (see benefits below, #3)

### *2) Teachers Of Music*

Receive an honorarium to pay for their assistance in identifying appropriate students for each opportunity, and for preparing them artistically for the event day. Teachers also receive promotion for their school and lessons. Our first event day was covered by newspaper and radio more than twenty times in the local area (see attached example). We recognize that teachers of music are among those struggling not only to educate and inspire, but also to make their way as professional in a struggling industry. Our program provides a financial resource for teachers as well as an opportunity for growth through promotion.

### *3) Music Therapist Master Classes*

Certified, degree-holding music therapists will provide a master class for both teachers and students of music involved in the event. The music therapist will help participants to choose

appropriate repertoire, to be prepared for audience interaction and response to the service, and will also educate attendees about the difference between the service provided by a trained professional, and what therapeutic benefit is offered by art generally. Additionally, students will be introduced to music therapy as a profession. All music has some therapeutic benefit, but we seek to enhance that through the mentoring master class offered to both teachers and students.

#### 4) *Target Audience*

The focus of the project is on healing those in need through the power of music. Our target audience includes those most in need of healing; those that are trapped in a facility and need an artistic escape, and those that are suffering mentally or physically.

#### Anticipated benefits of the project

*Artists to Educate and Inspire:* This programmatic component is grounded in the research of James Catterall, a UCLA education professor. Catterall's research for the Arts Education Partnership found that when students study dance, drama, visual arts, or music, they are more likely than other students to succeed in traditional academic subjects such as reading and math. Arts education was also found to have a positive impact on the development of students' social skills.<sup>1</sup>

Below is a sampling of Catterall's thinking on the contribution the arts have on a student's social and academic development:

*[L]earning in music, taking varied shapes and forms, can have very important impacts on what can only be called a fundamental cluster of brain functions -- namely spatial reasoning and what researchers have begun to call spatial-temporal reasoning. These terms refer to understandings of relations of ideas and objects in space in time. It would be difficult to find a set of cognitive skills more important for how we humans go about our lives.*

*Drama shows consistent effects on narrative understanding as well as on component skills: identifying characters, understanding character motivations, reading and writing skills, and interpersonal skills such as dealing with conflict. Drama (or theatre) at the middle school and high school levels has received scant attention from researchers.<sup>2</sup>*

*Artists to Heal:* Art, and music in particular, has long been played a role in palliative care. In the United States during World War II, for instance, music was used to help rehabilitate injured soldiers.

Since then, considerable research has been conducted that demonstrates the therapeutic nature of art. Among patients experiencing chronic cancer pain, one study found that music made the

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<sup>1</sup> "Critical Links: Learning in the Arts and Student Academic and Social Development," Arts Education Partnership, 2002

<sup>2</sup> James Catterall, comments to the National Press Club on May 16, 2002

patients more relaxed and significantly decreased their perception of pain.<sup>3</sup> And increasingly, it is lauded as an effective, nonpharmacological technique for caregivers of Alzheimer's patients.<sup>4</sup>

Meanwhile, the goal of the artists, as outlined by the American Music Therapy Association, is to make an impact on incarcerated populations in these areas:

- Improve respect for others, including peers and authority figures
- Develop healthy verbal and non-verbal communication skills
- Decrease impulsivity through practical techniques
- Accept responsibility for thoughts and feelings
- Learn relaxation and coping skills
- Explore feelings and make positive changes in mood states

#### List of board members and their affiliations

*Terry Barber* is the board president, and a non-voting representative of Artists For A Cause. Founder of the organization, Barber has supported several nonprofits through self-produced performances and recordings internationally including: The Leukemia and Lymphoma Society (2008 nomination for LLS "Man Of The Year" award), Interhelp, The National Federation Of The Blind, Junior Achievement, National Night Out, Arc Broward, VSA Arts, Human Rights Campaign, The Arts Council Of Martin County, Women Supporting The Arts, Sarah's Kitchen, Arts Council Of Lafayette Park, Mary's Shelter, Families By Choice, ALS Association, Weston Philharmonic, St. Patrick Center, sacred spaces of almost every denomination, and many more. Terry Barber has been a soloist for many of the World's best organizations including Carnegie Hall, The Metropolitan Opera, Moscow's Svetlanov Hall, and London's Queen Elizabeth Hall. Barber is a staunch supporter of arts education, and believes that "Classical music is for everyone".

*William Pena Wells* is active in several civic and community organizations in South Florida and often volunteers his time and legal expertise. He has practiced law in South Florida for over 20 years and has a broad background in criminal and civil practice, though he currently focuses on several areas of practice -- complex commercial litigation, civil rights litigation, protecting the rights of workers in labor and employment disputes; trademarks, copyright and general intellectual property; and governmental/election law.

*Joanne Manfredi, M.D.* has been involved in local and national organizations for over 40 years both as a volunteer and as a medical professional. Some of the organizations that have benefitted from her expertise include American Red Cross, Boys And Girls Club, Adaptive Sports Foundation, Special Olympics, NYC Marathon, Stephen Gaynor School For The Disabled, Volunteers In Medicine, and The Arts Council Of Martin County.

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<sup>3</sup> Zimmerman L, Pozehl B, Duncan K, Schmitz R. Effects of music in patients who had chronic cancer pain. West J Nurs Res 1989; 11(3):298-309.

<sup>4</sup> Pam Belluck, "Giving Alzheimer's Patients Their Way; Even Chocolate," The New York Times, December 31, 2010

*Anna Warren* has a background of 40 years experience in accounting with 20 years in the non-profit sector, including 12 years experience developing and managing grants with a focus on budget development, financial reporting and project reporting. Mrs. Warren is a recently retired Department Director with the Association of Public-Safety Communications Officials-Internationals (APCO), managing the financials for both APCO and the Public Safety Foundations of America. Mrs. Warren oversaw the budget for the association and foundation, estimated at a combined value of \$9 million.

**2012 Budget For "Therapeutic Music Day" Program**

<b>Category/Line Item</b>	<b>Expense</b>	<b>Funding Source</b>
Administrative Hours	-\$2,750	+\$2,750 Private Foundation (anon.)
Marketing and promotion of event	-\$2,400	+\$2,400 Bank Atlantic
Master Class Expenses Including: licensed music therapists fees, facility, promotion masterclass, graphic design, printing	-\$1500	+\$1500 Women Supporting The Arts
Teacher Honorariums: Identify and prepare students, plus perform at hospitals, hospices, assisted living facilities, nursing homes, and prisons.	-\$3,880	+\$1,000 Women Supporting The Arts +\$2880 Frances Langford Foundation
Event Day T-shirts, Certificates for students (including graphic design)	-\$2,750	+\$2,750 Event Sponsors
<b>Total Funding Resources</b>		+\$13,280
<b>Total Expenses</b>	-\$13,280	